



Integrated Coaching Academy

Quality Assurance Handbook 2016-17

Purpose of the QA Handbook

This page is a one-stop shop for student and staff related policies and procedures.

This guide is in place to provide guidance for Students, Tutors and Assessors on best practice for successful course completion as well as to ensure compliance with regulatory bodies and awarding organisations requirements.

These policies will be reviewed yearly.

The role of the Internal Quality Assurer and the verification process

The role of the Internal Quality Assurer

The Internal Quality Assurer is an important role as it maintains and monitors the quality and assurance of qualification and unit delivery and certification.

Within the role, the Internal Quality Assurer is expected to:

- Develop and follow internal policies, procedures and documentation for the carrying out and maintenance of quality systems in line with Awarding Organisation requirements
- Ensure all Assessors hold and maintain the required qualifications and occupational expertise to deliver the qualifications and units they have been assigned to
- Provide support to Assessors in relation to procedures and policies for the delivery of the qualifications and units they are assigned to
- Maintain appropriate records of quality assurance, assessment, registration and certification activities in line with Awarding Organisation requirements
- Ensure sampling plans take into account the ratio of learners per Assessor per qualification to meet the quality assurance requirements to cover all units delivered within a 12-month period
- Ensure all assessment documentation, maintained by Assessors, is complete, up-to-date and legible
- Ensure conflicts of interest are identified and addressed, including not allowing the quality assurance of own assessment work or cross quality assurance where two people quality assure each other's work
- Impart information and feedback resulting from monitoring activities and ensure all actions are addressed by the indicated timescales.

The Verification Process

Sampling Assessments

Two forms of sampling will be carried out to ensure that quality assurance is maintained. These are:

- **Formative sampling:** dipping into the assessment process whilst the learner is at different stages. This ensures that the assessment of the learner is proceeding satisfactorily following the principles of plan, judge and feedback.
- **Summative sampling:** involves the Internal Quality Assurer reviewing the quality of the assessment decisions by the Assessor. The IQA should be able to follow an audit trail, which clearly demonstrates that the Assessor has checked the validity, authenticity, reliability, currency and sufficiency of the evidence presented.
- **Sample size:** 30% of submitted work to be sampled formatively and summatively.

The Assessor's Role

The following list summarises the key aspects of the role of the Assessor, however it is not exhaustive.

- Induction of candidates
- Planning assessments
- Supporting candidates
- Carrying out planned assessment
- Creating and supporting the creation of Audit
- Reviewing candidate progress
- Keeping own CPD up-to-date

Assessment of your work:

The assessment of your coursework and assignments will be carried out by the tutor and a sample of assessments will be referred to an internal verifier.

These are available to be seen by an external verifier from the accrediting body, The National College of Further Education (NCFE).

Appealing against an assessment:

Delegates have the right to appeal against an assessment. If you do not agree with the assessment you should;

1. Contact the person who has assessed your work to discuss the feedback and the award.
2. If you have discussed the feedback with your assessor and the matter has not been resolved, the internal verifier can re- assess your work.
3. The final decision will be agreed by the course tutor and internal verifier and you will be notified of the outcome.

Tutor support:

The course is supported by a friendly and accessible tutor who appreciates the needs of fast track students.

If you experience any difficulties with the course, or need clarification on some points, then please get in touch. We are here to help.

Tutor support is offered in several ways;

By telephone: You can call Monday to Wednesday between the hours of 9 AM and 5 PM

By post: You can write to us at any time and we will endeavour to reply either by letter or telephone whichever is more convenient.

By e-mail: You can e-mail the tutor during the same period at frances.masters@btinternet.com or if you have an administration query to roger.masters@btinternet.com

Extensions:

If you find that life circumstances or illness mean you are unable to keep up with the work or meet the assessment deadline, please contact your tutor as soon as the to discuss the situation and the options available. It may be possible to defer for a short period.

Withdrawing from the course:

If you are considering withdrawing from the course, please contact your tutor as soon as possible to discuss the situation. There may be other options that would enable you to continue with and complete the course.

Employment and voluntary work:

In addition to giving you a formal qualification and nationally recognised award for the study you have completed, we hope this course will help you identify and develop your skills within the framework of your working life.

We recommend using your coaching skills regularly to enhance and develop your therapeutic abilities and confidence with working in this model. Working in a voluntary organisation is often an ideal forum for such professional development which will in turn increase opportunities for paid employment or private practice if that is the outcome you are working towards.

Spelling:

Some people have difficulties with spelling. If you are unsure of particular words, take the time to look them up in a dictionary or use a spellchecker on your computer.

Incorrect spelling, grammar and punctuation are often more easily picked up by somebody else. Ask a friend, relative or colleague to read your work through and edit your spelling and punctuation.

Referencing:

Some students are unsure of how to reference from books or publications such as journals, newspapers or magazine articles

The Harvard referencing system is recommended in the context of this coursework. If you are using this system and include a quotation in the body of your work, it should appear in this way;

Example;

'By the very nature of the help you are offering, much of your concerns will be with other people's feelings.'

(Ford and Merriman, 1994, page.5)

If you do not use direct quotations, it is acceptable to add a bibliography at the end of your assignment.

Example;

Person-Centred Counselling in Action (Counselling in Action series) by Dave Mearns and Brian Thorne (21 May 2007)

On Becoming a Person by Carl R. Rogers (1 Mar 2004)

Mind Over Mood: Change How You Feel By Changing the Way You Think by Christine A Padesky and Dennis Greenberger (10 May 1995)

Cognitive Behavioural Counselling in Action (Counselling in Action series) by Peter Trower, Jason Jones, Windy Dryden and Andrew Casey (4 Jan 2011)

Human Givens: A New Approach to Emotional Health and Clear Thinking by Joe Griffin and Ivan Tyrrell (26 Mar 2004)

How to Master Anxiety: All You Need to Know to Overcome Stress, Panic Attacks, Trauma, Phobias, Obsessions and More (Human Givens Approach) by Joe Griffin and Ivan Tyrrell (3 Nov 2006)

101 Coaching Strategies and Techniques (Routledge) by Gladeana McMahon and Anne Archer (24 Feb 2010)

Plagiarism:

If you directly use somebody else's words or ideas from the course material, a book or a newspaper article, you should acknowledge the author. If you omit to do this, it may be seen as plagiarism which is not acceptable and your course work may be returned to you.

Inclusive language:

In recent years, awareness has developed about the need to avoid exclusive language in both writing and speaking. For instance, terms such as *man or mankind* when used to denote both male and female members of society are no longer seen as acceptable.

Alternative terms may include *humankind, people, humanity, human beings or men and women*. Instead of using *he or him* when a man or woman is intended, we recommend you use *he or she, she/he, his or her, or more simply they or their*.

Summary:

Some students can lack confidence in their own study skills but thought and planning will help to make the most effective use of your time. Finding a suitable environment and setting aside sufficient time are the first key steps. Organise and plan your study schedule. Keeping a course Journal may help you to reflect on your progress as will constructing a SMART goals plan.

Code of conduct for students

The ICA aims for high standards of academic work and social behaviour. These guidelines are designed to help you successfully complete your learning programme.

1. Please attend every timetabled workshop. When absence is unavoidable, discuss in advance with your tutor
2. Be punctual for all workshops
3. Complete work set by the required time and to the best of your ability.

4. Wear clothing that is practical and suitable for studying. Students should not dress in a manner which is extreme or distracting to others, a health and safety hazard, a potential security risk or a significant barrier to effective communication.
5. Behave in a courteous manner, having due regard for all the other members of the learning community. Any form of bullying (including cyber bullying), harassment or offensive behaviour will be treated seriously.
8. There is a standard no smoking, alcohol or illegal substances protocol whilst in the learning environment.
9. There is a policy of zero tolerance towards violence or any form of violent and/or intimidating behaviour or behaviour which is likely to lead to violence.
10. This is a secular learning environment with an atmosphere of tolerance and mutual respect. Please do not to express extreme views in such a way that might cause discord between learners.
11. Be aware of and follow health and safety policies.

Failure to observe the Code of Conduct may result in exclusion from the course.

Safeguarding and child protection policy

The ICA is committed to the well-being of students and staff and fully recognises the contribution it can make to protect and support its students.

The college has a duty to safeguard and promote the welfare of students through the creation and maintenance of a healthy and safe learning environment.

The ICA recognise their responsibility in ensuring arrangements are in place to safeguard and promote the welfare of all staff and students but especially those of children (under 19) and vulnerable adults (those over 18 with a reduced capacity to give informed consent due to a mental condition, disability or illness).

The ICA will refer concerns that a child or young person might be at risk of significant harm to the relevant Social Services Duty Team.

The following definitions from Working Together to Safeguard Children 2006 should assist staff in deciding whether a child is suffering or is likely to suffer significant harm. Where abuse is suspected, the College will make a referral to Children's Social Care.

Legislation and Guidance

This policy and the procedures therein are driven by the following legislation and guidance, together with any updated or recent replacement legislation or guidance:

Child Protection

- Safeguarding Children and Safer Recruitment in Education, DfES Jan 2007. (Updated 15 October 2012)
- Children Act 1989
- Working Together to Safeguard Children 2013
- Protection of Children Act 1999
- Education Act 2002
- Safeguarding Children, DfES 2004
- Local Safeguarding Children Board safeguarding procedures.
- Children Act 2004
- Ages of Concern: Learning Lessons from Serious Case Reviews, Ofsted Oct 2011
- Safeguarding Children Across Services 2011
- Munro Review 2011
- UNCRC 1990
- European Convention of Human Rights Acts 1998

Adult Protection

- Safer Practice, Safer Learning, NIACE 2007
- No Secrets: Guidance on developing and implementing multi- agency policies and procedures to protect vulnerable adults from abuse, DoH 2000.
- Safeguarding Vulnerable Groups Act 2006

Data Protection Policy

Introduction

The ICA needs to keep certain information about its employees, students and other users to allow it to monitor performance, achievements, and health and safety.

To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, ICA must comply with the Data Protection Principles which are set out in the Data Protection Act 1998 (the 1998 Act). In summary these state that personal data shall be:

- Fairly and lawfully processed
- Processed for limited purposes

- Adequate, relevant and not excessive
- Accurate
- Not be kept longer than necessary
- Processed in accordance with the data subject's rights
- Secure
- Not be transferred to countries without adequate protection

ICA and all staff or others who process or use any personal information must ensure that they follow these principles at all times. In order to ensure that this happens, Central Bedfordshire College has developed the Data Protection Policy.

Notification of Data Held and Processed

All staff, students and other users are entitled to:

- know what information ICA holds and processes about them and why.
- know how to gain access to it.
- know how to keep it up to date.
- know what ICA is doing to comply with its obligations under the 1998 Act.

Data Security

All staff are responsible for ensuring that:

- Any personal data which they hold on students is kept securely.
- Personal information is not disclosed either orally or in writing or accidentally or otherwise to any unauthorised third party.
- Staff should note that unauthorised disclosure may lead to disciplinary action being taken.
- Personal information should be:
 - Kept in a locked filing cabinet; or
 - In a locked drawer; or
 - If it is computerised, be password protected; or

- Kept only on external storage media which is itself kept securely.

Student Obligations

Students must ensure that all personal data provided to ICA is accurate and up to date.

Information that is already in the public domain is exempt from the 1998 Act. It is ICA's policy to make as much information public as possible. Access to public information is to be made available under The Freedom of Information Act 2000.

Examination Marks

Students will be entitled to information about their marks for both coursework and examinations. ICA may withhold certificates, accreditation or references in the event that the full course fees have not been paid, or all books and equipment returned.

Retention of Data

ICA will keep some forms of information for longer than others. Because of storage problems, information about students cannot be kept indefinitely, unless there are specific requests to do so. In general, information about students will be kept for a maximum of 3 years after registration. This will include:

- names and addresses
- academic achievements, including certificates

Staff Checklist for Recording Data

- Do you really need to record the information?
- Is the information 'standard' or is it 'sensitive'?
- If it is sensitive, do you have the data subject's express consent?
- Has the data subject been told that this type of data will be processed?
- Are you authorised to collect/store/process the data?
- If yes, have you checked with the data subject that the data is accurate?

- Are you sure that the data is secure?

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The ICA recognise their responsibility in ensuring arrangements are in place to safeguard and promote the welfare of all staff and students but especially those of children (under 19) and vulnerable adults (those over 18 with a reduced capacity to give informed consent due to a mental condition, disability or illness).

Child Protection

- Safeguarding Children and Safer Recruitment in Education, DfES Jan 2007. (Updated 15 October 2012)
- Ofsted Handbook for the inspection of Further Education and skills.
- Children Act 1989
- Working Together to Safeguard Children 2013
- Protection of Children Act 1999
- Education Act 2002
- Safeguarding Children, DfES 2004
- Local Safeguarding Children Board safeguarding procedures.
- Children Act 2004
- Ages of Concern: Learning Lessons from Serious Case Reviews, Ofsted Oct 2011
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The following points give guidance on how to proceed should a member of staff become aware of a safeguarding concern following a disclosure by a learner.

- Remain calm, neutral and non-judgmental.
- Listen carefully to the statements made by the student. Do not attempt to interview or make probing questions.
- Do not promise to keep the information to yourself. Do state however, that the information will be passed only to the designated staff.
- Ask questions only to be clear on the nature of the disclosure and allegations being made. Ask open and non-leading questions. Do not make assumptions or introduce allegations that the learner has not made themselves.
- As soon as possible after the event, write down as far as possible in the learner's own words, what was said and the time, date and location. Also record any other persons present.
- Pass all details as soon as possible to the college Principal.

Forced Marriage

The tradition of arranged marriages operates successfully within many communities. There is a clear distinction between an arranged marriage and a forced marriage. In arranged marriages, the families of both spouses take a leading role in setting up the marriage, but the choice whether to accept the arrangement remains with the individuals. In forced marriage at least one party does not consent to the marriage and some element of duress is involved.

Forced marriage is primarily an abuse of women, though up to 15% of victims are male. Disabled young men are particularly at risk to this form of abuse. Forced marriage involves criminal acts such as abduction, physical violence, threatening behaviour and harassment. Sexual intercourse within a forced marriage is rape.

A staff member who suspects that one of their students is at risk of being forced into marriage without their consent, should inform the Principal as soon as possible. If a student at risk of forced marriage leaves the course suddenly, without warning and without further contact, the tutor should inform the Principla who will take on the responsibility for seeking to track down the student and informing the authorities if abduction is suspected.

In the interests of transparency, this handbook integrates previous internal policies and procedures of Fusion Therapeutic Coaching

Staff, Student and Customer Policy
Complaints Policy

1. Introduction

1.1 The Complaints Procedure is intended to enable learners, potential learners, employers, clients and the general public to bring matters of dissatisfaction or concern to the attention of The Academy, so that those concerns can be investigated with the aim of reaching a satisfactory resolution.

1.2 As the Academy strives for excellence and continuous improvement in the provisions of all its services, The Academy values the learning opportunity presented by complaints as they can instigate changes which lead to improved services.

1.3 The Academy will respond to any complaint fairly and promptly:

An acknowledgment response will be provided within 2 working days of receipt of the complaint

A further more detailed response will be made within 10 working days

A meeting may be offered between the parties involved if appropriate

An appeal may be made to the Principal if the complainant (person making the complaint) is dissatisfied with the outcome

Information on how to take the complaint further will be provided if the complainant is dissatisfied with the College's findings or response

2. Scope

2.1 The Complaints Procedure is open to all people served by The Academy to include students, parents, customers, employers, contractors, local residents, visitors and others

2.2 This policy does not replace Academy procedures for academic appeals or disciplinary action; those procedures should be applied where appropriate.

2.3 Academy employees must use the internal Grievance Procedure where the complaint is about another member of staff, but can use this policy where the complaint is about a service that the College is responsible for.

3. Equality and Diversity

3.1 This policy will be applied consistently to employees regardless of their, disability, gender, gender identity, sexual orientation, faith, background or personal circumstance, or whether they work on a full or part time basis. We are a diverse college that respects differences in race, disability, gender, gender identity, sexual orientation, faith, background or personal circumstance. We want everyone to feel valued and included in the college community and to achieve their full potential. The college is opposed to any form of discrimination and commits itself to the redress of any inequalities by taking positive action where appropriate.

4. Safeguarding

5.1 The Academy recognises the legal and moral duty to provide a safe environment for everyone, implementing procedures and training to ensure support and protection for their well-being. The Academy will take appropriate action where the safeguarding of any person is threatened. This policy is applied with safeguarding in mind.

5. Complaints Procedure

Concerns should be raised in the first instance with the person or area concerned as soon as possible.

Every reasonable effort should be made to resolve the complaint promptly at Director Level.

If appropriate a meeting will be offered between the complainant (person making the complaint) and the area they are complaining about to arrive at an agreed resolution.

Every effort should be made to resolve complaints informally through a dialogue with those immediately concerned. If this does not achieve a satisfactory outcome then the matter will be dealt with formally.

5.1 All complaints should be dealt with as quickly as possible, with an acknowledgement issued within 48hrs of receiving the complaint and a detailed response following an investigation provided within 10 working days. Where this is not possible, the complainant will receive regular updates until a final written response outlining the outcome is provided.

5.2 If the investigation uncovers serious criminal behaviour or activity (i.e. theft, racism, homophobia, physical or verbal abuse) then the investigation may be passed over to the Police and/or other appropriate external agencies.

6. Recording and Monitoring Complaints

6.1 All formal complaints are recorded

6.2 The complaints received are analysed and regularly reported on with the actions for improvement

7. Responsibilities

7.1 Staff

7.1.1 Academy staff have a responsibility for receiving complaints and treating them seriously, and dealing with them promptly and courteously in accordance with the procedure set out above. Staff are also expected to provide any assistance to support a complainant when making a complaint.

Quality Improvement and Innovation Policy

1. Introduction

1.1 The Quality Improvement and Innovation Policy aims to provide the framework by which to drive excellence and foster a culture of continuous improvement and innovation. The policy is driven by a culture of high expectation, support and success across all levels of the organisation.

1.2 Scope

The policy is applicable to all staff at all levels of the organisation. Whilst this policy is not directed at students, employers and other users of the Academy, there may be occasions where it is essential to involve them to ensure that the continuous improvements in services are inclusive, fair and accessible to meet the needs of and deliver excellent outcomes for all involved with the Academy.

2. Equality and Diversity

This policy will be applied consistently to employees regardless of their, disability, gender, gender identity, sexual orientation, faith, background or personal circumstance, or whether they work on a full or part time basis. We are a diverse college that respects differences in race, disability, gender, gender identity, sexual orientation, faith, background or personal circumstance. We want everyone to feel valued and included in the college community and to achieve their full potential. The Academy is opposed to any form of discrimination and commits itself to the redress of any inequalities by taking positive action where appropriate.

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4. Guiding Principles

The guiding principles of the Quality Improvement and Innovation Policy are to:
Regularly review and evaluate the quality of all Academy provision

Apply both internal and external information and data to measure and benchmark quality

Require all staff, irrespective of their role, to assume responsibility for the quality of provisions

Ensure quality assurance mechanisms reflect the awarding bodies' requirements and are effective in maintaining and improving the quality of provision

Use differentiated approaches to quality assurance so that "outstanding" areas of provision are subject to lighter touch monitoring than those that are causing concern

Develop mechanisms to share good practice

STUDENT INDUCTION POLICY

1. Induction Objectives

- 1.1 To enable students to familiarise themselves with the Academy environment.
- 1.2 To enable students to develop a sense of identity within the Academy community.
- 1.3 To provide an opportunity to build relationships with staff, students and their personal tutor.
- 1.4 To provide a comprehensive explanation of the Academy's Health & Safety requirements including evacuation procedures.
- 1.5 To raise awareness of Academy policies and procedures and in particular the policy on Equal Opportunities and Diversity.
- 1.6 To develop an awareness and understanding of the rights and responsibilities of both staff and students.
- 1.7 To assess additional learning needs.
- 1.8 To assess current levels of skills in literacy and numeracy.
- 1.9 To give clear information about methods of learning and assessment procedures.
- 1.10 To determine and confirm a student's individual learning plan.
- 1.11 To enable students to review their progress and manage their transition to their present course.
- 1.12 To enable students to set challenging and realistic targets for the next stage of their development.
- 1.13 To assess a student's preferred learning style.

2. Induction Quality Standards

- 2.1 All students will participate in an induction programme

3. The Induction Programme and Procedures

The induction programme and procedures are given below. An abridged version is contained in the Induction Checklist for monitoring purposes.

Points 3.1 – 3.8 must be covered in week 1. The remainder need not be completed within the first few days or even the first week, but must be completed within a reasonable time scale (six weeks).
Tutors will:

- 3.1 Explain the Academy Health and Safety requirements and procedures, including evacuation procedures and an individual's personal responsibility for their own safety and that of others.
- 3.2 Complete initial guidance and enrolment procedures.
- 3.3 Issue the Student Handbook, arrange tours of the site and facilities to include indication of evacuation routes and assembly points
- 3.4 Enable the students to get to know one another through ice-breaker and teambuilding activities.
- 3.5 Explain and arrange the initial assessment of students' levels of literacy and numeracy.
- 3.6 Assess students' preferred styles of learning.
- 3.7 Explain the role of the tutor and issue a calendar of tutorial activities.
- 3.8 Explain the arrangements for reporting absence
- 3.9 Arrange any learning support that may be required, identified in 3.5 above, as soon as possible.
- 3.10 Issue the programme handbook or course information sheets giving details of the structure, content and learning outcomes, the staff involved, assessment procedures, exam schedules, completion dates and appeals, the course calendar, internal and external assessment.

5. The Quality Assurance Framework

The Quality Assurance Framework consists of a number of processes:

Quarterly Performance Review Boards where performance indicators which are informed by all Academy quality processes is monitored

The production of an annual Self Evaluation Report (SER) for every curriculum and support area

Production of an annual staff development and training plan informed by the SER

A validation process to ensure that observations, course and service review grades are moderated and awarded on a consistent basis

A robust equality impact assessment process by which equality and diversity impact measures and performance indicators linked to benchmarking are set

consistent and formalised process for the collation and use of quantitative and qualitative feedback and data

A process for action planning whereby areas of weakness are addressed and identified strengths are maintained and improved, and such good practice transferred across The College

These processes are monitored using differentiated approaches such as:
Annual staff appraisal and review interviews

Annual observation and course reviews

Progression and Destination of learner reports

Staff, student, employer and customer feedback

Teaching and Learning project groups and forums for transferring good practice

Formal recording and following-up of complaints

Internal and external verification

Quality review visits

Targeted improvement plans

Peer review initiatives

6. Responsibilities

6.1 Staff

Every staff member has a responsibility for continuously monitoring and enhancing the quality of the courses and/or services that they provide.

The Quality Improvement and Innovation Department have responsibility for implementing, monitoring and reporting on the quality assurance framework cycle, including providing appropriate support to staff to meet and exceed expected targets.