



**Quality Assurance Policy
September 2023-August 2024**

AIM:	To provide clear direction to staff and others about standards of delivery of learning
NAMED STAFF/PERSONNEL WITH SPECIFIC RESPONSIBILITY FOR INTERNAL QUALITY ASSURANCE	<ul style="list-style-type: none"> • Lead – Anita McGreevy • Deputies – Lauren Gutteridge • Nominated Trustee – Paul Wallace
DISTRIBUTION:	<ul style="list-style-type: none"> • CWP staff, volunteers and learners • Service users • Website
DATE FOR IMPLEMENTATION:	1 st September 2023
DATE OF NEXT REVIEW:	31 st August 2024
AUTHOR:	Anita McGreevy – Compliance and Operations Manager
APPROVED BY:	Bill Adams – Chair of Trustees

Quality Assurance Policy

Introduction

This policy relates to all learning and associated processes.

Scope

The objective of this policy is to provide an internal working document for the organisation's Quality Assurance System and to promote uniformity of working methods throughout.

This document outlines systems, policies, and procedures CWP has developed and implemented in order to ensure a high quality of service, and provide our funders, beneficiaries and other stakeholders with trust and confidence.

Background

Creativity Works Preston (CWP) is an education and training organisation that offers a variety of learning programmes and opportunities to young people and adults.

The programmes are bespoke, practical, and designed to teach not only vocational subjects but also life and work skills. CWP engages with individuals who are unemployed, not in any form of education or training, young people who are at risk of dropping out of mainstream education, SEN learners, and those who prefer project-based learning to the traditional classroom set up.

The learning takes place in purpose-built vocational areas that replicate working environments. These include Music/Recording Studio, Film/Editing Room, Beauty Training Room/Beauty Salon, Kitchen/Food Tech Area, Health and Social Care/Childcare Training Room and Construction, Brickwork/Plastering and Painting & Decorating. CWP also delivers Functional Skills in Maths and English.

To ensure the quality of delivery CWP has developed and implemented a wide range of policies, systems, and procedures. These are managed by the senior management and reviewed annually.

The systems and policies include but are not limited to:

- Referral process
- Induction including Initial Assessment and ILP
- Attendance and Progress Monitoring
- Teaching, Learning and Assessment Policy
- Code of Conduct for Staff
- Behaviour Policy
- Internal Quality Assurance
- Malpractice and Maladministration
- Conflict of Interest
- Recognition of Prior Learning
- Reviews and Evaluation
- Registration and Certification
- Appeals

Quality Assurance Policy

- Retention of Record

CWP delivers a variety of regulated and non-regulated learning aims. The accredited courses lead to nationally recognised qualifications and range from Entry to Level 3.

CWP is approved by the awarding body, NCFE and holds Direct Claim Status for majority of qualifications that are on offer.

Outline of Programmes

- School programmes - schools purchase services directly from CWP. Programmes are tailored to each individual needs and can include learning towards a vocational subject, employability skills, practical projects, Functional Skills in English and Maths, and respite provision. Taster sessions are offered followed by development of individual programmes, qualifications, days, and hours. After the induction process, learners are assigned a tutor on the first day of attendance, who is then responsible for Initial Assessment and creation of the Individual Learning Plan.

Tasks and activities are set daily by the dedicated tutors. They can involve independent work, group activity, workshops, one to ones, demonstrations, video tutorials etc. Upon completion of set tasks learners can have a free time and use centre facilities if available or start working towards further units/next projects.

If after continuous attempts by their tutor the learner refuses to engage, the Centre Manager is informed. Review meetings will be organised with the school and placement discussed.

Learner's work and tutor's daily/weekly feedback is uploaded to E-portfolio, One File. Progress towards qualifications and programme goals is monitored with interventions put in place should a learner fall behind the agreed targets. Schools have access to One File and can view the learning journey at any time. Half termly progress reports are sent to schools.

- 16 - 18 NEET provision - To participate, learners must meet eligibility criteria. Days and hours are agreed by the dedicated tutor with each learner. Once the enrolment paperwork is completed and all eligibility documents are provided, the learner can start their course. If a participant has not achieved Maths and English Level 2 or GCSE grade 4 (previously C) or above, they will undertake initial assessment.

All learners receive incentive payments of £20 per week, or £25 if they additionally work towards Functional Skills. They payments are only made if learners attend on time, complete tasks. A proportion of this amount can be deducted from learner's allowance if the learner fails to comply with any of these conditions.

Programmes can include vocational courses, employability skills, Functional Skills, and project work. Tasks involve independent work, group activity, workshops, one to ones, demonstrations, video tutorials etc. Learners' responsibility is to complete agreed tasks and

Quality Assurance Policy

ask for help and support when required. All work is recorded on OneFile and assessed by the tutor. The Tutor conducts monthly weekly reviews and provides IAG. The typical course is 10 weeks long. Once the course is completed the learner can progress onto another course at CWP or move on to paid or unpaid employment, apprenticeship, further education, or training.

- Adult provision – opportunities arise when funding is available. This determines the eligibility, the lengths and content of the course etc.
- CWP also offers bespoke programmes to groups and individuals. All arrangements are made with the commissioning organisation.

Referrals

CWP receives referrals from local schools including SEN and, Local Authorities, parents, care homes, and a range of other organisations working with young people and adults across Lancashire.

For post 16 and adult programmes individuals can refer themselves.

Referring agencies/individuals are welcome to arrange a taster session. This can be done over the phone or email. CWP then requests a referral form to be completed prior to the learner commencing their course (Appendix 1). This provides CWP with the relevant information about each individual's learning and development, prior attainment and identify any safeguarding concerns and support needed whilst on the course.

All completed referral forms are sent to the CWP Centre Manager. If a referral form is not available prior to the learner starting their course, all relevant information is requested over the phone. Referral form then follows.

Completed referral forms are uploaded onto the shared area on Google Drive and access is granted to the tutors. The Centre Manager's responsibility is to ensure forms are completed and shared with relevant staff members. All tutors have responsibility to read the referral form for every learner on their case load and make appropriate arrangements. All safeguarding concerns are shared with the relevant staff.

Any additional information such as statements, reviews, reports are kept in students' personal files on Google Drive. If any information is received in paper format it is scanned and uploaded to the Drive. The hard copy is kept secure in a locked cabinet in a locked room.

Once the placement is confirmed, schools and referring organisations are provided with Service Level Agreement outlining all terms and conditions. This is supplemented by a placement sheet for each individual summarising the programme of study, fees, days of attendance etc.

Quality Assurance Policy

Induction Process

All centre users receive a full induction at the start of their programme. The induction covers the following elements/activities:

- Registration - online enrolment form to be completed on e-portfolio OneFile. Additional registration forms may be requested depending on the requirements from a funder. The person responsible for completing the above with is the Office Manager. If the Office Manager is not available, the responsibility should be delegated to another member of staff.
- Students Handbook and Induction Checklist - this outlines CWP policies and procedures. Each tutor is responsible for discussing the handbook with each learner on their case load. **Learners must sign a confirmation they have received induction and that they understand all policies and procedures.** All confirmations are handed in to the Office Manager.
- One File Account - E-portfolio is set up by the Centre Manager or designated admin colleague. This is completed within one week of a learner starting. All tutors are responsible for assigning correct learning aims and units. Start and planned end dates must be filled in as soon as the learning aims are assigned.
- Taster Session - taster sessions are delivered by each tutor as and when required. This gives learners opportunity to take part in variety of vocational activities across different departments. Tutors must be informed in advance of any taster sessions booked. This is done via Google Calendar.
- Initial Assessment - all learners who enrol at CWP undergo an initial assessment. This includes FS online English and Maths assessment on BKSB, observations, discussions, tasks and activities. Tutors determine which assessment method is appropriate for a learner. At CWP we do not pressurise learners to complete formal assessments if we feel it is not appropriate and can cause distress to the learner and further disengagement. The outcome of the initial assessment is recorded on OneFile. Based on the outcome appropriate levels and qualifications are agreed.
- Individual Learning Plan (ILP) is carried out once the Initial Assessment is completed. This is recorded on OneFile and progress is measured against it during regular reviews.

Assigning new learners to tutors/departments

If a learner has a specific interest in one of the subjects at CWP they are assigned to the tutor delivering the course. The Centre Manager manages taster session bookings and ensures tutors are informed in advance.

If a learner does not have a specific interest in any of the learning areas, they undertake taster sessions in each department. If after that they still are unsure what they want to do, they will be assigned to the Pastoral tutor who will work with the learner until the most appropriate provision can be decided.

If a learner is interested in more than one subject, they can be assigned to two different departments. Both tutors are then responsible for recording of all evidence on OneFile. The tutor with the least number of learners on their case load will then be responsible for the monitoring of the overall progress and ensuring the learning journey is documented according to the requirement of the particular programme.

Quality Assurance Policy

Teaching, Learning and Assessment Policy

CWP is committed to providing high quality teaching, learning and assessment to enable all learners to achieve their full potential. This is achieved through high quality teaching and learning opportunities, thorough assessment, and feedback, and through sharing of good practice.

This policy relates to all CWP staff engaged in facilitating, supporting, and managing learning. It applies to all learning programmes offered through the CWP irrespective of the type of activity, department, level, or the duration of the course.

Delivery of sessions

All learners at CWP have bespoke programme of learning designed to meet their needs and maximise their potential. Tutors prepare their sessions in advance and give daily tasks to each learner. Different learners in the same group may be working towards different qualifications/units/projects. The activities are mainly practical and designed in such a way, that they trigger as much naturally occurring qualification evidence as possible. Tutors will follow schemes of work. However, considering the nature of the learners a flexible approach is taken. This, however, will be recorded properly within the learning journal on OneFile and monthly reviews. Tutors should ensure they have sufficient resources to deliver planned sessions. Request for resources should be made directly to Centre manager with as much advanced notice as possible.

Tutor's role and responsibilities

- build robust and appropriate tutor and learner relationships
- ensure sessions meet course/programme objectives and requirements
- plan and deliver engaging and practical sessions at a suitable pace.
- ensure sessions have strong links between theory, practical and industry practices
- ensure sessions are well planned and resources ready in advance
- tasks for the day for each learner are listed on a white board, e-portfolio One File, or a sheet of paper to ensure that they can be referred to at all times
- recognise learners may have different learning styles and plan sessions accordingly
- ensure learners receive clear tasks and instructions and fully understand what is expected of them in order to complete the task
- build on learners' prior knowledge and understanding
- allow the learner to actively participate in learning and promote independent learning as much as possible
- provide learners with necessary support and resources and ensure the working environment is suitable in order for learners to reach their full potential
- to tailor each learner's ILP and apply flexible approach in order to meet individual needs
- embed Maths, English and employability in day to day activities
- to provide learners with regular constructive feedback and to encourage regular feedback from learners
- monitors learners progress
- make reasonable adjustments for all learners with SEN

Quality Assurance Policy

- provide learners with regular IAG
- deal with behavioural issues promptly and follow reporting procedures.
- actively promote Equality, Diversity and Inclusion
- follow relevant procedures in relation to Health and Safety
- to adhere to CWP Safeguarding Policy at all times
- provide management with regular feedback for quality improvements purposes
- share good practise with fellow colleagues

Learners' feedback

CWP encourages learners to provide feedback regularly. This is done via informal conversations with tutors and feedback forms where appropriate. CWP places great emphasis on creating a friendly working environment where learners feel valued and their opinion is respected. CWP welcomes all feedback, positive or negative. Learners' feedback plays an important role in quality improvement planning and decision making.

Assessment

All tutors are responsible for planning and assessment of qualifications they deliver. Each qualification must have relevant Scheme of Work (SOW). SOWs are stored and shared on Google Drive and are reviewed by tutors on an annual basis.

Internally assessed portfolios

All assessment plans and assessments with supporting evidence are recorded on e-portfolio One File. Any paper-based evidence must be stored securely in individual student's file and mapped appropriately. Tutors ensure assessment records show accurate assessment tracking, progress and achievement. Tutors must have thorough knowledge of each qualification they deliver and ensure assessment methods meet awarding body's guidelines.

FUNCTIONAL SKILLS EXAMS

FS Exams are available online or paper based. All entry levels are paper based only, whereas L1 and L2 are available on both paper and online.

Paper based assessments are available on demand and can be booked through the portal. Online assessments are booked through the online assessment system. FS Tutor makes a request to Centre Manager to make bookings when a learner is ready to take the exam.

L1 and L2 FS assessments are conducted in line with the Awarding Body's Regulations for the Conduct of External Assessment.

Entry level FS assessments, L1 and L2 SL&C are conducted in line with Awarding Body's Regulation for the Conduct of Controlled Assessment. Reasonable adjustments can be made for candidates. The person responsible to ensure all assessments are conducted in line with the above regulation is Compliance Manager. The person responsible to lead on the administration of the assessments is Centre Manager.

Quality Assurance Policy

Internally assessed Functional Skills exams

Functional Skills entry levels are assessed through summative controlled assessment under controlled, supervised conditions. An invigilator, appointed by Centre Manager, will supervise the learners at all times during the time of the assessment, and when required during preparatory work. Assessment is internally assessed by FS Assessor and moderated by centre IQA and externally moderated by the awarding body.

Once a candidate is registered onto FS entry level qualification, exams are generated by the Centre Manager. The exams are stored securely on a computer, password protected and are only printed and distributed as and when required. All exams are invigilated by a person appointed by the Centre Manager and completed exams are stored in locked cabinet in the admin office.

Externally assessed Functional Skills exams

Functional Skills Exams at Level 1 and 2 can be taken by candidates online or paper based. For online examinations, candidates must be set up on Secure Assess website. Online exams can be only taken on computers with NCFE Secure Client Central software. This is managed by Centre Manager.

All paper exams must be ordered 5 days prior the exam date. When exam arrives, it must be stored securely in locked cabinet until the exam date.

All exams are invigilated by a person appointed by the Centre Manager. Regulations for Conduct of External Assessment must be followed.

All assessment decisions must be made in accordance with national standards as outlined in Qualification Specifications.

All assessment plans on OneFile must be set regularly and evidence uploaded and assessed as soon as possible. Tutors should avoid practices where all evidence is collected, sat in a folder and uploaded and assessed at the last minute. This would show false representation of learner's actual progress, delay internal quality assurance process and certificate claim.

Monitoring of learners' progress

Learners' progress is monitored via e-portfolio system, OneFile. Each learner has an account which shows their registration form, ILP including Initial Assessment outcome, Learning Aims and Units they are working towards, the actual progress towards each unit against the targeted progress. It includes all assessment plans and assessments, assessor's feedback and monthly reviews. Regular reviews give tutors an opportunity to monitor students' progress and provide them with constructive feedback. Reviews must be completed by tutors with all their learners and progress measured against their ILP. This highlights learners who fall behind with their work. A catch-up plan must be then put in place.

Attendance

Days and times of attendance are agreed with referring schools/organisations. Schools determine how attendance is to be reported. Usually, email is sent to school by 10.30. However, this may vary from school to school. Attendance is recorded on spreadsheet and monitored by CWP daily. Overall, attendance is reported to schools via half term and end of term reports.

Quality Assurance Policy

IQA Policy

CWP operates a robust Internal Quality Assurance system, to maintain the consistency and accuracy of delivery and assessments. Internal Quality Assurance (IQA) is the process of ensuring that training delivery and assessment practice is monitored to ensure that they meet national standards.

Policy Aims:

- To provide a continuous check on the consistency and quality of delivery and the consistency, quality and fairness of marking, grading and overall assessment of learners' work.
- To meet and exceed the requirements of the awarding bodies
- To ensure that valid assessment decisions are reached for all our learners and that external requirements are fully met
- To ensure systems, processes and procedures are clear and applied consistently across the centre
- To support academic staff in their delivery by providing them with constructive feedback

Scope

For the purpose of this policy, the term IQA includes all forms of activity that check and validate assessment. It may be implemented through the systems of verification as required or laid down by examining or awarding bodies; or it may occur through observation of learners' activities, second marking of learners' work, or team grading/assessment of learners' work. Any task, activity, or project that contributes to the learners' final achievement in a vocational area.

The Compliance and Operations Manager at CWP has the responsibility to ensure that all IQA systems are being followed and that the appropriate evidence is being correctly completed and submitted. The IQA policy is integral to the induction process and all associate staff have a responsibility to give full and active support for the policy by ensuring that it is known, understood and implemented by all.

The role of an Assessor/Tutor is to:

- ensure that each learner is aware of his/her responsibility in the collection and presentation of evidence
- agree and record assessment plans with each learner on OneFile
- fully brief learners on the assessment process
- observe learners' performance through formative assessment and/or in simulated situations, and/or conduct other forms of assessment in accordance with the qualification requirements
- ensure that assessment of performance by observation is unobtrusive
- judge the evidence and record assessment decisions against the standards
- provide Learners with prompt, accurate and constructive feedback
- manage the system of assessment from assessment planning through to marking and recording assessment decisions
- ensure validity, authenticity, currency and sufficiency of evidence

Quality Assurance Policy

- maintain accurate and verifiable learner assessment and achievement records
- confirm that learners have demonstrated competence/knowledge and have completed the required documentation
- agree new assessment plans with learners where further evidence is required
- make themselves available for discussion with the Internal Quality Assurer/Qualification Coordinator and/or External Quality Assurer
- demonstrate commitment to policies and procedure
- ensure maintenance of confidentiality for sensitive information

Internal Quality Assurer monitors the work of all assessors to ensure that assessment processes and practices have been adhered to and assessment decisions are consistent across assessors.

Internal Quality Assurer is responsible for:

- ensuring that assessors follow the assessment guidance provided
- advising and supporting assessors to assist them in interpreting and applying the standards correctly and consistently
- regularly sampling assessment activities, methods and records to monitor consistency of assessment decisions as specified by qualification documentation
- providing assessors with prompt, accurate and constructive feedback on their assessment decisions
- undertaking an active role in raising issues of good practice in assessment
- ensuring that equal opportunities and anti-discriminatory practices are upheld in the assessment process
- liaising with other staff members and the External Quality Assurer to implement the requirements of the assessment system
- ensuring that all learners' achievement records and centre documentation are completed in accordance with requirements
- countersigning appropriate assessment documentation
- organising standardisation sessions with tutors to ensure all delivery and assessment decisions are consistent across the centre
- supporting tutors in development of resources
- ensuring assessors have opportunities for updating and developing their vocational and professional competence
- supporting, countersigning, dating assessments and quality assuring judgements by assessors and Internal Quality Assurers not holding the appropriate assessor/Internal Quality Assurer qualifications as approved and specified by the Regulatory Authorities.

Monitoring of the quality of teaching, learning and assessment

CWP has developed and operates Teaching, Learning and Assessment policy and procedures in order to ensure the high quality of delivery and assessment. All staff must adhere to the policy when

Quality Assurance Policy

planning, delivering and evaluating sessions. This applies to all the programmes delivered at the centre.

CWP Compliance and Operations Manager reviews the policy annually. This is done in consultation with all staff engaged in facilitating, supporting and managing learning. Feedback from beneficiaries and staff is sought regularly. This includes feedback forms and informal discussions with learners, annual appraisals, regular supervisions with delivery staff, and monthly staff meetings. Additionally, the evaluation of the quality of delivery is conducted via analysis of data such as attendance of participants, engagement in sessions, and reports received from Internal Quality Assurance and External Quality Assurance visits. Observations of teaching and learning should take place annually and all tutors should be observed on a regular basis.

Standardisation

Standardisation is an important process in the CWP Quality Assurance. It ensures Assessors and Internal Quality Assurers interpret and follow the requirements of the programme or qualification in the same way and that any assessment decisions meet national standards and qualification specification. The process helps to ensure that all involved are consistent and fair to all learners throughout their time at CWP. Standardisation meetings take place at least once every term and are facilitated by the IQA.

Sampling Strategy

IQA is responsible to carry out a Sampling Plan at the beginning of the assessment programme. The IQA uses NCFE Sampling Plan template and ensures a sample of every unit is checked across each learning aim. Sampling takes place every term, and the volume of sample depends on the following factors:

- for new Assessors or qualifications IQA samples between 30% and 50% of learners, with all the units being sampled. If a qualification is new to the centre and the Assessor is newly qualified, IQA samples 100% of the learners.
- If there are 5 or less learners undertaking a qualification the IQA will sample 100% of those learners, regardless of the experience of the Assessors.
- For experienced Assessors delivering previously delivered qualifications IQA samples between 10% and 20% of learners as a guidance. If IQA feels higher sample is required, they will increase the sample size accordingly.

The IQA has dedicated time to carry out sampling and other IQA activities. This is incorporated in the timetable.

RPL

In the circumstances where Recognition of Prior Learning can be applied towards the achievement of a qualification, Assessors, IQAs and other members of staff involved in the decision-making process must follow CWP RPL Policy.

Awarding Body registrations and External Quality Assurance visit

CWP is an NCFE approved training organisation. The Compliance and Operations Manager is responsible for registration of all candidates onto correct qualifications and arrangement of External Quality Assurance visits. All registrations must be carried out before learner's first assessment.

Quality Assurance Policy

Registration of candidates and certificate claims are done through the Portal. The Compliance Manager must ensure all the information supplied to the awarding body is correct. If the information supplied is incorrect The Compliance Manager must inform the awarding body immediately.

All registrations are recorded on Qualification Achievement Spreadsheet within shared area on Google Drive and includes the following information: Learner's full name, DOB, Learning Aim, Candidate Number, Batch Number, Registration Date, Certificate Claim Date, and how the certificate was distributed (Award Ceremony, posted to school, or to home address)

Dates of EQA visits are agreed with tutors and IQAs in advance. Tutor and IQA prepare for the visit in accordance with the awarding body requirements. Visits are facilitated by IQAs; however, tutors are usually available on site. EQA visit schedule and reports are shared with staff members on Google Drive and via emails. Tutors and IQAs are obliged to read EQA reports for the subjects they deliver, and address action points made.

The Compliance and Operations Manager has the overall responsibility of the Quality Assurance and must read the EQAs reports and address any action points with IQAs. Any issues are addressed in the standardisation meetings.

Certification

The Centre Manager is responsible for certificate claims. Certificates are claimed within one week of IQA confirmation. If a visit from an EQA is required, certificates are claimed within 2 working days from the visit. All claims are recorded onto Qualification Achievement Spreadsheet. Once certificates arrive, they are kept in the locked cabinet in the reception area. Certificates are scanned and uploaded to the shared area on the drive as evidence for the funders. All certificates are presented to learners at CWP Award Ceremonies, posted to schools or directly to students' homes. Achievements of qualifications is recorded on CWP monitoring database.

Appeals

Any appeal and queries must follow CWP Appeals Procedure (Student Handbook). Should a learner feel that proper process has not been followed or that the academic decision was not made in accordance with the regulations of the programme of learning then they may appeal by following the 3-step process. If a learner remains unhappy after following our own internal appeals procedure, then they should contact the Awarding Organisation directly.

Storing of learners' data

All data is collected and stored in compliance with GDPR.

All learners' details are captured through referrals/registration forms and stored on shared group database on Google Drive and on OneFile. Both systems are password protected and access is managed by the Performance Manager. Any hard copy documents are stored in locked cabinet in the reception area and/or delivery rooms.

Retention of Records

All learners' assessment records must be retained for a minimum of 3 years. This is a requirement from our awarding body NCFE. Students' details and portfolio evidence, internal quality assurance activity records must be kept. After 3 years documents must be disposed of safely.

Quality Assurance Policy

Evaluation

To ensure high standards of delivery, learning and assessment CWP has developed an Evaluation Policy. This is to help to review all processes, systems and procedures related to the delivery of all programmes at CWP.

The following elements are included in the policy:

- Collection of data and data analysis
- Project Outputs, Outcomes and Indicators
- Monitoring
- Communication of finding and actions going forward

Annual Report and Quality Improvement Planning

The Annual Report is produced by the CEO. Feedback is collected from Staff, Learners and Third Parties. Following the Report, the Quality Improvement Plan is updated.