



Bespoke Professional Development and Training Limited

Quality Assurance Policy

Updated: June 2023

Next renew due: June 2024

Version No	Last Amended	Reason for Revision	Amended By-
v1	July 2019	Standard Review	Tracey Carter
v2	July 2020	Standard Review	Tracey Carter
v3	June 2021	Standard Review	Tracey Carter
v4	September 2021	Update - CIPD addition relating to sample size for new quals	Tracey Carter
V5	June 2022	Standard review	Bev Harland
V6	June 2023	Review	Georgina Selmi

Quality Assurance Strategy

Our Quality Assurance Strategy aims to provide the best quality and value teaching and learning which is delivered by specialist workshop tutors. We strive to meet the needs of individuals and employers; working in partnership to enhance the quality of staff development. Bepro is committed to providing high quality, reflective evaluation of learning and teaching to enhance the learning experience.

There will be rigorous Internal Quality Assurance to ensure all aspects of teaching, meet the highest standards and are compliant with requirements, as applicable. Quality assurance is fundamental to Bepro and is embedded in all of our teaching and learning processes, programmes and services. It guarantees the integrity and value of our teaching and learning. We ensure that quality is embedded in the design and delivery of our qualifications and programmes, and work with our learners and employers to ensure this.

Our Quality Assurance Strategy for Bepro is committed to the following:

- Quality Meetings are held regularly for standardisation and development of best practice in teaching and learning which all relevant staff are expected to attend
- Ensuring occupational competency and expert knowledge of all teaching and quality assurance staff
- Ensuring valid, reliable and authentic review of learning and progress throughout the programme
- Offer every learner and employer the opportunity to provide feedback on their experience to allow reflection to recognise best practice and make improvements (Appendix 4)
- Strict adherence to the awarding organisation policies and procedures.

Strategic Analysis of Quality

As part of the annual quality review all external moderator reports, retention data, achievement rates, learner voice and employer surveys will be reviewed and summarised by the directors to inform planning and the Quality Improvement Plan. The Quality Improvement Plan is designed to improve teaching and learning, meet changing demands for employers, qualification changes and updates and maximise opportunities for further business growth. The directors will maintain electronic records for every qualification and unaccredited programme (Appendix 1) Every tutor will be observed to ensure the best quality training. (Appendix 2)

Internal Quality Assurance

Tutors who deliver and make assessment decisions for learners undertaking accredited qualifications need support from their Internal Quality Assurer (IQA). The role and support from the IQA is of paramount importance to the overall success, achievement and positive outcomes for the qualification. There are four main aspects to the Internal Quality Assurer (IQA) role:

- Plan, operate and evaluate internal assessment and quality assurance systems
- Support and develop tutors
- Monitor and improve the quality of teaching practice
- Apply policies, procedures and legislation to meet external and regulatory requirements

Further amplification of the IQA role

- Explain to delivery team why the internal moderation process needs to take place throughout the delivery of the qualification.

Before starting delivery, the IQA should check against the scheme of work, the qualification specification and the planned assessments, that all the learning outcomes have been addressed. The IQA should keep accurate records of tracking of assessments from registration to certificate claims. Any refinements needed should be completed by the tutor, prior to issuing the assignments to the learners.

- The IQA should formally record their findings when sampling assignments. They should check for validity, suitable tone and language of the tasks. Additionally, they should check that the tasks are fit for purpose and appropriate for the level of the qualification and presented in a manner which may be clearly understood by the learner.
- All feedback should recognise the strength of the learner and must include areas for development to ensure stretch and challenge of every learner.
- The IQA should hold/lead regular standardisation activities/meetings with the delivery team and maintain records of meetings. It should be clear whether any actions are necessary, by whom and by when.
- The IQA should ensure that targets are based on the starting points of the individual learner and thorough initial assessment has been carried out.
- Undertake observations with the tutors and provide feedback. This is also an opportunity for the IQA to meet and speak with the learners who are undertaking the programme.
- Provide written feedback (within 2 weeks) to the tutor promptly and discuss any findings and take appropriate action.
- To ensure that tutors give learners timely feedback, i.e. within BePro guidelines of 2 weeks of submission date.
- The IQA should monitor whether issues of equality and diversity and access have been effectively identified and supported. They should provide the tutor with ideas for expanding the variety of teaching methods.
- Identify any areas for training and development for the tutor i.e. updating occupational competence or attending specific training linked with the qualification.
- Acknowledge, praise and share good practice, either for assessment feedback to the learner as well as the suitability of evidence presented to meet the learning outcomes and ranges.
- Re-visit any sampling which was not up to standard when the first sampling was completed.
- Maintain active support and guidance for tutors.
- Encourage peer to peer observations to further develop best practice and sharing of ideas. Tutor self-evaluation as part of this process should be encouraged. (Appendix 3)

Accredited Provision

- Once the course has commenced and the learners are registered, the IQA should devise a sampling matrix taking into account the relevant sampling characteristics. This should follow BePro's Sampling Strategy process or alternatively the requirement for sampling set by the awarding organisation.
- The IQA should make the assessment team aware of the sampling strategy. This planning activity should be done with the cooperation of the tutor and in relation to the assessment plan i.e. scheme of work.
- Take care to sample a sufficient percentage for each tutor and to take into account any new members of staff to the team and those at risk, following BePro's Sampling Strategy.

- Keep to the sampling plan as much as possible. Provide written feedback to the tutor promptly and discuss any findings and take appropriate action.
- Re-visit any sampling which was not up to standard when the first sampling was done.
- Record detailed written remarks when the sampling decision takes place.
- IQA should ensure that appropriate support is in place for external and internal assessment.
- Keep up to date with any changes made by the awarding organisations to processes or procedures, or the content of the qualification standards.
- The Directors will keep the team informed when the External Moderator visits are planned.
- The IQA will prepare and brief the team for the External Moderator visits. Check on past action points (if applicable) and ensure that any actions have been implemented.
- The IQA should be present at the External Moderator visit to receive the feedback and agree any actions or discuss recommendations.
- Include the team in the External Quality Assurance visit, even if it is just to introduce them. This provides the tutor with the opportunity to ask the External Quality Assurer any questions.
- Be sure to de-brief the team once the External Quality Assurance report is received and carry out actions or recommendation

All tutors are required to:

- Prepare the scheme of work
- Prepare lesson plans and resources
- Complete a register and email to Bepro Head Office following every workshop.
- Collect monthly feedback from learners to inform future planning and enhance learning experience
- Maintain a folder of class records (appendix 5)
- Inform the Line Manager of any learners at risk of not achieving or with poor attendance
- Complete any marking or tutor set assignments or class activities, as required,
- Return all external assessments fully completed and marked ready for IQA and final submission to the awarding organisation.

CIPD Provision

CIPD expects a centre to follow its own standard policy regarding sampling but as a minimum Programme Leads/ IQAs should check that the assessment processes and systems used by assessors meet CIPD requirements and verification sampling must, over time, include evidence from both the full range of units; pathways; learner achievement and decisions made by all staff with an assessment responsibility. We expect the size of sample to be no less than 6 learners or 10% of the total number of learners if more than 60.

The sampling strategy will vary according to the type and size of centre, but should cover:

- Internal verification sampling dates over an identified period of time depending on the delivery format
- Sampling of assessors (according to assessor experience and the number of assessment decisions being made)
- Sampling of units and different assessments methods used

- A representative sample of assessment decisions made by all individuals with assessment responsibilities
- At Advanced level: sampling of borderline assessment outcomes on grade boundaries (fail/pass, pass/merit, merit/distinction), ensuring that second marking has been implemented on a representative sample of borderline assessment outcomes.

Internal verification should therefore focus on:

Assessment processes, to ensure:

- that assessment processes and systems used by assessors meet CIPD requirements
- assessment plans for individuals/cohorts are timely, balanced and facilitate fair access to assessment
- records of initial diagnostic interviews appropriately identify recognition of prior learning, credit transfer, exemptions, and reasonable adjustments.

Assessment decisions, to ensure they are based on evidence that is:

- **Valid** – the assessor has only judged evidence relevant to the criteria being assessed
- **Authentic** – the learner has signed and dated the assessment evidence with a statement confirming it is their own work
- **Sufficient** – it complies with the unit assessment guidance
- **Current** – would not normally be more than three years old.

Assessment submission information, to ensure it is appropriate, constructive and:

- Completed for each assessment activity
- Identifies which assessment criteria have been met or referred
- Comments on quality of evidence produced and additional requirements for areas of development
- Where a learner resubmits, the original and resubmitted evidence and assessment submission information is retained for internal verification purposes.

The internal verification sampling report should:

- Record any action points for the assessor
- Provide feedback to assessors to advise and support, maintain, and improve assessment practice



Where an IQA has any serious concerns relating to the standard and consistency of assessment, the size of the sample must be increased. If there are still concerns, the IQA will escalate their concerns to the Assessor to determine appropriate actions.

Appendix 1 – Electronic Course Records

No	Contents List - Course data held electronically
1	Course Induction Paperwork
2	Course syllabus/ handbook
3	Schemes of Work including lesson plans
4	IQA sampling plan and IQA reports
5	EQA reports and communications
6	Team agendas and minutes
7	Learner information
8	Resources

Appendix 2 Teaching Observation Form

IQA Observation Record



Development Coach/Tutor:		Date/Time:	
Learner/Cohort:		Course/Workshop:	
IQA:		F2F/Remote Delivery:	
Type of Observation: (Please highlight or circle as appropriate)	Workshop Apprenticeship Support and Guidance	If applicable, was a lesson plan provided prior to the workshop?	Yes/No/N/A

Quality of Education	Development Feedback/Comments	Immediate Actions
<ul style="list-style-type: none">Does the Coach/Tutor have good knowledge of the subject that they are teaching?Does the Coach/Tutor present the subject matter clearly and promote appropriate discussion about the subject they are teaching?		

<ul style="list-style-type: none"> Does the Coach/Tutor check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Does the Coach/Tutor use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Did the Coach/Tutor create an environment that allowed the learner to focus on learning. What resources were used during today's session and are they in line with the curriculum? 		
Quality of Education Grade: <input type="text"/>		

Learner's Personal Development	Development Feedback/Comments	Immediate Actions
<ul style="list-style-type: none"> Was the learner's broader development taken into account today? Was/were the learner(s) given the opportunity to discuss areas such as resilience, confidence in the workplace and independence? 		

<ul style="list-style-type: none">• Were there any discussions around the learner’s mental health and wellbeing?• Did the Coach/Tutor discuss and prepare the learner’s next steps for future success?• Were the fundamental British Values discussed during the session? How were these embedded?• Was equality and diversity discussed during the session? How was this embedded?• Have aims and objectives been shared with clear structure?• Does the Tutor ensure participation of all and offer support and feedback where necessary?• Have regular breaks been included and timings adhered to?• Has the Coach/Tutor discussed EPA at any point during the session?• Was Maths and/or English embedded?		
Learner’s Personal Development Grade	<input data-bbox="488 1286 577 1350" type="text"/>	

Learner's Behaviour and Attitude	Development Feedback/Comments	Immediate Actions
<ul style="list-style-type: none"> • Was/were learner(s) engaged throughout? • Did the learner(s) attend and were they on time? • Have the learners come prepared and know what is expected of them? Was the plan shared beforehand? Were flipped learning tasks completed? • Was/were the learner(s) made aware of the progress that they had made during today's session? • Was/were the learner(s) given the opportunity to self-reflect? 		
Learner' Behaviour and Attitude Grade <input data-bbox="488 887 575 954" type="text"/>		

Close	Development Feedback/Comments	Immediate Actions
<ul style="list-style-type: none"> • Have the aims and objectives been revisited? • Have learners been able to recall what they have learnt from the session? • If applicable, has the Tutor communicated the importance of 		

gaining feedback from the surveys after the session? • Have the learners been encouraged to record new learning on their OTJ log?		
Close Grade: <input type="checkbox"/>		

OVERALL FEEDBACK	
Key Strengths	Areas for Improvement

Grading for Workshop and Apprenticeship Observations		Support and Guidance Observations
Quality of Education:		Please note that support and guidance observations <u>only</u> are to be conducted within any probationary period or for those Coaches/Tutors
Learner's Personal Development:		
Learner's Behaviour and Attitude:		
Close:		

<p>The overall grade is calculated by adding up the criteria grades and dividing by 4.</p> <p>Grade 1 Grade 2 Grade 3</p> <p>*Please see <i>Guide to Grading</i> at the end of this observation document</p>	<p>Overall Grade:</p>	<p>who are currently on a Personal Improvement Plan as set out by their line manager.</p> <p>Support and guidance observations are not to be graded and instead should be used to give the Coach/Tutor additional support and advice in order to build their capabilities.</p> <p>It is recommended that the additional resources section below is used to signpost Coaches/Tutors to relevant supporting material.</p>
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Additional Resources:

[CPD courses for maths & English teachers \(et-foundation.co.uk\)](https://et-foundation.co.uk)

[FOL: All courses \(foundationonline.org.uk\)](https://foundationonline.org.uk)

[Teaching and learning | Improving Teaching \(excellencegateway.org.uk\)](https://excellencegateway.org.uk)

[Assessment and development | Improving Teaching \(excellencegateway.org.uk\)](https://excellencegateway.org.uk)

IQA General Comments/Further Actions:

[illegible]

IQA Name:

IQA Signature:

Development Coach/Tutor Comments:

**Development Coach/Tutor
Name:**

**Development Coach/Tutor
Signature:**

***Guide to Grading**

Bespoke Professional Development grades all observations in line with OFSTED expectations and the May 2019 Education Inspection Framework. OFSTED do not grade individuals on their inspections. However, for performance and quality management, Bespoke Professional Development grades all Coaches/Tutors on their performance.

GRADE 1 – OUTSTANDING

All relevant criteria on the observation record are fully met and the session will have been conducted with flair, imagination, energy and has the full attention and engagement of learners. Learners will have experienced a positive and engaging session and will have enhanced their knowledge and skills to a high level.

GRADE 2 – GOOD

The teaching and learning session will have been effective and all relevant criteria on the observation form will have been met. One or two may not have been met, or improvements/areas for development have been identified. The experience for the learner will have been effective and have advanced their level of knowledge and skills.

GRADE 3 – REQUIRES IMPROVEMENT

The session would have been carried out effectively on most of the criteria on the observation form. There are areas for development across each section of the observation form. Learners were engaged however did not progress as much as their potential allowed.



Tutor Self-Evaluation Record

Name			
Date			
Workshop Title			
Overall, what was your own reflection on the delivered session? Highlight as appropriate			
Excellent	Good	Satisfactory	Needs Improvement
What could you have improved on your delivery and preparation?			
What do you feel your strengths were and how can this be shared and built on?			
What additional CPD might help you in your delivery?			
What personal targets are you setting yourself for your own practice moving forward?			
Additional Comments			
Tutor Name			
Signature of Tutor			
Date			



Appendix 4

Microsoft Forms - Workshop Survey

- Q1** Your name
- Q2** What was the date of your workshop?
- Q3** Please provide details of the workshop you attended today
- Q4** Please provide details of the course you are completing
- Q5** Who was your workshop tutor?
- Q6** How would you rate the online workshop content?
Requires Improvement ----- Outstanding
- Q7** If you have rated the online workshop as good to outstanding please provide a brief explanation as to why?
- Q8** If you have rated the online workshop as 'requires improvement' please provide a brief explanation as to why?
- Q9** How would you rate the delivery of the workshops?
Requires Improvement ----- Outstanding
- Q10** How would you rate BePro as a learning provider?
Requires Improvement ----- Outstanding
- Q11** Please provide a brief explanation of your reasoning regarding your responses to questions 7,8,9, and 10
- Q12** I would recommend BePro to others:
☐ Agree
☐ Disagree
☐ Neutral
- Q13** What learning have you taken away from the workshop that you didn't know when you entered?
- Q14** Do you have any suggestions to help improve our online workshops?

Appendix 5 – Workshop Records Folder

No	Workshop Records
1	Group Learner Profile
2	Scheme of Work
3	Lesson Plans
4	Tutorial Notes and Workshop Slides

Review

This policy will be reviewed at intervals of 1 year to ensure it remains up to date and compliant with the law.

The policy was last updated June 2023 and is due for review June 2024.

The policy may also be reviewed if legislation changes or if monitoring information suggests that policy or practices should be altered.



Georgina Selmi
CEO