Internal Quality Assurance

The Framework for Bikeability Schemes

Report

November 2012

CONTENTS

FIGURES

APPENDICES

A   INTERNAL ASSURANCE OBSERVATION CHECKLIST

1 Introduction

This Document

1.1 This document has been designed to help Bikeability schemes with setting up and maintaining a system of internal quality assurance. It sets out what the 'building blocks' of a comprehensive quality assurance system are, and offers some guidance as to how a scheme could put these building blocks in place.

1.2 The content of this document is guidance only. In some places examples are given as to how a particular element of internal quality assurance might be implemented, however it is acknowledged that schemes may have alternative, but equally valid, methods of monitoring and improving quality.

What Does Internal Quality Assurance Mean?

1.3 Internal quality assurance refers to the scheme-led elements of the wider Bikeability quality assurance system (for further details on quality assurance for Bikeability, see *A Quality Assurance System for Bikeability)*.

1.4 Every Bikeability scheme, large and small, should already have an internal quality assurance system in place; your scheme will have submitted management documents when it first registered as a Bikeability scheme to show how the scheme would deliver quality training, and these scheme management documents form the foundations for ensuring quality in the scheme.

1.5 Quality training delivery is achieved through:

▌ **Scheme management**: the policies and procedures that define how the scheme is run and functions on a day-to-day basis;

▌ **Practical delivery**: the way in which training is delivered by instructors;

▌ **Review**: taking the opportunity to reflect on how the scheme works, identifying areas where there is some room for improvement.

1.6 An effective and robust internal quality assurance system is about looking critically at each of those influences on quality and checking that what is in place is effective, and contributing towards the ultimate aim of quality delivery.

1.7 External quality assurance will seek to ensure that the scheme-led internal processes are robust, and schemes may therefore see an additional part of their internal quality assurance programme as being about satisfying evidence requirements for the external assurance process.

2   Scheme Management

2.1   The policies and procedures which set out how your scheme will operate are the foundations for quality training delivery. They set out what your approach is to running and managing the scheme on a day-to-day basis, as well as defining – at the strategic level – what your scheme seeks to achieve more broadly.

2.2   Quality in scheme management should be achieved through:

❚ Having a core set of scheme management policies and procedures that describe your approach to managing your scheme. You should think about what policies and procedures are particularly critical to quality, and all policies should reflect the fact that your scheme is delivering the National Standard. There are three key areas for which policies and procedures are required: human resources, course delivery, and management.

FIGURE 2.1   POLICY AND PROCEDURES FOR BIKEABILITY SCHEMES

Human Resources	Course Delivery	Management
Recruitment	Course Management	Health & Safety
Induction	Risk Assessment	Equal Opportunities
Mentoring & CPD	Emergency Procedures	Internal Assurance
Appraisal	Complaints & Feedback	Insurance

❚ Having a way of communicating these policies and procedures to those working within your scheme. The management policies and procedures you have set out your scheme's approach to a variety of issues, and it is important that everyone who acts on behalf of your scheme is aware of the framework under which they operate.

❚ Viewing these policies and procedures as 'live' documents: taking a pro-active approach to reviewing the policies and procedures to ensure they remain fit for purpose, and adequately reflect how the scheme is run.

▪ The annual scheme reregistration process is a formal opportunity for schemes to review their documentation and make updates where required.

❚ Identifying where there are gaps, or a need for further clarity, and taking steps to fill these gaps with a new written policy.

3 Practical Delivery

3.1 The quality of practical delivery of Bikeability is a reflection of the quality of the scheme in general; quality training delivery is only possible when the scheme as a whole runs well, with policies and procedures that are fit for purpose, and a review system that facilitates continuous improvement.

3.2 It is therefore important that schemes have a focussed approach to looking at the quality of training delivered by instructors (that is the quality of the training experience for clients, parents, teachers, or organisations at the commissioning level).

3.3 Observations of practical delivery will provide schemes with feedback that will help inform the continuing professional development (CPD) plans of individual instructors, and a wider review of the scheme's delivery to ensure that National Standard outcomes are achieved with minimum risk.

Internal Assurance Observations

3.4 Your scheme should have a programme of internal assurance observations through which the quality of training delivered by individual instructors can be objectively observed.

Internal Assurer

3.5 Your scheme may wish to nominate an instructor to take responsibility for the internal assurance process – there may already be an instructor fulfilling this role. This may not be possible or appropriate for smaller Bikeability schemes, in which case you may wish to seek support from another scheme, or from your Instructor Training Organisation (ITO). A competent internal assurer will have the following personal attributes / experience:

I A commitment to quality and a strong attention to detail;

I Strong experience of delivering Bikeability and mentoring others;

I A sound understanding of risk management and the wider learning process;

I An enthusiasm for improving current practices;

I A desire to motivate and support others through positive and constructive feedback; and

I An objective nature.

3.6 The internal assurer should have support from your scheme's management both in terms of allocating the required time to this role and in ensuring that issues from internal assurance are listened to and acted upon. Smaller schemes may wish to seek assistance from another scheme or from their ITO to help with this aspect of internal assurance.

Selecting and Scheduling Sessions for Internal Assurance

3.7 Schemes should aim to ensure that a representative sample of the training delivered by the scheme is observed by the internal assurer.

3.8   It is the responsibility of schemes to determine how often training sessions delivered by certain instructors should be observed, however it is recommended that schemes identify a number of factors which affect the regularity with which an instructor should be observed. For example, these factors could be:

❚ How long an instructor has been with the scheme (e.g. instructors with a greater level of experience may require less frequent observations). An initial observation should generally be required as part of an instructor's induction;

❚ The instructor's National Standard Instructor (NSI) status (e.g. instructors with provisional status who have not yet undergone post course assessment (PCA) may require more frequent observations);

❚ How familiar an instructor is with a particular training scenario (e.g. if an instructor is going to start delivering a new course, delivering to smaller or larger groups of trainees, or starting delivery on a new contract with a new client, a higher frequency of observation may be required);

❚ Whether there have been any previous issues or concerns regarding the quality of training delivered by an instructor; and

❚ The outcome of previous internal assurance observations.

3.9   Schemes should use the internal assurance checklist provided in Appendix A to structure and focus their observations for each instructor.

3.10   The results of the internal assurance observation should be clearly communicated to the instructor who has been observed. The development points noted during the observation should inform that instructor's CPD plan and appraisal.

Feedback

3.11   Your scheme should have a process in place for collecting feedback about your scheme's performance. It may be helpful to formally outline this approach in a feedback policy.

3.12   It is important that your scheme seeks feedback from all the stakeholders who 'experience' your training, not just the trainees themselves, so that you may have an accurate review of all aspects of the training you deliver. For example, you may wish to seek feedback from (in addition to trainees):

❚ Parents

❚ Teachers

❚ Administrative staff (e.g. office staff in the school who booked the training)

❚ Your ultimate client (e.g. a local authority).

4 Review

4.1 The review process is a critical part of any quality system. Taking time to review how the scheme is managed and functions as a whole ensures that your scheme continues to deliver quality training, and is able to respond to challenges as your scheme evolves.

4.2 The review process should be all encompassing, in that it should look objectively and critically at all aspects of the scheme: human resources, course delivery and scheme management.

4.3 When setting out your review process, you may wish to consider the following:

❚ What **inputs** you will need to help inform a review, for example:

- External feedback: trainees, parents, teachers, commissioning clients
- Internal feedback: instructors and other staff
- Accident / near miss information
- Delivery data (e.g. number of places delivered, pass rates etc.)
- Internal assurance observation results

An example of the inputs needed to inform the review process for an individual instructor is shown below.

FIGURE 4.1   THE REVIEW PROCESS FOR INSTRUCTORS
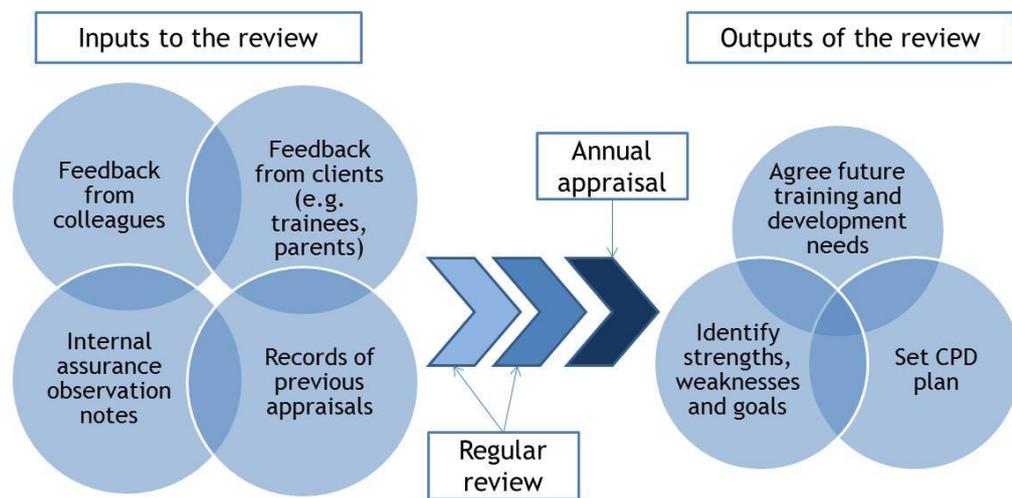
❚ How you will **define and measure success** in the context of your scheme. It may be helpful to think of some Key Performance Indicators (KPIs) that are relevant to your scheme.

❚ **How often** a certain aspect of your scheme should be reviewed.

- Instructors / other staff should have an annual review in which individual performance is reviewed and a CPD plan for the following year is set. The

formal annual review should be supplemented with more regular, less formal reviews. In smaller schemes, these may be peer to peer reviews, supported by other schemes or your ITO.

- The annual scheme reregistration process is a formal opportunity for schemes to review their documentation and make updates where required.

❚ How the review will be **documented**, and how records of the review should be kept.

- Formal reporting using template review documents, written records of formal conversations etc.
- Storing records: consider the level of security required (e.g. are the records confidential), how long they should be kept for, and how you will access the records in the future.

❚ What kind of events should automatically **trigger a review** of a certain aspect of the scheme. Examples include:

- An accident / near miss
- Feedback / complaint
- Internal assurance observation results
- Changes to the National Standard outcomes

❚ **Who** should be responsible for review. You may wish to appoint a member of staff to oversee the review process.

❚ How the review process should be **communicated** within the scheme.

- How you communicate the objectives, the process and the results of the review to your staff.
- How any new policies and procedures are implemented and adopted.

❚ How the results of the review are **taken forward**. For example, you may wish to delegate responsibility for implementing certain aspects of the review to other staff within your scheme. Team meetings should include time to ensure development points are progressed. In the case of small schemes, where regular team meetings may not occur, time should be set aside to review and implement action points.

steer davies gleave

APPENDIX

A

INTERNAL ASSURANCE OBSERVATION CHECKLIST

Internal Assurance Observation Checklist

This Checklist

1.1   This checklist is to be used by internal assurers during the course of internal assurance observations.

1.2   The internal assurance observation should assess the instructor's teaching and session management skills, using the 14 evidence points in the checklist to structure and guide their observations. For each evidence point, the internal assurer should provide a competency based score. Justification for each competency based score awarded should be evidenced with comments relating to observations made during the course of the session.

1.3   The internal assurer can ask the instructor they are observing to show them any written documentation relating to the session (e.g. risk assessment, records of achievement etc.) once the training session is complete.

1.4   Additional observations relating to other strength or development points can be recorded in the blank box that follows the main checklist.

Session Details

1.5   To be completed by the internal assurer:

Name of instructor	
Date	
Name of internal assurer	
What was the drill / technique demonstrated in the session?	
What was the total duration of the session?	
How was the session introduced?	
How was the session concluded?	

The assurer will be looking for evidence that:	Not applicable/no evidence	Definite development need	Some development required	Good/no development need	Strength/could coach others	Evidence-based justification for score
Teaching Skills						
1	Theory is incorporated into the practical elements of the session						
2	Teaching of manoeuvres is structured according to 'listen-watch-do'						

3	Trainees are kept moving: 80% riding, 20% discussion (select up to 3 outcomes and record the number of minutes devoted to each aspect (talking, demonstrating and practice), and the number of 'turns' each trainee had for each outcome)

Outcome	Talking (mins)	Demonstrat-ing (mins)	Practice (mins)	No. of turns
1.				
2.				
3.				

		Not applicable/no evidence	Definite development need	Some development required	Good/no development need	Strength/could coach others	Evidence-based justification for score
5	The instructor uses questioning to check understanding						
6	There is evidence that the instructor has considered risks and is taking steps to control these (e.g. changes site to react to changing site conditions)						

The assurer will be looking for evidence that:	Not applicable/no evidence	Definite development need	Some development required	Good/no development need	Strength/could coach others	Evidence-based justification for score
7	If a trainee makes a mistake while performing a manoeuvre they are corrected as soon as possible						
8	Instructors offer prompting, encouragement and constructive criticism as appropriate						
9	The group is gathered together for discussion and feedback						
Session Management							
10	The behaviour of trainees is managed						
11	Group dynamics and differences in trainee competence are managed						
12	An accurate record of each trainee's progress is maintained						

The assurer will be looking for evidence that:	Not applicable/no evidence	Definite development need	Some development required	Good/no development need	Strength/could coach others	Evidence-based justification for score
13	National Standard outcomes are delivered sequentially. If not, the sequence made sense within the session						
14	Training is moved to more challenging sites as the session progresses						

Additional comments

If you would like any further information about quality assurance please email
contactus@bikeability.org.uk.