Best Practice Report

January 2019

SFEDI®AWARDS

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Director of Quality
SFEDI Group

WELCOME MESSAGE

Welcome to the first Best Practice Report helping to share all of the good practice that has taken place across the UK in the delivery of SFEDI Awards qualifications over the last 6 months.

This guide will help to provide you with:

➢ An overview of performance of the centre network during the last round of monitoring activities
➢ Areas of best practice demonstrated by centres
➢ Common areas for improvement with suggested solutions
➢ Other recommendations to help improve delivery

You can choose to feature your organisation within future publications of this guide simply by speaking with a member of the Customer Service Team who will be delighted to help you.
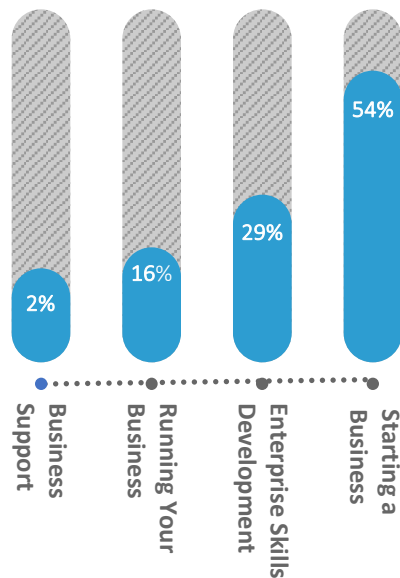
QUALIFICATION
UPTAKE

July 2018 – December 2018

Centre Types

Delivery within the centre network has taken place in many different types of organisations

School	University	Private Company	Private Training Provider	FE College
2%	3%	22%	36%	37%
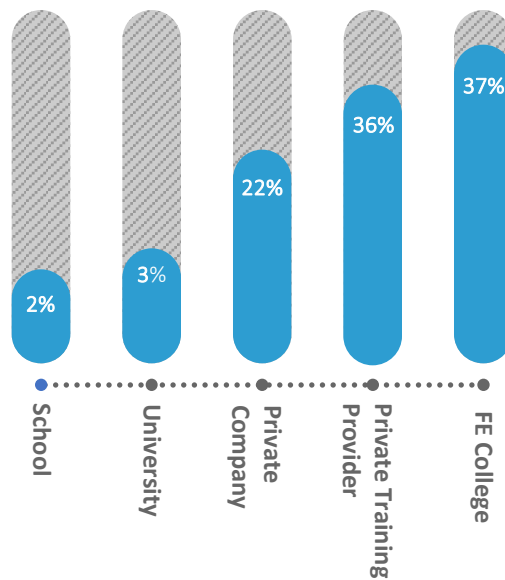
Qualification Types

A mix of subject matters have been undertaken through the delivery of SFEDI Awards qualifications

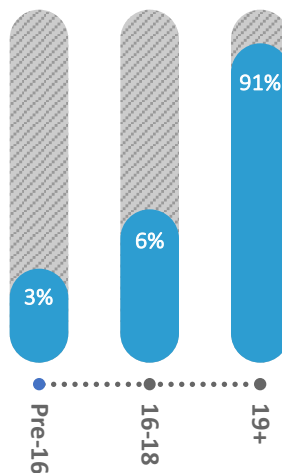| Business Support	Running Your Business	Enterprise Skills Development	Starting a Business
2%	16%	29%	54%

QUALIFICATION
UPTAKE

July 2018 – December 2018

Age Ranges

SFEDI Awards qualifications have been delivered to many different age ranges within groupings of pre-16, 16-18 and 19+

3% Pre-16
6% 16-18
91% 19+

Qualification Levels

With qualifications being available from Level 1 to Level 7, and also SCQF Level 8 in Scotland, people have been carrying out learning at all stages of their personal and professional lives

62% Level 1
14% Level 2
7% Level 3
1% Level 4
7% Level 5
4% Level 6
3% Level 7
3% SCQF Level 8
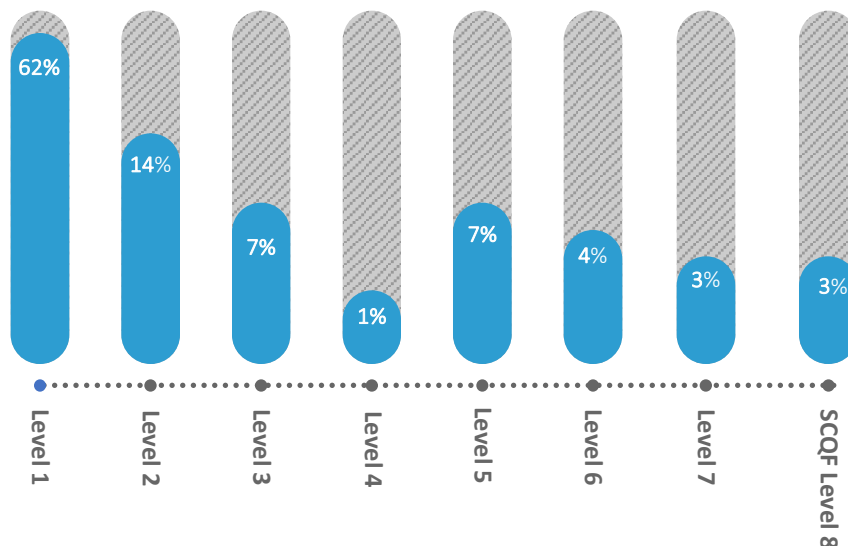
QUALIFICATION
UPDATE

July 2018 – December 2018

NEW QUALIFICATIONS

November 2018 saw the launch of three new qualifications following feedback from enterprise training and development professionals to provide fully flexible solutions to meet the needs of your learners.

These new qualifications mean you no longer need to decide between theory and practical, now within one qualification you can choose theory, practical or a mix of each that best meets the needs of your learners.

The qualification details are:

➢ Level 2 Award in Self Employment (603/3463/0)
➢ Level 2 Certificate in Self Employment (603/3468/X)
➢ Level 2 Diploma in Self Employment (603/3472/1)

More information about these qualifications can be found on the SFEDI Awards website and you can apply to deliver these by simply completing the online Centre Update application form.

QUALIFICATION UPDATE

December 2018 saw an update to the Passport to Enterprise and Employment suite of qualifications at Levels 1 and 2 as follows:

➢ Unit F/615/2244 Develop an Enterprising Character has been moved to the Personal Social Development section and is now optional
➢ Addition of unit D/505/2805 Undertake an Individual Role Within a Social Enterprise Activity

FUNDING UPDATE

In November 2018 we sent out an updated list of funding available for SFEDI Awards qualifications through the Adult Education Budget (AEB), the European Social Fund (ESF) and Advanced Learner Loans.

Funding is available to support the delivery of many SFEDI Awards qualifications for those who hold or have access to these funding streams.

Ask a member of the SFEDI Awards team for further details of what funding amounts are available for SFEDI Awards qualifications if you would like further information.

How Has it Been Going?

The following pages set out an overview of the performance in the delivery of SFEDI Awards qualifications observed through the monitoring activities that have been completed over the last 6-month period. The information has been broken down into two different sections:

- ➢ Assessment covering
    - ➢ Induction of learners
    - ➢ Completion of assessment activities
    - ➢ Learner training and additional support
    - ➢ Recording of assessment activities
- ➢ Quality Assurance covering
    - ➢ Support of Assessors and learners
    - ➢ Range of quality assurance activities
    - ➢ Completion of quality assurance activities
    - ➢ Recording of quality assurance activities

Within each section you will see an overview of what has been observed and, where there have been improvements suggested or actions set, what these were and methods that could be used to implement them. The suggestions made are set in two different forms and colour coded so that you know which have to be completed and which are suggested as recommendations to aid improvements.

R Recommendations – these are simply suggestions on how delivery could be improved and are not required to be implemented if the centre chooses not to

AP Actions Points – these are areas that should be taken note of and improvements planned to be put in place to ensure that delivery maintains the required standards. A centre may not wish to use the suggested improvement method but should formulate and implement their own to ensure they have addressed it
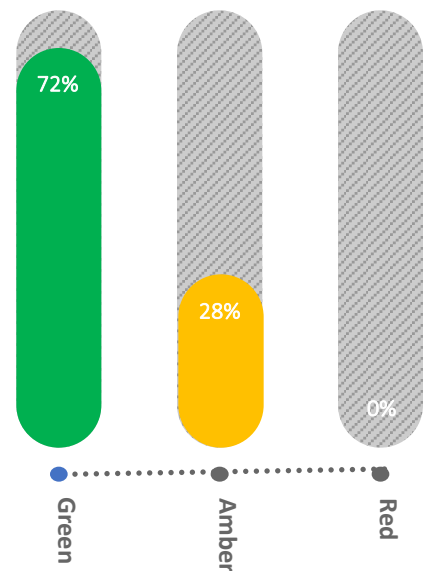
CENTRE
PERFORMANCE

July 2018 – December 2018

Risk Ratings

Risk ratings are awarded as a result of the monitoring activities carried out issued using the scale below:

A Green risk rating is awarded where a centre has met all of the centre approval criteria and there are no actions resulting from evidence seen during the monitoring activities or other sources of information

An Amber risk rating is awarded where a centre partially meets the centre approval criteria and/or there are actions resulting from evidence seen during the monitoring activities or other sources of information gives rise to the potential need for the completion of additional monitoring activities or an improvement plan

A Red risk rating is awarded where a centre does not meet one or more of the centre approval criteria and/or the safety and/or integrity of a qualification and/or a learner is being disadvantaged due to the working practices of the centre as observed through monitoring activities and/or other sources of information that gives rise to the belief that this is the case

72%

28%

0%

Green

Amber

Red

CENTRE PERFORMANCE:
ASSESSMENT

July 2018 – December 2018

ASSESSMENT AREA ONE
Learner Induction

Centres are inducting learners to their programmes of learning ensuring they understand what is required of them and whether the subject matter and level of qualification is appropriate for them

R Consider how the information gathered during the induction phase of the process could be used towards the assessment of the qualification, for example the use of skills scans and development plans that could be mapped against the qualification

AP Centres should ensure that a fully embedded induction process is in place to assess prior experience and future plans of learners to help in the selection of the appropriate subject and level of qualification to meet their needs.

This induction should be documented using the appropriate paperwork for the centre and made available on request to demonstrate the process is in place

ASSESSMENT AREA TWO
Range of Evidence Types

Centres are making use of a wide range of evidence types to enable engagement in the learning process by those undertaking the qualifications

R Centres may find it beneficial to further vary the forms of evidence that are produced.

For example, where a learner may struggle to get their thoughts down on paper effectively, Assessors could annotate responses to oral questions next to the corresponding section of the assessment tools.

Alternatively, the centre could make use of vocational style assessments such as professional discussions, observations, etc. allowing learners to provide responses and evidence their meeting of the standards this way

AP Ensure all evidence is mapped appropriately as, without being mapped against the standard on the relevant paperwork, then no formal judgement has been made and so it cannot be considered as evidence against the standard

CENTRE PERFORMANCE:
ASSESSMENT

July 2018 – December 2018

ASSESSMENT AREA THREE
Leaner Responses

Learners are providing a sufficient level of detail within their responses to questions being asked of them as part of the assessment process

R Consider how additional detail can be gathered together as part of the assessment process, for example how group discussions, extension activities, etc. could further enhance the demonstration of knowledge and skills by learners efficiently and effectively

AP Ensure consistency in the coverage of assessment verbs by learners to ensure that, where a criteria asks for an explanation or description then sentence structure should be encouraged rather than listing/bullets to ensure learners provide sufficient information within their responses

ASSESSMENT AREA FOUR
Assessment Feedback

Assessors are providing clear, supportive and constructive feedback to learners on an ongoing basis supporting them through the achievement of their qualification

R Feedback to learners could be further developed by including both commentary on the development of their ideas regarding the feasibility of them and also progression/next steps in taking their personal and professional development forward post completion of the qualification

AP Feedback to learners should be provided on an ongoing and summative basis to support guiding learners through the completion of the qualification.
It should be recorded on the appropriate paperwork as used by the centre with a clear authenticity and audit trail through signatures and dates

ASSESSMENT AREA FIVE
Equality and Diversity

Centres are challenging stereotypes and inappropriate comments/language within responses to questions posed within the assessment of the qualifications

R Consider how equality and diversity can be further embedded within the delivery of qualifications whether in a direct or indirect manner. Plans for this could be included within session plans or separate resources held that can be accessed as and when required to challenge a potential view point that arises

AP Ensure that, where stereotypes and/or inappropriate comments/language arises within the delivery and assessment of qualifications, it is challenged appropriately and a note made on evidence or in an appropriate place, eg. the ILP, to say 'discussed' to show that it has been challenged

ASSESSMENT AREA SIX
Literacy and Numeracy Development

Centres are embedding literacy and numeracy within the delivery and assessment of qualifications to ensure that work is completed on the wider core skills

R Centres may find it beneficial to introduce two 'prompt sheets' to the delivery of qualifications providing a quick reference for learners.
One could cover common grammatical and punctuation errors and how they should be used/corrected and the other sheet could serve the purpose of a glossary of common terms and their meaning which also provides the correct spellings to learners.
This further supports the embedding of literacy within the delivery of qualifications and also means that, where learners may be embarrassed to ask for support, they can refer to the information as a first port of call.

AP Ensure that evidence of the embedding of literacy and numeracy is included within folders whether it be annotation on evidence or in another appropriate place, eg. the ILP

CENTRE PERFORMANCE:
QUALITY ASSURANCE

July 2018 – December 2018

QA AREA ONE
IQA Feedback

QA AREA TWO
Behaviours and Added Value

Internal Quality Assurers are providing detailed and supportive feedback to Assessors confirming both the appropriateness for certification of individual learners and also providing guidance on the assessment processes followed

Internal Quality Assurers are highlighting the wider skills development of learners and the challenging of inappropriate language/behaviours as supported by and commented on by Assessors

(R) When providing feedback to Assessors, comment on the quality of their performance in the assessment of the folder and also try to include feedback on their progress to date in addressing previous issues, etc.

(R) Where appropriate, support Assessors to develop new materials/tools, signposting opportunities and coping mechanisms to enable the further embedding of the wider skills and challenging of inappropriate behaviour/language within the delivery and assessment of qualifications

(AP) Ensure that IQA feedback is provided on a formative and summative basis and clearly recorded on the appropriate centre documentation and that any actions set as part of the process are signed off

(AP) Ensure the QA process takes account of and feeds back to Assessors on whether literacy and numeracy has been embedded and whether inappropriate language/behaviour has been highlighted, challenged and reported, if appropriate.
Training should be planned and included within the annual CPD activities as part of the standardisation process

Suffolk Chamber of Commerce
The Voice of Business

Suffolk Chamber of Commerce is an IOEE Academy delivering SFEDI Awards enterprise and business support qualifications at all levels.

Here, Robert Turnbull, SFEDI Awards programme leader at Suffolk Chamber, writes about the challenges faced in delivering these qualifications within a prison environment.

The programme has ranged from supporting the prison estate to achieve qualifications and providing a pathway to self-employment. Frequently, we have had to help learners to overcome a whole set of challenges in terms of assessment and feedback to learners, ranging from simple practical things like access to information, PCs and the internet.

The key is providing a structure that makes it as easy to engage as possible with materials that make it easy to find evidence and recognise learning whatever the level of education, previous experience or language.

It is also critical to provide equality of access to all as you might have a learner who has run a business before or somebody who needs additional support – by developing materials that enable learners to do the doing with clear planning and support from the tutor, this maximises the engagement and makes it really easy to assess and support achievement.

Critical to this is having tutors who are from a business background, rather than purely academic so that they can bring real commercial experience and value, building credibility with learners.

We are very careful to induct tutors and provide very clear guidance on what is needed and expected to enable meaningful assessment and feedback to ensure achievement and access for all learners.

By having this live, real and interactive approach you

PLANNING FOR SUCCESS
by Robert Turnbull
SFEDI Awards Programme Lead

can really see the outputs and this makes it so much easier to assess and provide feedback.

We are also very focused on having an IQA from a business and support background with the current IQA holding a PhD with extensive experience in business - this adds a huge amount of value in terms of feedback and quality and helps to build a culture of continuous development that carries down to learners.

Qualifications also must not be a stand-alone activity and, when assessing, tutors always seek ways to enable learners to engage and show their knowledge, skills and understanding.

This has resulted in some truly inspirational business plans that are the culmination of what has been learned and underpinned by guided learning and CPD.

But it doesn't just stop there and we are very conscious in feedback to ensure this is not just a box ticking exercise in terms of indicators.

It is as important to be their business advisor and mentor as it is to be their tutor as we help them create their new futures.

All in the fact that such a diverse range of learners get recognition and produce such excellent work is a testimonial to the standardised approaches, materials, tutors and how they are assessed. The key themes for us are plan well, feedback constructively, strive for quality and provide access, success and development for all.

Photo by Jamie Bird Photography

A BLENDED APPROACH
by Lisa Boulton-Lear
Flexible Learning Fund Manager

PeoplePlus Enterprise have developed a truly flexible learning programme, aimed at supporting those that would struggle accessing traditional start-up programmes but that still have the commitment and passion to start a business.

As part of the Department for Education's Flexible Learning Fund, the team have developed a blended learning programme that allows learners to complete their learning in the classroom, on a one to one basis, through remote workbook learning or via their individual bespoke e-learning programme.

This is in the form of two e-learning programmes, created by the enterprise team that will enable learners to achieve qualifications online.

The first is the SFEDI Award Level 2 Certificate in Creating and Starting a Business and the second, the Level 2 Award in Promoting Products and Services Through Social Media.

The first target group for the programme is parents. Self-employment gives parents the opportunity to fit their businesses around their family responsibilities however, much of the training and support to upskill them to do this is delivered on a nine to five basis rendering this inaccessible.

The Enterprise Learning Plus programme allows them to access learning and support at a time that suits them and fits around their childcare duties.

At the start of the programme they are able to plan their learning programme based on their needs and commitments, choosing the blend of online, face to face and distance learning that suits them best.

The blended learning method also allows the programme to meet learners' preferred learning styles due to the e-learning containing videos, activities and engaging content.

Throughout the programme they are supported by a specialist Business Trainer that not only helps them achieve their qualification but also mentors their business start-up.

Learners have really enjoyed the blended learning and have found that being able to flex their programme has helped them remain engaged and focussed despite the challenges that parenthood throws at them!

INDUCTION IS THE KEY
by Sue Bedward
Director of Operations

In the week up to Christmas, Midlands Business Leadership Academy (MBL Academy) celebrated the graduation of three inspirational Business and Enterprise Support advisers. *Anjum Khan, Asian Business Chamber of Commerce; Christine Hancock, International Trade Advisor for the Department of International Trade* and *Jennifer Campbell, Growth Hub Business Advisor - with an International platform,* all graduated with their SFEDI Awards Level 5 Certificate in Professional Business and Enterprise Support.

As a female business owner I am passionate about encouraging and supporting women in business and have a duty to promote equality and diversity. So here at MBL Academy we are always happy to celebrate all of our accredited learners - however I must confess, I do get a little more excited when we accredit three amazing women from the Greater Birmingham Chamber of Commerce. As part of their accreditation process Anjum, Christine and Jennifer were observed delivering outstanding business support and advice to their clients.

At the Academy we believe that an important aspect of achieving successful accreditation for our learners is ensuring they complete both an informed Induction and an initial assessment prior to registration. These activities gives us the confidence to ensure that we register the right people onto the right programme at the right time.

It also provides us with an opportunity to identify any potential gaps in the qualification specification the learner may struggle to achieve in their current status, to complete the programme.

Being able to provide a good induction programme and identify gaps and programme suitability from the offset allows us and the learners to manage expectations more successfully and enables us to

support them through their assessment journey. We are very proud that at MBL Academy we have a 93% completion rate for those that register on programme and a100% success rate for those that complete.

All the team members at MBL Academy have been self-employed or started a business, so we completely understand the isolation and challenges faced by business owners and we are really proud of the work we do here, in supporting those that support others in business.

Anjum, Christine and Jennifer have all demonstrated good, strong evidence in their roles as Business Support Advisers. Their course evaluation feedback also mentioned that they felt supported throughout the assessment process and that the accreditation had provided them with a clear structured approach to helping businesses, giving them more confidence in the services they delivered *and that is always good for business!*

Pic (L-R) Anjum Khan, Christine Hancock, Sue Bedward and Jennifer Campbell

Capital City College Training (CCCT), which is part of the Capital City College Group (CCCG), is based at the Regent's Park Centre at Westminster Kingsway College (WKC) in central London.

CCCT prides itself on the strong internal quality assurance processes it has in place.

The External Quality Assurance (EQA) reports received from Awarding Organisations to date this academic year highlights standardisation as a key strength for the Group and in-year internal verification processes for CCCT.

THE QUALITY CYCLE
by Dawn Duval-Macsporran
Performance and Quality Manager

Capital City College Training

The Lead Internal Quality Assurer for CCCT believes that the planning of internal verification, in-year sampling and the closing of the loop with any actions is key.

The team believes that the quality assurance process helps to identify any issues early in the year so that improvements can be made effectively.

Therefore, as actions are picked up early and resolved in a timely manner, this also reduces any actions or recommendations arising later in EQA reports.

The regular standardisation meetings within the area also have sub-groups which focus on the main subject areas.

This process helps to drive up standards across the board, update teams on developments, share good practice and provides teams with time to discuss assignment briefs, internal assessment decisions, marking and learner feedback.

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