



Quality Assurance Policy

Contents

| | |
|--|---|
| 1. About Creating Space for You (CIC)..... | 2 |
| Who we are..... | 2 |
| What we believe in..... | 2 |
| Whom we serve..... | 3 |
| How we achieve equality and diversity and provide equal opportunities..... | 3 |
| 2. What we mean by quality..... | 4 |
| Quality..... | 4 |
| Theoretical models..... | 4 |
| General principles..... | 5 |
| Quality Assurance (external)..... | 6 |
| Quality awards..... | 6 |
| Accredited Courses..... | 6 |
| 3. Key documents..... | 6 |
| 4. Organisational structure..... | 6 |
| 5. The Learners' role..... | 7 |
| 6. Standards and performance measures..... | 7 |
| Non-accredited learning..... | 7 |
| Accredited courses..... | 7 |
| 7. Evaluation methodology..... | 8 |
| 8. Plans for future improvements..... | 9 |



1. About Creating Space for You (CIC)

Who we are

Creating Space For You (CIC) is a community interest company, providing both accredited and non-accredited learning and development opportunities across sectors. Our community benefit involves making opportunities available to the voluntary and community sector, including volunteers. Please see our aims and objectives for more detail. [http://www.creatingspace4u.net/about_us/]

We have 2 executive and 1 non-executive Directors whose role is to provide effective governance, to set the strategic direction and ensure the work of the organisation continues to focus on its core purpose, meet its stated aims and objectives, and build a sustainable financial and operational framework.

What we believe in

We passionately believe in the capability of organisations, individuals and communities to develop and progress. Our aim is to work with others to make this a reality.

We demonstrate our commitment to our values through the way we go about our business; they underpin what we do and how we do it.

- Appreciating everyone's unique creativity, resourcefulness and contribution
- Ensuring equality of access
- Valuing and celebrating diversity
- Retaining a person centred focus
- Delivering service excellence
- Using every possible opportunity to develop and progress
- Ensuring the work we do supports the sustainability of communities measured in social, environmental, Political and economic terms.

These values are at the heart of the training and support that is offered to our clients.

In our client relationships we are committed to;

- Working in partnership, with unfailing integrity,
- To develop the capability and resourcefulness of the individual and the organisation leading to independent effectiveness for the long term.



Whom we serve

We serve a diverse range of companies including large companies, SME's and Community, voluntary and social enterprise sector organisations. Our work has predominantly been around North Yorkshire, and we plan to extend this across the country.

How we achieve equality and diversity and provide equal opportunities

We are committed to ensuring a diverse range of learners have access to our services, and have been involved in training other organisations on the new Equality Act. This has given us a heightened awareness of our legal responsibilities, and how we can improve our own practices to ensure the most vulnerable in our communities can still take part.

We monitor the range of learners that take part in both accredited and non-accredited events, and have taken action to advertise our opportunities more widely. We use accessible premises where possible, such as the Priory Street Centre at York CVS, which is wheelchair accessible and has hearing loops.

We also ask about what support learners may need in order to take part in our activities well in advance so that alternative arrangements can be made where necessary. This has included adapting materials to suit learners with visual impairments, and also facilitating the use of a personal hearing loop and micro phone to enable a participant with hearing loss to more fully engage with group discussions making resources available prior to the session so people could download them onto their own computer and changing resources as a result of learner feedback.

Please see

- Equality and Diversity Policy
- Reasonable adjustment Policy
- Special Consideration Policy

2. What we mean by quality

Quality

Quality for us means that we work to deliver to a standard in all aspects of our business that is consistent, current and is appropriate to the purpose and the need.

In terms of our core business of learning and development this mean we refer to and draw upon models of good practice against which we can monitor, review and revise our service.

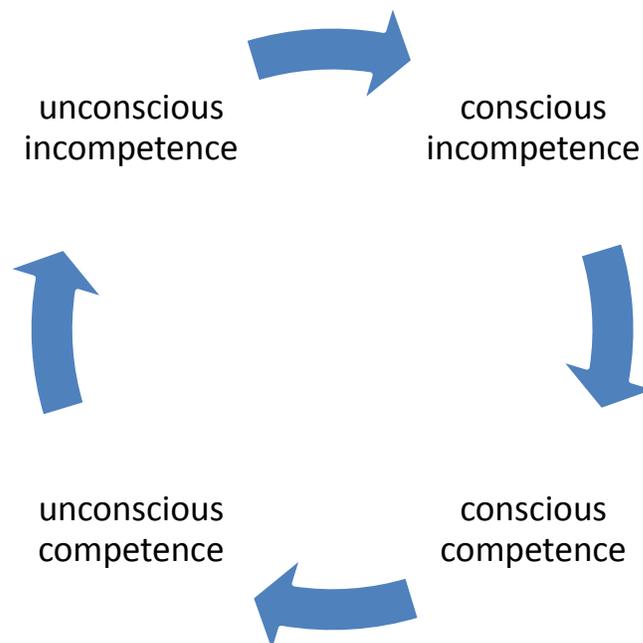
Theoretical models

Our work draws on various theoretical models including the following:

Carl Rogers – humanistic approach

- The learners participate in the process
- Learners have some control over the direction of the process
- Learning is based upon practical, social, research problems of interest to the learner
- Self-reflection and evaluation is encouraged
- The experience of the learners is used as a resource during the session
- Some attention is given to strategies for learning i.e. learning how to learn
- Learners have experience of success

There is also appreciation given to the 'Cycle of Competence':





These theories are important in relation to how learners learn, and in relation to our own understanding of the quality of the learning opportunities we offer. A learner may meet us at the conscious incompetence stage, and move on to the conscious competence. We work to be as conscious as possible of our competence to ensure we do not slip into complacency.

The other main theory that we regularly draw on is Kirkpatrick's learning evaluation model:

The four levels of Kirkpatrick's evaluation model essentially measure:

- reaction of student - what they thought and felt about the training
- learning - the resulting increase in knowledge or capability
- behaviour - extent of behaviour and capability improvement and implementation/application
- results - the effects on the business or environment resulting from the trainee's performance

We go into more detail about how this is used in practice later in this document.

General principles

Creating Space For You (CIC) is committed to continuous improvement in all aspects of its work, and ensuring the consistent quality of training delivery is a key part of this commitment. This is put into practice through a number of different processes:

- Regular general staff meetings
- Specific training development meetings
- Undertaking training needs analyses with organisations we serve
- Collecting feedback from participants and client organisations
- Reviewing feedback and making improvements accordingly
- CPD for staff delivering and supporting the delivery of training, including planned observations and feedback
- Partnership working with other organisations or specialists
- Actively seeking further funding to build capacity in response to support requests for further training

Please also refer to the Malpractice Policy



Quality Assurance (external)

Quality awards

Creating Space for You (CIC) is considering PQASSO Level 1 as part of its commitment to quality delivery. We will consider undertaking the following awards in the future:

1. NAVCA
2. Matrix

Accredited Courses

Creating Space for You (CIC) became an accredited centre to deliver OCN nationally recognised qualifications in July 2011. We have undertaken a pilot project in partnership with another social enterprise to accredit a Level 1 course in Creative Crafts.

We have progressed to become an Institute of Leadership and Management centre in 2013. We deliver qualifications in coaching at level 3, 5 and 7.

We work in partnership with Phoenix Consultancy to deliver the ILM Level 5 Award and Certificate in Leadership.

3. Key documents

Please refer to the Quality File for all policies and procedures relating to the delivery of both accredited and non-accredited learning and development. In particular the following documents are of particular importance:

- Learner Journey plan
- Internal verification strategy

4. Organisational structure

Please see organisational structure for an outline. Self-employed facilitators are commissioned to deliver particular pieces of work, depending on the specialism.



5. The Learners' role

- All learners have access to our policies and procedures regardless of how long their engagement with learning is
- Learners are asked to evaluate at different stages in the learning process: after each session, at key stages in a development programme and after a period of consolidation and application.
- When learners are engaged in a programme of learning or an accredited course, they are given an appropriate induction, details of which can be found in the Centre Quality File.

6. Standards and performance measures

Non-accredited learning

Performance is measured through observation of facilitators, which takes place a minimum of every six months, and evaluation of feedback (see below). Feedback is gathered at the end of every session. However, this process will also be reviewed and developed at the next programme review.

Charlie Mitchell, Centre Co-ordinator, is the contact for the development of this process.

Accredited courses

The internal verification strategy details how the quality of provision is measured in order to ensure it is consistent.



7. Evaluation methodology

We currently apply the four levels of evaluation as outlined by Kirkpatrick. We are also able to apply methods to measure ROI (return on investment) where this is required or seen as beneficial.

Level one

Learner feedback is gathered at the end of each session, and used to inform the development of future courses.

Facilitator feedback is also sought after each session and again used to identify improvements – this may range from reflections on venue and resources, to learner engagement and materials.

Level 2 - learning

Learning we encourage learners to reflect and identify their own learning using learning logs and other reflective tools. We then gather feedback at future sessions and during facilitated action learning sets.

Level 3 - behaviour change

Through reflective practice and through the encouragement of asking for feedback we encourage the learner to notice and monitor changes in their behaviour and the resulting impact on their performance.

This is monitored at subsequent learning inputs on development programmes and via electronic survey after discrete learning events.

Level 4 business impact

We go back to learners between 3 and 6 months of the learner completing the learning activity, in order to be able to evaluate the impact the learning has had on their daily work, and on their organisation.

Learners currently influence the programmes of training that take place, as the programmes are built as a result of training needs analysis with organisations within the third sector in York.

We have a complaints procedure in place (see Quality File) that is outline in the learner handbook, available via our website and referred to during our induction for accredited training programmes.



8. Plans for future improvements

This policy has been developed to document the systems that are already in place; as part of our commitment to continuous improvement this policy along with all other policies is reviewed at least annually.

Last reviewed: July 2018