

Quality assurance policy and strategy

Policy statement

All delivery of courses, workshops and programmes should be quality assured to the requirements of our own quality standards.

Quality assurance background

Definitions:

- Quality assurance: the overall approach to ensure the delivery and assessment of educational delivery meets the appropriate requirements.
- Quality assurance interventions: these are specific interventions to quality assure the tutor delivery, assessment practice, learner experience, administrative processes and regulatory requirements are being met based on a risk basis.
- Quality Assurers: this is the central team managing and administering the quality assurance strategy.

It is essential that we have quality assurance systems in place to ensure all our delivery and assessment is valid, authentic, current, sufficient, reliable and meets regulatory compliance requirements where applicable. This policy and strategy have been designed to promote quality, consistency and fairness throughout the internal quality assurance activities. Its aim is to ensure that standards of tutoring and assessment are maintained over time and provide guidance to all staff involved in the delivery of programmes.

This document is applicable to everybody involved in the delivery, assessment, administration, management, quality assurance and moderation of any regulated and non-regulated programmes delivered by Activity Alliance.

Responsibilities

The Programme Manager (Workforce), Chloe Studley is ultimately responsible for quality assurance across the company.

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Address: Activity Alliance, SportPark, 3 Oakwood Drive, Loughborough, LE11 3TU.

Phone: 07498 499435

The aim of quality assurance

The overall intent of internal quality assurance is to:

- Safeguard the credibility of the courses, workshops or programmes offered.

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- Monitor all teaching, learning and assessment activities that learners and employees undertake.

Quality assurance objectives

The objectives below identify the structure of the overall quality assurance strategy.

Tutoring

- Tutors are provided with suitable resources to meet the needs of the delivery.
- Tutors are suitably qualified to deliver the provision.
- Tutors are standardised and given continuous professional development.
- The tutor abides by the processes outlined in the Tutor Handbook.
- Tutoring is learner centred and meets the needs of all learners.

Administration

- The learner information is sent to learners in good time and in a suitable format to meet their needs.
- Learners are provided with resources to support their learning.
- Support is timely to meet agreed timescales.
- Tutors and assessors are supported in meeting their needs.

Learner experience

- Learners are supported to gain benefit from the educational experience.
- Feedback is encouraged and acted upon.

To do the above we will:

- Ensure a quality assurance strategy based on an appropriate rationale is in place that clearly gives a clarity to the approach to quality assurance.
- Ensure each programme has a clear rationale and risk-based sampling plan to ensure quality of delivery, assessment and learner experience is maintained.
- Employ tutors and Quality Assurers that are suitably qualified, experienced and current.
- Verify competence ensuring they are appropriately qualified and experienced, deliver the learning programme and assessment requirements and maintain regular, relevant CPD.
- Communicate regularly with all parties involved e.g. learners, other tutors or members of the quality assurance team.
- Maintain ongoing CPD amongst the quality assurance team.

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- Ensure that all quality assurance activities are fair, ethical whilst embracing equality, diversity and inclusivity, ensuring health and safety is continuously monitored throughout the assessment and quality assurance process.
- Continuously encourage and support tutors to reach their maximum potential.
- Maintain accurate records of the teaching, learning, assessment and verifying process.
- Ensure all training and assessment activities are Specific, Measurable, Achievable, Relevant and Timebound.
- Ensure each specific programme has risk-based provision with appropriate standardisation and ongoing professional development to make sure learning is appropriate, comparable and consistent.

Quality Assurer responsibilities before the course (if attending a course)

The Quality Assurer must be clear about programmes they are sampling and ensure they have the appropriate reporting paperwork. In addition, they must ensure that they are aware of all resources associated with the course (i.e. learning programme, delivery guidance etc). We encourage Quality Assurers to liaise with members of our staff to confirm course details i.e. venue or delivery platform, timings etc.

Prior to any visit the Quality Assurer should liaise with the tutor they are verifying to ensure clarity of what the intervention will cover and the outcomes.

Quality Assurer responsibilities during the course

During the visit the Quality Assurer must:

- Introduce themselves to learners and the workforce and explain the purpose of their visit.
- Record quality assurance findings by using the templates provided.
- Seek self-evaluation from the tutor.
- Give feedback based on the competency framework.
- With the tutor, identify areas of development.

Quality Assurer responsibilities after the course

The Quality Assurer must:

- Complete the relevant quality assurance documentation provided and return electronically within 5 working days to: chloe@activityalliance.org.uk.

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- Liaise with our staff to ensuring effective reporting and any areas of concern are identified to enable action to be taken.

Pre-requisites of a Quality Assurer

Quality Assurers are required to hold a suitable Tutor and Assessor qualification such as:

- 1st4Sport Level 3 Award for Tutors and Assessors in Sport.

It is recommended that Quality Assurers also hold or be working towards a recognised internal quality assurance qualification. Examples of recognised quality assurance qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- 1st4sport Level 3 Certificate in Internal Verification Practice in Sport (CIVPS)
- V1 Conduct internal quality assurance of the assessment process
- Level 4 Internal Quality Assurance
- Postgraduate certificate in Education.

The Quality Assurer also needs to have knowledge of the programme requirements for the programme they are quality assuring and experience of the topic (where applicable).

Quality assurance strategy

New tutors (initial 6 months of delivery):

- New tutors will be required to complete an orientation into the programme (led by a member of our staff) to ensure clarity on programme requirements and our policies and procedures.
- New tutors will be assessed as part of the orientation and will self-assess their competencies. This will be followed by a discussion with us to understand any differences and to agree on a 6-month programme of support and CPD.
- New tutors may be expected to shadow or co-tutor a programme as part of the induction process and this will be at our discretion.
- For new tutors delivering their first programme, a quality assurance visit is required which will include a tutor observation.
- New tutors will then be RAG rated accordingly.

Following this 6-month period, all programmes are to be internally quality assured across a range of delivery and assessment sites over a 12-month period. Generally, all programmes

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will be quality assured through quality assurance visits and ultimately any sampling will be determined based on clear rationale which will be adjusted based on risk:

Risk is determined by:

- Feedback from internal/external quality assurance reports
- New workforce members and previous experience
- New course delivery
- Those that deliver a high volume of programmes
- Feedback from learners, the workforce and other stakeholders
- Previous quality assurance actions
- Format of delivery (i.e. delivery of learning or assessment using a new or change of format)
- Any other variable that would affect the risk to quality assurance.

Tutors are given a Red/Amber/Green (RAG) rating through assessment by our Quality Assurers:

- Red/unacceptable rating – high risk

Where tutors are identified as high risk, a quality assurance visit will take place immediately to determine the cause. Tutor will continue to be quality assured for each delivery until their risk status has been changed.

- Amber/acceptable rating – medium risk

Where tutors are identified as medium risk, a quality assurance visit will occur a minimum of once every 6 months. Tutor will continue to be quality assured by a minimum of once every 6 months until their risk status has been changed.

- Green/excellent rating – low risk

Where tutors are identified as low risk, a quality assurance visit will take place a minimum of once every 2 years.

We will observe a minimum of 10% of overall course delivery per annum, with priority given to those tutors rated at red/amber. We reserve the right to alter these sampling figures on a case-by-case basis if clear rationale is available. A tutor can be upgraded or downgraded in their risk rating depending on any risk or information provided, at our discretion.

Quality assurance activity

Quality assurance interventions may include:

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- Observation of tutoring performance
- Observation of assessment practice
- Learner interviews (face to face or online)
- Complaints from learner or organiser
- Learner surveys either at the end or part way through course of study
- Course organiser or employer feedback.

The frequency of quality assurance interventions will be determined by the level of risk assigned to the tutor.

Standardisation

Standardisation or training events will be conducted for programmes a minimum of once per year. This will involve policy and procedure updates, training and the sharing of good practice. Standardisation will be related to the nature of the programme of study delivered.

Monitoring and evaluation

Monitoring and evaluating is an important aspect of the quality assurance policy. All programmes are monitored.

Any quality assurance points identified will be fed back to the relevant workforce and these actions will be monitored until completed. Training, CPD and standardisation will be used to share best practice and key themes identified in the quality assurance process, with further detail included in our Standardisation sessions or tutor updates.

Appeals

There is a systematic appeals process where a tutor does not agree with the outcomes of an observation. The process is:

1. The tutor will inform us, detailing the reasons for the disagreement in writing within 10 working days of the observation.
2. We will investigate the details of the appeal.
3. We will decide if the disagreement is valid and inform the tutor of this within 10 working days of receipt of the appeal.
4. If we decide the appeal is invalid this will be the final part of the appeal.
5. If we decide the appeal is valid we will either change the outcome of the assessment or arrange a further assessment by a different Quality Assurer. This will be completed within 2 months of receipt of the appeal (or next available delivery). The outcome of this observation will be the final part of the appeal in this instance.

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