QUALITY ASSURANCE POLICY

Civil Engineering Careers provides training and work experience opportunities to candidates wishing to enter into a career in the civil engineering sector

Quality is important to our business because we value our employees and customers. We strive to provide our customers with products and services which meet and even exceed their expectations.

Civil Engineering Careers are committed to ensuring continuous improvement within all aspects of our business and have established a Quality Management System and policy statement which provides a framework for measuring and improving our performance.

Civil Engineering Careers will aim for continuous improvement in the quality of all aspects of its work as part of its determination to help learners achieve the highest possible standards

- We aim to be the first choice for high quality education and training within its community in line with the relevant awarding body and training quality standards and guidelines
- The purpose of the Quality Assurance Policy is to ensure such continuous improvement through a process of self-evaluation and action planning.
- The Quality Assurance Policy and associated procedures will involve all employees and collaborative partners. The management of the process will be through the existing organisational structure. Line managers will initiate procedures and collate and agree self-assessment reports and action plans
- The quality assurance procedures will be founded in a process of regular self-evaluation by teams in different departments, internal & external audits and observations, in addition to employer and client feedback
- The quality procedures will seek the views and perceptions of learners and other stake holders for whom the services of Civil Engineering Careers.
- Wherever appropriate, the procedures will promote the identification of quality standards and performance indicators against which performance can be measured, evaluated and improved, for example Learn direct and OFSTED

Responsibility for Implementation

All staff (managers, tutors, support staff & associates) are responsible for the implementation of the Quality Assurance Policy.

- It is the Managing Director's responsibility to ensure there is an annual review of the policy.
- It is the responsibility of all to engage positively in that review and ensure implementation.

Focus of Quality Assurance

Adult Curriculum

- To encourage continuous improvement in the quality of all teaching and learning programmes, thereby making learning an enjoyable activity and through this, increasing learner retention and the achievement of individual learning aims.
- To develop and sustain a diverse range of programmes across Centres which provide opportunities for progression and which provide learners with experiences and wherever appropriate, qualifications suited to their learning aims.
- To ensure rigorous, standardised and consistent assessment procedures, which meet the standards of external validating agencies.
- To provide information which supports strategic planning for CE Careers business development.
- To monitor and evaluate the procedure for advising, interviewing and counselling learners at entry and throughout their time at Transformation Training.
- To establish standards and monitoring procedures for providing a supportive and accessible range of services to all learners.

Staff and associate trainers

- To review regularly the performance, training and developmental needs of all employees through the operation of CE Careers annual review and appraisal scheme.
- Through the Continuing Professional Development Plan, to offer training and development to individuals from.

Induction and throughout their employment

- To monitor and evaluate performance and developmental needs through three internal observations a year and one external observation.
- To monitor and evaluate the effectiveness of the training and development against CE Careers strategic goals.

Learners

- All learners at Induction will be made aware of the quality standards at Civil Engineering Careers.
- All learner feedback including comments in the suggestion box, review meetings and exit questionnaires will be analysed and acted upon.
- All learner's performance in the workplace will be monitored and evaluated.
- All learners' files will be continuously and rigorously assessed for quality.

Employers

- All employers will be made aware of the quality standards of Civil Engineering Careers.
- All employers will be assessed for safeguarding procedures.
- All employers will be monitored and evaluated on the quality of placement offered.

Procedure

The process of quality control requires all staff to meet on a regular basis to review their work, set standards and monitor learner perceptions and achievements. Quality control will be carried out against agreed criteria which will incorporate performance indicators.

Statistical analysis will be carries out against agreed criteria which will incorporate performance indicators. Review will be supported by analysis of learner, employees and stakeholder views and perception, gathered via questionnaires, surveys and review meetings.

The outcome of these processes will provide information:

- To inform the process of Civil Engineering Careers' self-assessment and development planning
- To action plan for improvement at PHX team level
- To highlight issues that need consideration by PHX
- That supports CE Careers business and strategic planning cycle
- That supports CE Careers contract compliance to an exemplary standard

Feedback on actions resulting from this quality review process will be communicated to employees via regular team and/or individual meetings.

The outcomes and action plans which result from the process will form the basis of the annual CE Careers Self-Assessment Report.

We have the following systems and procedures in place to support us in our aim of customer and learner satisfaction and ongoing improvement throughout our business:

Monitoring/Customer Feedback

CE Careers will be provided opportunities to obtain feedback from clients in the form of after course evaluations which will be reviewed post course to identify any improvements. Where identified any improvements necessary will be discussed at standardisation meets held with staff quarterly or as deemed necessary. Where appeals and complaints are made these will be logged and reviews in line with CE Careers defined Polices & Procedures and feedback used to develop suitable improvements where necessary. Feedback and results will be published regularly on CE Careers training performance and promoted where practicable across the business to all stakeholders and other interested parties.

Standardisation

CE Careers will perform regular staff observations and feedback sessions to ensure to staff in relation to the courses undertaken. These will be held quarterly and will contain opportunities to;

- Seek improvement in overall delivery of training provisions
- Identify strengths and weaknesses of staff in relation to topics delivered
- Issue staff training to ensure quality of the programme deliver
- Identify success rates
- Obtain staff feedback on personal or training related difficulties they may be experiencing
- Identify new training opportunities
- Share best practice with other trainers/ tutors

Continued Professional Development

CE Careers will ensure that staff and where utilised for additional support, sub-contractors are deemed competent within their specific roles and fields of training. All staff as well as any sub-contractor provisions made will undergo a full vetting process upon initial recruitment.

Where shortfalls are identified in regards to competency of a training team member, sufficient training will be identified as part of the companies training needs analyses. Once a shortfall is identified, subsequent training plans will be put in place to develop staff further to ensure they meet the requirements of their areas of delivery until deemed competent in their areas of delivery.

Staff will be required to maintain their own CPD which they must keep up to date. The CPD records staff maintain will be subject to a periodic review which will be monitored by the Director of Education and Quality Assurance on a bi annual basis to ensure that staff remain as up to date as possible, in terms of their competence within their fields of training.

Where staff do not maintain sufficed CPD in their fields of training further opportunities will be sought for them for. This will be discussed by senior management and where shortfalls are identified this will be added to the organisations ongoing training and development plan for imminent training to be planned in and commenced.

Where internal training is necessary this will be delivered to a high standard and where this is required externally to meet a requirement of an awarding body or a specific standard, this will be identified and delivered to the required standards expected.

Records of competency of all training and delivery staff will be maintained securely on file and will be reviewed annually or earlier as required against the companies training plans and training needs analyses.

Internal Processes

For each course that commences the IQA will be required to complete a sampling plan for each qualification for that centre. This will identify at least 1 mandatory and 1 optional unit to be sampled for each learner. This will provide the minimum sample as more units may be sampled at the discretion of the IQA. The copy of the plan should be stored in the IQA file along with any additions that are made. The following points need to be considered when deciding on the sample size for each learner:

- It is large enough to ensure reliability.
- The types of assessment methods used (all should be covered where possible for each individual group).
- Experience/qualifications of the assessor.
- Experience/ special assessment requirements of the learner.
- The qualification being assessed.
- Difficulty/potential problems with the units.
- IQA confidence in individual assessor's performance.
- External quality assurer recommendations.
- Recommendations identified through standardisation meetings.

Other points to consider are:

- That all learners should be sampled at mid and final programme stages prior to any request for certification.
- Each unit should be sampled at least twice during the whole course depending on the number of learners available, the number of units being accessed and the time period for the qualification.
- More units are likely to be sampled for learners with additional support needs
- It is likely that experienced assessors will have fewer units sampled than inexperienced assessors.
- Assessment planning and reviewing of learner's progress should also be included.

Monitoring

The Company deems it appropriate to state its intention not to discriminate and assumes that this will be translated into practice consistently across the organisation as a whole. Accordingly, a monitoring system will be introduced to measure the effectiveness of the policy and arrangements.

The system will involve the routine collection and analysis of information on employees by gender, marital status, ethnic origin, sexual orientation, religion / beliefs, grade and length of service in current grade. Information regarding the number of staff who declare themselves as disabled will also be maintained.

There will also be regular assessments to measure the extent to which recruitment to first appointment, internal promotion and access to training/development opportunities affect equal opportunities for all groups.

We will maintain information on staff who have been involved in certain key policies: Disciplinary, Grievance and Bullying & Harassment.

Where appropriate **equality impact assessments** will be carried out on the results of monitoring to ascertain the effect of the Company policies and our services / products may have on those who experience them.

The information collected for monitoring purposes will be treated as confidential and it will not be used for any other purpose.

If monitoring shows that the Company, or areas within it, are not representative, or that sections of our workforce are not progressing properly within the Company, then an action plan will be developed to address these issues. This will include a review of recruitment and selection procedures, Company policies and practices as well as consideration of taking legal Positive Action.

Internal quality assurance (IQA)

Monitoring of assessment provides a quality assurance process which allows the IQA to ensure that assessment strategies are being utilised in accordance with centre and awarding organisation requirements. This monitoring will vary between assessor's dependant on experience. The amount of contact will be determined from the results of the risk rating assessment. It should be noted that extra support may be required by some Trainers and assessors and IQAs will need to use their own discretion to determine this.

The purpose of these meetings will be to:

- Check the progress of learners.
- Ensure that there is consistent interpretation of the standards and assessment strategy.
- Directly observe part of the assessment process.
- Identify and resolve any problems.
- Carry out informal training where required in particular with the completion of documentation.
- Identify any training needs and refer on.
- Review risk rating and learning needs analysis (LNA).
- Sign off completed units/ equalisations not identified for sampling.

The IQA will be required to complete a feedback to assessor/ trainers form for each monitoring meeting conducted. This will summarise the main areas of discussion, feedback or action points agreed, any areas of assessment checked or observed and the risk rating score. This form must be signed by both the assessor and IQA, a copy will be given to the assessor and filed in their portfolio and a copy is retained by the IQA for their file.

Sampling

Sampling of assessment materials is necessary to check the consistency and accuracy of assessment decisions, identify any difficulties or potential problems at an early stage and make valid claims for certificates. Checking everything undermines assessor's confidence in their judgements and takes up valuable IQA time which can be better used for carrying out other duties e.g., developing Trainers and assessors and monitoring live assessments. Sampling must take place for all learners on all registered courses. Quality assurance will occur throughout the assessment process and not left until the end. The IQA will look at a representative sample of assessment decisions.

A sampling plan will be created by the Education and Quality Assurance Officer for Trainers and assessors. These plans must reflect a broad range of units and criteria for each qualification they deliver. Sufficient sampling can be defined as being achieved when the IQA is "…Confident (within reason) that everything you don't see is of the same standard/quality as everything you do see." The IQA's confidence in the assessor's decisions can therefore be built through effective risk rating and monitoring of assessment practice.

The IQA will be required to carry out a risk assessment on all of their identified work-based Trainers and assessors. The risk assessment will be carried out within one month of the assessor commencing assessment on their learner. The risk assessment will identify the necessary contact time and support needed from the IQA for each individual assessor. The risk should be recorded on the learning needs analysis form and the internal quality assurance feedback sheet. The risk assessment should be reviewed on a regular basis, at least every 6 months. It is anticipated that in most instances' new Trainers and assessors and trainers risk banding scores will diminish as they gain experience and competence through the achievement of their assessor qualification. Those Trainers and assessors who have multiple learners may be in more than one category dependent on the qualifications the assessor is involved with and/or any special circumstances.

Risk rating High: New assessor/tutors, new staff, new to programme, awarding organisation linked to sanction by EQA or if deemed necessary by the IQA Medium: Experienced and sound assessor/tutor but involved with few portfolios (less than 6) experienced but different level or if deemed necessary by the IQA. Low: Sound assessor/tutor with current programmes and levels.

Contact for the purpose of support may be in the form of visits to the work area, centre, via telephone, email. Evidence of this support should be documented and held within the internal quality assurance contact records.

Working with trainers and assessors

Each trainer and assessor will be provided with an identified IQA from the day they commence with their learner assessment. Allocation of the IQA and assessor will be managed and monitored by the Education and Quality Assurance Officer. If necessary, a lead IQA will be appointed for each occupational area and appropriate qualification that will be occupationally competent to carry out quality assurance. This person will be the assessor's first point of contact for guidance and support.

New trainers and assessors

New trainers and assessors new to the assessment process will be required to meet with their IQA within the first month from the date of the assessor induction. The Assessor induction checklist. The assessor will also be required to complete strengths, weaknesses, opportunities, threats (SWOT) analysis identifying strengths and development needs.

Experienced trainers and assessors

Experienced trainers and assessors will be risk rated and a strengths, weaknesses, opportunities and threats (SWOT) analysis should be completed on an annual basis to identify ongoing developments and identify learning needs. IQAs must ensure Trainers and assessors have attended their yearly update and maintained occupational competence. This will ensure that they continue to meet the requirements for being an assessor by their qualification criteria.

It will be the responsibility of the IQA to report back to the Education and Quality Assurance Officer any common qualification/quality assurance training requirements not currently accommodated within the centres planned courses. Additionally, Trainers and assessors will be required to participate in standardisation sessions every year, which will be held on a regular basis throughout the duration of their learner qualification.

This will ensure quality and consistency is maintained via standardisation and close inspection of the assessment process. Meetings will be chaired by the IQA.

The purpose will be to discuss:

- Examples of good practice.
- What constitutes valid, reliable and authentic evidence.
- Ideas on different examples of assessment.
- Sharing of ideas.
- Different assessment methods.
- What constitutes fair assessment.
- How comparability may be achieved.

New trainers and assessors will be allocated a qualified assessor who will second assess any units they complete up until they achieve their appropriate assessor award.

Generally speaking, IQA sampling will be conducted on the basis of tutor/ assessor experience and competence;

1. New trainers and assessors will have **100%** of their courses sampled
2. Experienced trainers and assessors will have **50%** of their courses sampled
3. Very experienced trainers and assessors will have **10%** of their courses sampled

Certification

Any requests for certificates may only be authorised by a qualified IQA. IQA's working towards their qualification may only make requests if their evidence has been countersigned by a qualified IQA. Once a learner's qualification is deemed to be complete a summative quality assurance sheet must be completed and copied. The learner file must be retained or made available in readiness for the next EQA visit with a copy of the summative quality assurance sheet within it. A copy of this sheet may also be sent to the learner to confirm their success.

Learner support

Any support must be suited to the needs of the learner. The IQA will ensure an appropriate level of support to learners on a one-to-one basis, where a high standard of learner support is maintained at all times. Trainers and assessors are chosen for their suitability, expertise and professionalism. Learners are fully aware from the outset who their assessor is, how much support is available and how to access this.

CE Careers will ensure that learners with special needs are not disadvantaged in any way and all learners are encouraged to seek help, as they need it. The centre will maintain and monitor a system of feedback from learners to measure the degree of satisfaction with the level of

support provided. Advisory sessions are linked to assessment and learning opportunities relevant to the qualification. Learners will also be encouraged to complete evaluation forms after taught sessions to provide feedback for future sessions.

IQA Roles & Responsibilities

The IQA should:

- Ensure the delivery and assessment is in line with the qualification requirements;
- Ensure all assessment paperwork is completed accurately;
- Ensure all tutors/Trainers and assessors are sampled over time;
- Support and offer development for tutors/Trainers and assessors; and
- Provide an audit trail of internal quality assurance.

Civil Engineering Careers internal procedures are reviewed regularly and are communicated to all appropriate areas of the business. All relevant processes and procedures will be issued to staff upon their initial induction into the organisation. In addition to this regular quarterly staff meetings and training days will be held and used to provide opportunities for staff training, development and feedback.

All relevant policies and procedures relating to quality will be made accessible to staff on the shared E-Drive and where these are changed or reviewed details of these will be reissued to staff directly to them via their own personal email. Subsequent staff training will be issued where these may differ significantly.

Though the Director of Education and Quality Assurance has ultimate responsibility for quality assurance, all staff have a responsibility within their own areas of work in helping to ensure that quality is embedded throughout the training department of Civil Engineering Careers.

Review Date: 08/12/2020
Date of next review: 07/12/2021 (reviewed annually for compliance)
Reviewed by: B Travis, MD
Signed: