

Section 1: Centre Details and Our Contact Details

Centre Details	
Centre Number:	8466009
Centre Name:	Mentoring West Midlands CIC
Centre Address:	Suite 6 Graphic House 15 - 18 New Road Willenhall West Midlands WV13 2BG
Head of Centre	
Name:	Chris Dyer
Email:	chris@mentoringwestmidlands.co.uk
Telephone:	01922 211 366
Qualification Number:	GROUP
Qualification Name:	Customised Qualifications
Review Date:	7 September 2023 (Remote)
Review Duration:	0.5 days
Session:	2023/2024
DCS:	Maintained
Centre Risk Status	
Status:	Low
Date Awarded:	7 September 2023

Our Contact Details	
Customer Support Assistant	
Name:	Customer Support
Email:	customersupport@ncfe.org.uk
Telephone:	0191 239 8000
Business Development Account Manager	
Name:	Micro Accounts
Email:	
Mobile:	
External Quality Assurer	
Name:	Christine Greenhill
Email:	ChristineGreenhill@ncfe.org.uk
Mobile:	07774068493
NCFE Contact Details	
Email:	customersupport@ncfe.org.uk
Telephone:	0191 239 8000
Website:	ncfe.org.uk

Qualification Number	Qualification Name	Qualification Contact	Batches
CQ10493	Building Positive Futures Level 1	Chris Dyer chris@mentoringwestmidlands.co.uk 01922 211 366	805788130 (1), 805789131 (1), 805789437 (1), 805789935 (1), 805793399 (1)
CQ10495	Level 1 Life-Skills & Preparation for Working for Ex-Offenders Post Custody	Chris Dyer chris@mentoringwestmidlands.co.uk 01922 211 366	805789260 (3), 805790072 (1)

Section 2: Previous Action Plan

Has the centre carried out the actions agreed with the External Quality Assurer regarding:

	Actions complete	Actions outstanding	No action taken	No action required
Assessment	✓			
Internal Quality Assurance				✓

Feedback to centre

The centre's previous EQA review for the Customised Qualifications took place on the 09/09/2022 where they "Maintained DCS" with the following action identified:

Action:

3.7 Ensure that the assessor feedback identifies particular strengths within the learners' submitted work that are personalised, as well as any areas for development and progression opportunities. ACTIONED

Section 3: Assessment

Assessors:

Amelia Waterhouse, Daniella Deehan, Tremayne Blair, Yasmin Brickwood

For information: Sections 3 and 4 are to be graded using the 5-point scale described below. The statements identify the systems/evidence centres have in place for the assessment and internal quality assurance of qualifications covered as part of this report. Any actions identified will be highlighted in Section 7 of the report.

1 = Excellent (no action required)

2 = Meets requirements (recommendation identified)

3 = Discrepancies within tolerance (action required)

4 = Requirements Not Met (significant action required)

5 = Unsatisfactory (immediate action required)

N/A = Not Applicable

		1	2	3	4	5	N/A
3.1	The assessment is mostly: 1 = at the main site, 2 = at a satellite centre, 3 = in the workplace, 4 = via distance learning, 5 = via blended learning	✓					
3.2	Assessors have full and up to date information	✓					
3.3	There is a planned program of delivery in line with recommended TQT/GLH and appropriate assessment methods are in place	✓					
3.4	Any achievement of recognition of prior learning (RPL) has been recorded, and checked for appropriateness (where applicable)						✓
3.5	Assessment methods, equipment and resources used, are appropriate and are consistent with the Qualification Specification	✓					
3.6	Assessment including any grading decisions have been applied as outlined in the Qualification Specification			✓			
3.7	Learners receive regular feedback after assessment			✓			
3.8	Each unit of assessed evidence is named, authenticated, and dated by the Assessor and the learner	✓					
3.9	Assessment records show accurate tracking, progress, and achievement	✓					
3.10	Registrations and/or withdrawals have been completed in a timely fashion to allow for external quality assurance to take place	✓					

Observations and feedback regarding assessment

SAMPLING: Justification

x1 learner from each Customised Qualification to meet minimum sampling requirements for DCS maintenance

3.2 The assessors have full, up-to-date documentation in the form of the qualification specifications for the qualifications being delivered.

3.3 There is a planned programme of delivery and assessment methods available. I have viewed course workbooks and associate course documents. I have viewed the Schemes of Work for each qualification, and these include the following details: Session number, Unit title, Learning Outcomes and Criteria, Tutor and Learning approaches, Assessment methods.

I have also viewed the lesson plans for each qualification, and these include the following details: Aims and Objectives, Functional Skills opportunities, Resources, Specific learner needs/Learning styles, Timings, Topic, Teacher activities, Learner activities, Assessment/Learning checks.

The qualifications are delivered on a one-to-one basis to learners in custody and are classroom-based for other settings.

3.4 RPL is not applicable for any of the learners selected for sampling and therefore no evidence is required.

3.5 Assessment methods are valid and reliable and allow access to assessment for all learners.

There is adequate provision for learners with particular requirements and I have viewed the learners' assessment records and portfolios as well as the Access to Fair Assessment Policy and Assessment Policy that clearly details reasonable adjustments and special considerations.

3.6 Assessment and grading decisions have mostly been applied in accordance with the national standards and I have viewed the learning outcomes and assessment criteria for these customised qualifications, along with minutes of the most recent standardisation meetings to demonstrate that these are being met.

However, for a number of the qualification, the command verbs "describe", "explain" and "compare" are not fully being met. Learners are providing only one sentence for these or listing as bullet points which do not contain sufficient detail. This has been identified during the IQA sampling process and you should ensure that assessors are checking the level of detail for these command verbs moving forwards and provide guidance to the learners as to what is required in order to fully meet each criteria.

3.7 Learners receive regular verbal and written feedback from assessors following assessment. Assessor feedback is more personalised, positive and encouraging and is also detailed and developmental at times. You should ensure you continue to standardise the approach to assessor feedback in order to maintain the same level of consistency across all qualifications.

(See SAMPLING section below for further details regarding assessor feedback).

3.8 Each unit of assessed evidence is named, signed and dated by the assessor and learner and all learners' portfolios contain a signed and dated Learner Statement to confirm authenticity, or declarations within the workbooks have been signed, with some containing additional signed documentation as well.

3.9 Assessment records are in place that show accurate assessment and progress tracking and I have viewed the centre's tracking spreadsheet for each qualification as part of today's review. The centre has recently transferred its data management system from Defacto to Advice Pro. Tracey Jennings set up a Teams meeting on the 25/08/2023 to introduce the new system to my ahead of their EQA review.

3.10 Registrations and/or withdrawals have been completed in a timely fashion to allow for external quality assurance to take place.

The centre has a robust registration and certification process in place, and this is referred to in the Assessment Policy. Tracey Jennings is responsible for the registration and certification of learners and they, along with Chris Dyer, have access to the NCFE Portal. Registrations are made within three days of receipt of the completed enrolment forms.

The Business Manager regularly checks the progress being made by the learners on the management system to identify where possible withdrawals may be required. She will liaise with the Operations Manager and the IQA and the learner will then be withdrawn on the NCFE Portal where required.

There have been no conflicts of interest to declare on this occasion and no instances of malpractice or maladministration have been identified or investigated.

SAMPLING:

Some learners' work was not available to be presented for the original learners selected for sampling and Chris Dyer has highlighted this was due to some assessors/IQA leaving the company. Upon discussing this during the feedback meeting, this is largely due to the transferring of their data management system from Defacto to Advice Pro meaning that a large amount of data had to be transferred. All hard copies are securely sent to Head Office upon completion of the learners' qualifications, and these are then scanned onto the new management system and returned. It was due to human error that these were then not available to be presented for EQA. After speaking with Chris Dyer, the necessary mitigations are now in place to prevent this from happening again and I have been able to review alternative learners for the qualifications affected. This will therefore be noted as an action in the centre's AMR report (also conducted today 07/09/2023).

CQ10492 Conflict Management Level 1
x1 learner selected and presented for sampling

CQ10493 Building Positive Futures Level 1
x1 learner selected and presented for sampling

CQ10495 Level 1 Life-Skills & Preparation for Working for Ex-Offenders Post Custody
x1 learner selected and presented for sampling

CQ11388 Adverse Childhood Experience
x1 learner selected and presented for sampling

CQ11533 Specialised Mentoring Level 2
x1 learner selected and presented for sampling

CQ11611 Customer Service in the Catering Sector Level 1
x1 learner selected and presented for sampling

- Additional documentation provided: Course Enrolment Forms, Course Evaluation, End of Course Next Steps, Learner Induction, ILPs.
- Workbooks contain a learning outcome and assessment criteria checklist for each qualification.
- All tasks have been mapped to the relevant assessment criteria.
- Signatures and date pages are included in each.
- Some qualifications also contain a signed and dated NCFE Learner Statement to confirm authenticity.
- Observation/discussion reports have also been used which contain a summary of the activities/tasks and the learners' performance.
- Conflict Management: Unit 01, assessment criteria 1.1 asks learners to "describe" but the learner has only written one sentence. Assessment criteria 1.3 asks learner to "describe" but the learner has just provided a list of two items.
- Building Positive Futures: Unit 02, assessment criteria 2.1.3, 2.2.1 asks learners to "explain" but a short sentence only has been provided.
- Specialised Mentoring: Unit 01, assessment criteria 1.1, 2.3 asks the learner to "describe" but the learner has listed bullet points only. Assessment criteria 3.1, 3.2, 3.3 asks the learner to "explain" but the learner has written one sentence each.
- Customer Service in the Catering Sector: Unit 05, assessment criteria 2.1 asks the learner to "describe" but the learner has written one sentence only. Assessment criteria 4.1 asks the learner to "compare" but the learner has written one sentence only.
- N.B. Adverse Childhood Experiences: Unit 04 workbook contains a SPaG error on page 48 – "...develop more resilience's" should be "...develop more resilience".
- Assessor feedback is personalised and directed towards the learner using the second person pronoun "you".
- Assessor feedback is positive and encouraging for learners for all qualifications and mostly detailed and developmental.
- Assessor has identified when and why a scribe has been required, e.g. due to an injury.

Section 4: Internal Quality Assurance

Internal Quality Assurers: Julie Zangaro, Lesley Wall

		1	2	3	4	5	N/A
4.1	The Internal Quality Assurer(s) are mostly: 1 = based at the main site, 2 = based at a satellite centre, 3 = freelance/home based.	✓					
4.2	An appropriate internal quality assurance strategy and sampling plan is in place which is reviewed regularly			✓			
4.3	Suitable arrangements are in place to ensure effective meetings and standardisation takes place across qualifications and all sites	✓					
4.4	Allocation of Assessor responsibilities are clear and meet the needs of learners and Assessors and development is available continuously to support these responsibilities	✓					
4.5	Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable)						✓
4.6	Assessors have been assisted in resolving disputes, appeals or fitness to practise concerns (where applicable)						✓
4.7	Internal quality assurance of assessment decisions have been applied as outlined in the Qualification Specification	✓					
4.8	Assessors are provided with clear and constructive feedback on the use of different types of assessment methods and assessment decisions	✓					
4.9	Assessment is internally quality assured, and each unit of internally quality assured evidence is named, authenticated, and dated by the Internal Quality Assurer(s)	✓					
4.10	Sample dates are consistent with dates in the Internal Quality Assurer(s) sampling plans	✓					

Observations and feedback regarding internal quality assurance

4.2 The centre has an appropriate sampling strategy, and I have viewed the centre's IQA Sampling Strategy document to support this. The Sampling Strategy document highlights the use of the CAMERA method (Candidates/Learners, Assessors, Methods of assessment, Evidence, Records, Assessor sites).

They also adopt a RAG rating system for assessors as follows:

RED = Trainee assessor or newly qualified assessor, new to programme/qualification/level, struggling with the assessment process = OTLA every 3 months, 100% portfolios sampled (interim and summative), at least one learner interview per assessor.
 AMBER = Less experienced assessors, experienced assessors new or different programme/qualification/level, assessor returning after period of absence or role change = OTLA every 6 months, 50% portfolios sampled, at least one learner interview per assessor.

GREEN = experience assessor, good paperwork and assessment processes, confident in knowledge and understanding of qualification specification, levels and collection of evidence, adapt to different programmes/qualifications/levels easily = OTLA every 12 months, 20% portfolios sampled, at least one learner interview per assessor.

I have also viewed the centre's IQA Annual Plan, as well as the sampling plans for the assessors which contain the learners' start and end dates, actual sampling dates (interim and summative), as well as the units sampled. However, no planned dates have been included and you should ensure these are added moving forwards, even if it is a month and year only.

4.3 Suitable arrangements are in place to ensure standardisation takes place and standardisation meetings take place regularly. I have viewed the minutes of the most recent standardisation meetings where items on the agendas were as follows:

Standardisation Meeting: 09/09/2022

- EQA report and feedback
- IQA/Standardisation Meeting: 25/01/2023
- Staff discussions/Case Studies
- Standardisation Meeting: 21/07/2023
- Introduction
- Matters arising from last meeting
- Feedback/Feedforward
- Uploading of evidence
- Signing of IQA reports
- Workbooks
- Outstanding actions
- Standardisation for next meeting

4.4 Allocation of assessor responsibilities are clear and meet the needs of learners and assessors and development is available continuously to support these responsibilities. Roles and responsibilities are detailed in the centre's IQA Sampling Strategy.

CPD activities have taken place for all staff, and I have viewed the CPD records as well as centre's Training Matrix confirming the training that each staff member has undertaken.

The IQA has changed from Julie Zangaro to Lesley Wall.

4.5 There have been no special assessment requirements for the learners selected for sampling, other than some learners required a scribe. This has been clearly noted on the Assessor Feedback Forms along with the reason. 1:1 Intervention Logs have been fully maintained with detailed summaries of the discussions held, as per my previous recommendation. The IQA has identified that scribing due to lack of time is not a permitted reason and this has been addressed in the IQA feedback and subsequent action points.

4.6 There have been no disputes, appeals or fitness to practise concerns.

4.7 IQA of assessment decisions have been applied as outlined in the Qualification Specification and I have viewed the assessment records and IQA reports for all learners selected for sampling.

4.8 Assessors have been provided with accurate advice and support to enable them to identify and meet their training and development needs and are provided with clear and constructive feedback on the use of different types of assessment methods, judgement of evidence and assessment decisions.

The IQA completed an IQA Sampling Report form for each learner sampled which contains a checklist. The IQA comments on the learners' achievement, as well as the feedback given to the learner, and paperwork. Feedback to the assessors is therefore detailed and developmental with appropriate action points being set and particular strengths also being identified. The IQA has identified where some of the command verbs have not been met and where further evidence or full sentences are required.

4.9 Assessment is internally quality assured, and each unit of internally quality assured evidence is named, signed and dated by the Internal Quality Assurer.

4.10 Sample dates are consistent with dates in the IQA sampling plans, and I have viewed the sampling plans, completed IQA reports and minutes from recent standardisation meetings.

Section 6: Learner Feedback

Qualification Number and Name:

How many learners have been spoken to as a part of the visit?

N/A

Purpose – Has the qualification achieved its purpose for all learners interviewed?

N/A

Content – What did the learners interviewed think about the content of the qualification?

N/A

Support – Did all learners interviewed receive a reasonable and appropriate level of support?

N/A

Validity of Assessment – Were the learners able to provide evidence of knowledge and understanding to justify the outcome of assessments?

N/A

Section 7: Action Plan For Centre

Assessment

3.6	Action:	Ensure command verbs of "describe", "explain" and "compare" are being fully met moving forwards.
3.7	Action:	Ensure you continue to standardise the approach to assessor feedback in order to maintain the same level of consistency across all qualifications.
By whom and when:		Tremayne Blair/Amelia Waterhouse/Yasmin Brickwood/Daniella Deehan, evidence to be presented at the next EQA review which has been scheduled for 05/09/2024

Internal Quality Assurance

4.2	Action:	Ensure you include planned dates for the sampling activities to take place on the sampling plan, even if it is a month and year only.
By whom and when:		Lesley Wall, evidence to be presented at the next EQA review which has been scheduled for 05/09/2024

Action plan discussed and agreed with the centre?	YES
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Section 8: Action by External Quality Assurer/Head Office

Action For	Action Required	By when
External Quality Assurer		
Head Office		

Section 9: Additional Information Sheet

Any additional comments regarding the review

I would like to take this opportunity to thank Chris Dyer and Tracy Jennings for facilitating this review to take place remotely, for uploading the required documentation in advance, and for being available on the day for further clarification where required. I would also like to thank Lesley Wall for being available to join the feedback meeting today.

It has not been possible to obtain learner feedback on this occasion as no learner contact details were able to be provided due to the centre working within prison/custody settings.

As discussed, areas of particular strength identified during today's review were as follows:

- Robust IQA process in place.
- Detailed and developmental feedback for assessors.
- Effective planning and organisation of delivery.
- Positive and encouraging feedback to learners.

DCS should therefore be maintained for another twelve months, and we have scheduled your DCS maintenance review for 05/09/2024. Your Annual Monitoring Review has been scheduled for the same date. In the meantime, if you have any further questions or queries, please do not hesitate to contact me.

Following this EQA review, you will receive a link to our Bright Survey, and I would be grateful if you could spare a few minutes to complete this and provide feedback on your experience.

Section 10: Centre Feedback (optional)

We really value centre feedback and this is a great opportunity for you to tell us what you think of the qualification. All feedback will inform the qualification evaluation and help our Qualification Development team ensure the qualification is meeting its intended purpose.

Qualification Number and Name:

Do you think the qualification meets its intended purpose? If so, what 2 specific features did you like most about the qualification and if no, what prevented it from meeting its intended purpose?

N/A

Do you think the qualification meets the needs of you and your learner? Please explain how.

N/A

Do you agree that the number of hours we have assigned to Guided Learning and Total Qualification Time for this qualification are appropriate? If not, please explain your reason.

N/A

What are the typical progression routes for your learners after studying the qualification? Please be as specific as possible, including if the learners progress within the same subject area or different, progress to further study or employment.

N/A

What are your thoughts about the content and assessment of this qualification?

N/A

Do you intend to keep running this qualification? Please state your reasons for and against.

N/A

Is there anything we could do to make the qualification better? If so please give examples.

N/A