SPORT ELEVATION LTD

QUALITY ASSURANCE DOCUMENT

Quality Assurance approach to sport in primary schools

"Elevating pupil's aspirations through PE are important for every child as this can lead to success through other curriculum topics; enhance self-esteem and self-confidence throughout their educational journey."

Christopher White – Founder and Director of Sport Elevation Ltd

Quality is not an act; it is a habit. Aristotle (384BC-322BC)

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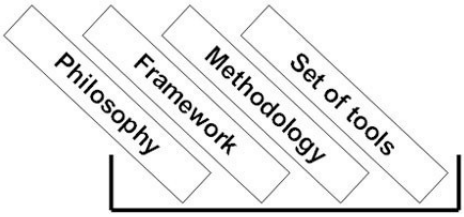
Quality is not an act; it is a habit. Aristotle (384BC-322BC)

THE APPROACH

The Sport Elevation framework is designed to assist a school to:

- embed management systems across its sporting operations
- continuously improve operations to achieve quality assurance
- meet the required standard to maintain sustainability

This document sets out the philosophy, framework and methodology for the Sport Elevation Quality Framework. Schools are able to create their own processes and set of tools that would expand it out into a full quality management system.



The Philosophy

The philosophy that underpins this approach to quality is captured by these principles:

1. The sports department is a system
2. Continuous improvement is a cycle
3. Schools have a unique Business process
4. Management systems provide support for the process
5. Sport Elevation standards provide the criteria for measuring quality

The Framework

The framework is a structure – the bones of the quality approach. The way the quality approach works can be understood by following the flow of the conceptual model.

The Methodology

The Approach-Deploy-Results-Improvements [ADRI] cycle is applied to the Business process of the schools' sports department.

Quality is not an act; it is a habit. Aristotle (384BC-322BC)

The system wide approach to operating efficiently and effectively as an organisation is set out in the document Quality Approach.

Quality criteria:

The quality criteria are used to guide deployment and also to measure the effectiveness of operations.

Deployment strategy:

This is the plan for establishing the quality approach. Each step of the Business process has a set of key actions. Responsibility for each key action is allocated to a specific role and major documents relevant to the actions are also named.

Deployment:

Once the quality system has been set up, a staff induction is conducted so that everyone is aware of their role. Then it is implemented across the department. The deployment of both the quality approach and compliance with Sport Elevation is monitored.

Self-Assessment Tool:

The SAT is based on the quality criteria drawn from the Sport Elevation standards. This instrument is used to check compliance and to rate progress towards excellent practice.

Review:

There are mechanisms for reviewing and evaluating the effectiveness of the quality system. The Self-Assessment Instrument is used to measure progress at the strategic level and it also provides results.

Results:

Reviews provide data that reveals how to improve the quality approach, and operations generally, to achieve even better outcomes.

Improvements:

These improvements are implemented at the appropriate time and the cycle begins again.

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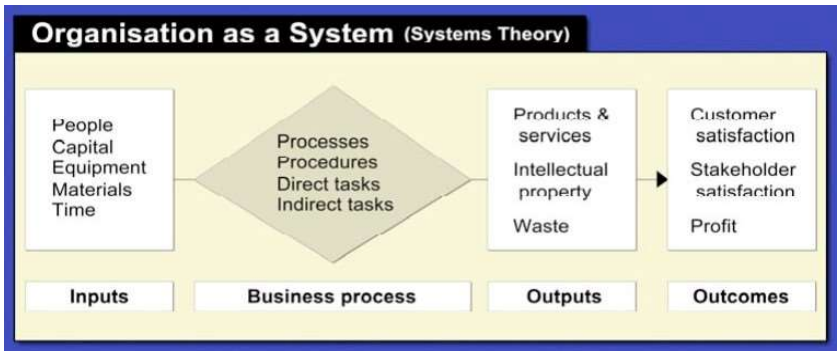
ORGANISATION AS A SYSTEM

Principle 1: A sports department is a system



Systems Theory Fundamentals

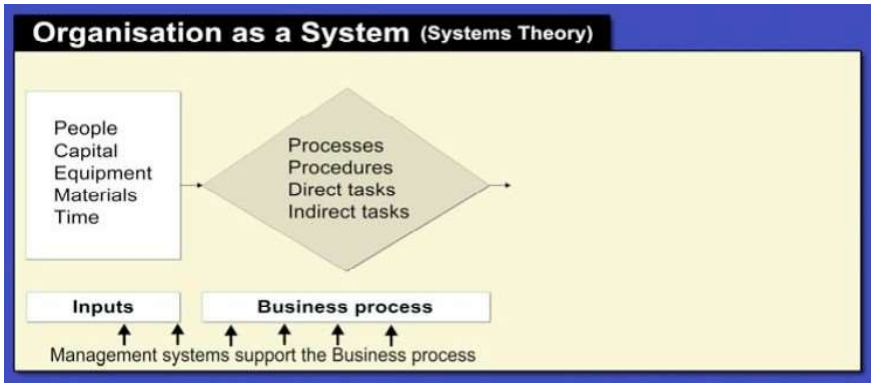
Systems theory views an organisation as a system, which always works in a pre-determined way. An organisation:

1. has varying amounts of the resources listed in the first column at its disposal
2. takes these resources and applies their own processes to them

This results in outputs, which are the products and services of the organisation. However, there will also be intellectual property and waste.

3. provides customers with products and services

This, results in outcomes, which are what customers think of the products, services, how happy stakeholders are and also the financial return. These determine the effectiveness of the organisation.



Improvements

An organisation cannot control the outcomes – it can only influence them by what it does. It can get better outputs, and better outcomes, by controlling the quality of both inputs and the Business process. Therefore, emphasis should be on continually improving the inputs and Business process, which are under the control of the organisation. This is done by improving the management systems that support the Business process.

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CONTINUOUS IMPROVEMENT

Principle 2: Continuous improvement is a cycle

1. **Quality improvement**

   Part of quality management focused on increasing the ability to fulfil requirements

2. **Continuous improvement**

   Recurring activity to increase the ability to fulfil requirements

3. **Efficiency**

   Relationship between the result achieved and the resources used

4. **Effectiveness**

   Extent to which planned activities are realised and planned results achieved

Defining Continuous Improvement

Quality management systems – Fundamentals and Vocabulary' is globally recognised as containing the accepted definitions of quality terms.

It defines continual improvement as:

'recurring activity to increase the ability to fulfil requirements.'

The intention of a quality approach is to implement a way of operating that will help the organisation achieve its' goals effectively and efficiently. The guiding principle is that it is possible to increase quality by practicing continual improvement, which is an ongoing effort to improve products, services and processes.

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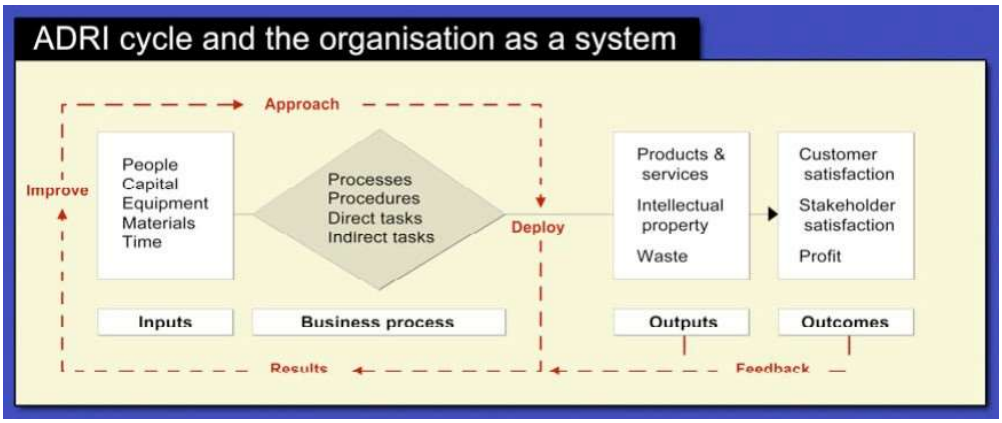
A process for continually improving

This ongoing effort to improve is embedded in the Sport Elevation Quality Framework using the Approach-Deployment-Results-Improvement **[ADRI]** Cycle. It focuses on the quality of both inputs and the Business process. The ADRI cycle is used to drive improvements within the organisation. It is also the focus of Step 7 of the Business process.



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School's Sports Department Process

Principle 3: A Schools Sports Department has a unique process

RTO Business process

1. Plan business direction
2. Engage clients
3. Provide client services
4. Deliver training
5. Conduct assessment
6. Manage records
7. Embed quality processes
8. Ensure compliance

A Business process is a collection of interrelated tasks that deliver a specific outcome. The Business process outlined here applies to any Registered Training Organisation **(RTO).** These steps are the starting point for a systematic approach to the sports department's core activity of training and assessment.

Quality Objectives

A systematic approach to operations requires that the organisation have objectives so that goals can be set in key areas. These are the four key areas in the Sport Elevation Quality Framework and the quality objectives for each area. Effective and efficient operation of the related management system/s helps achieve these objectives.

Key areas: Quality objectives	**Related process steps**
1. Business direction Clear expectations and results related to purpose and performance as an organisation.	1. Plan Business direction 8. Ensure compliance
2. Training and assessment High level of student satisfaction with skills learned and services.	4. Deliver sports training 5. Conduct sports assessment
3. Student relationships Productive and mutually beneficial relationships with students, parents, teachers and school governance.	2. Engage students 3. Provide student services
4. Management systems Quality approach is underpinned by a culture of continuous improvement.	6. Manage records 7. Embed quality processes

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MANAGEMENT SYSTEMS

Principle 4: Management systems provide support for the Business process

There are eight management systems that provide operational support for the Business process. They align with the Business process steps and underpin and enable them. Therefore, effective management systems mean an effective Business process.

Management system tools

Each management system has a set of tools, which are procedures and forms.

Procedures

A process has well-defined inputs, outputs and purposes. It is very specific and there may be many processes as part of a workflow. Processes are articulated in procedures.

Documents / Forms

Each management system has documents that support the procedures and allow personnel to act as required by the procedures. Most documents will be forms.

Management system monitoring

Personnel interpret the procedures and, through their actions, create work practices. Therefore, work practices are included when a system is monitored. Each management system must be monitored at least once a year, using an appropriate monitoring checklist.

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MANAGEMENT SYSTEMS AND ADRI CYCLE

Approach: Thinking and planning [A]
How this is embedded into organisational processes:

- A documented approach
- A Business process
- Eight management systems
- Strategic Plan

Deployment: Implementing and monitoring [D]
How this is embedded into organisational processes:

- Calendar of key dates
- Key procedures
- Key documents
- Monitoring checklists
- Quality system induction
- Staff compliance check

Results: Reviewing and evaluating [R]
How this is embedded into organisational processes:

- Performance Summary
- Competency completion data
- Employer surveys
- Learner surveys
- Quality review meetings
- Staff feedback

Improvements: Learning and adapting [I]
How this is embedded into Sports departmental processes:

- Quality Group
- Self-assessment
- Comments log
- Improvements register

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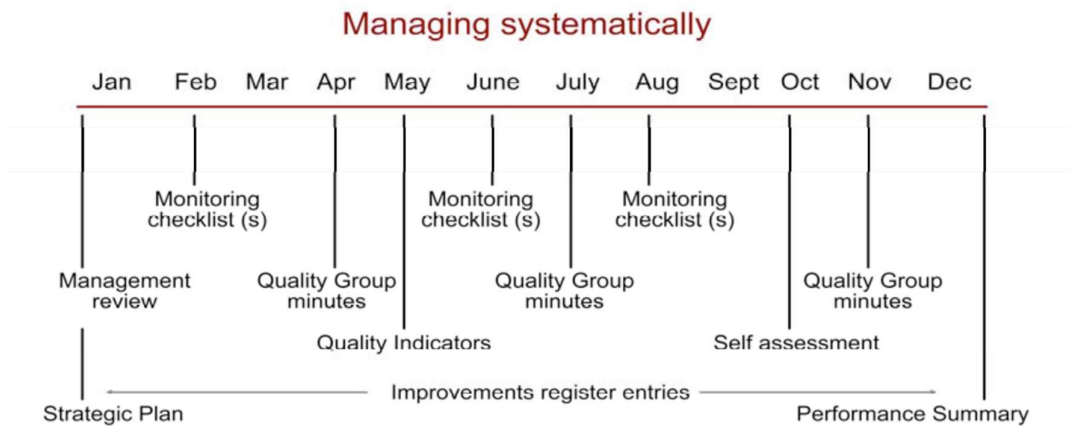
SYSTEMATIC APPROACH

Sport Elevation standards require that schools have a systematic and continuous improvement approach to the management of sports departments.

This is how the Sport Elevation Quality Framework embeds a systematic approach in the Schools operations. Each of the items on the diagram is explained on the following pages.



Evidence presented at audit to support this timeline **for each year**:

- Completed Strategic Learning and Assessment Plan
- Staff review report
- 3 completed monitoring checklists
- Minutes of Quality Group meetings
- Quality Indicator results
- Self-Assessment Instrument results
- Completed Performance Summary
- Improvements register entries

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PLANNING & EVALUATION

Planning: Strategic Plan

The strategic plan is a forward projection that documents the organisation's preferred direction for the year. In some instances, it may be appropriate for this to be a sub-set of a wider organisational plan.

A strategic plan helps by:

- Establishing a 'roadmap' for the year
- Setting targets that can be reported against in the Performance Summary
- Articulating preferred practices

School governance must hold a strategic planning meeting once a year to decide on goals for the coming year. The audience for the strategic plan is school staff.

Evaluation: Performance Summary

The performance summary reports on how effective the organisation was at achieving annual goals as set out in the Strategic Plan. It completes the quality cycle for the year. The performance summary for a current year is completed in time to inform planning for the coming year. The completed document is filed in ***Quality documents: completed.***

Structure

Both the strategic plan and performance summary are structured around the four key areas and their quality objectives:

1. **Business direction**
   Clear expectations and results related to purpose and performance as an organisation.

2. **Training and assessment**
   High level of Teacher satisfaction with products and services.

3. **Client relationships**
   Productive and mutually beneficial relationships with clients and stakeholders.

4. **Management systems**
   Quality approach is underpinned by a culture of continuous improvement.

Efficiency is doing things right; effectiveness is doing the right things.

Peter F. Drucker

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MONITORING

Monitoring

Monitoring is simply a system check to see that everything is going as planned. If systems are running well, monitoring will be relatively quick. A spot check can be called at any time, especially in response to a complaint or a suspected variation from procedure.

Monitoring checklists are needed for each of the systems.

Three things are checked:

1. Procedures: checking these are still suitable for purpose
2. Practices: checking that what is stated is what is actually happening
3. Documents: checking these are still suitable ***and*** are being used

Quality Calendar

Monitoring and review dates, and several other dates important to the quality system, are set out in an annual calendar for publication to personnel.

Monitoring and review schedule

Month	Monitoring schedule	Planning and review schedule
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

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IMPROVEMENTS

Quality Group

Membership of the Quality Group should reflect the size of the Sports Department and members are most appropriately people with an interest in the wellbeing of the Schools sporting outcomes.

The focus of the group is to:

- Act as a reference group for the Head Teacher of the sports department
- Review results of quality assurance and improvement processes
- Implement outcomes for continuous improvement

Meetings of the Quality group are held two-three times a year and those dates are added to the annual quality calendar. Minutes of the meeting are filed in ***Quality documents: completed.***

Improvements register

A significant change that improves the operation of a management system is recorded in the Improvements register against the name of the relevant system. There should be a follow up check done, at an appropriate interval after implementation, to see that the improvement has been effective.

These changes are likely to be in response to:

- Monitoring activity results
- Management review
- Self-assessment results
- Quality Indicator results
- Audit recommendations

The principle of self-assessment

A basic assumption of a continuous improvement cycle is that self-assessment at appropriate points will provide data to improve operations. Self-assessment is outlined overleaf.

Review

Operations should be formally reviewed once a year when the Managing body considers results from monitoring activity, customer questionnaires and completion data. Recommended improvements, or previously made improvements, are noted in the Improvements register. It is the responsibility of the RTO Manager to ensure improvements are deployed appropriately.

Quality Indicators

The RTO is required to collect, analyse and act on relevant data for continuous improvement of training and assessment and also client services (Elements 1.1, 2.2). The data that is collected for the mandatory Quality Indicators is to be used to monitor and improve the quality of operations.

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EVIDENCE: CONTINUOUS IMPROVEMENT

How the cycle of continuous improvement is embedded in the sports department?

Managing the sports operations

Decide approach – implement plan – monitor progress – gather data – review outcomes – make improvements

Evidence presented at audit to support this cycle:

- Strategic/Quality Plans since last audit
- Online/folder systems
- Completed monitoring checklists
- Performance Summaries since last audit
- Minutes: Managing body meetings
- Improvements register with entries

When a complaint is received

Complaint is received – procedure followed – complaint recorded – monitor outcome – review outcome – make improvements

Evidence presented at audit to support this cycle:

- Record of the complaint
- Procedure as part of Client services system
- Record of complaint outcome
- Minutes: Quality Group meeting mentions complaint/outcome
- Evidence that it has been used to improve quality system

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SELF ASSESSMENT

This process is intended to indicate how well the organisation is travelling, rather than be a fault finding mission.

Process

This is a top level evaluation that is done once a year. However, if there have been significant system wide changes, or events such as a number of complaints, that indicate need for a range of improvements, the SAI may be carried out after improvements have been made.

Self-Assessment Instrument (SAI)

Self-assessment is based on the management systems.

Evaluators

There may be one or more evaluators appointed by the organisation. It is useful for the evaluators to have a working knowledge of the RTO Quality Framework. If they do not, it would be important for them to read the Quality Approach document before commencement.

Evidence

Evaluators need to see evidence to enable them to make a professional judgment. Documents are best presented in bundles that match the management systems as this is the format of the Self-Assessment Instrument.

The rating scale

A numbered scale from 0-10 provides a performance continuum for rating progress against the criteria. This allows room for improvement over time. Self-rating for each of the eight systems can be totalled as a number to provide quantitative data.

Verbal descriptors

There is a written descriptor at three points on the continuum so that evaluators know what they are looking for in relation to the specific criterion.

Trends

Results from each SAI are recorded on a grid so that this data can be used to identify trends over time. These results are also considered by the Quality Group at appropriate times.

SAI Action plan

If there is a need for a significant number of improvements after a self-assessment, an SAI Action Plan can be drawn up to record planned changes and timeframe. Therefore, it becomes a schedule for improvements.

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CRITERIA BY SPORT ELEVATION STANDARD

Principle 5: Sport Elevation standards provide the criteria for measuring quality

A criterion is a reference point against which something can be evaluated.

The criteria for guiding the establishment of the system, and also for evaluating progress with the Self-Assessment Tool (SAT).

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Standard 1

The Registered Training Organisation (RTO) provides quality training and assessment across all of its operations.

Criteria	System

1.1 Training and Assessment

The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.

Data related to training and assessment is collected and analysed systematically	
Results of data analysis are used to improve training and assessment	

1.2 Training and Assessment Strategies (TAS)

Strategies for training and assessment meet the requirements of the relevant training package or accredited course and are developed in consultation with industry stakeholders.

For each qualification / unit / course on scope of registration:

All TAS are clearly articulated and meet training package / course requirements	
All TAS record evidence of consultation with industry during development	
All TAS contain a profile of the target market learner	
All TAS specify human and physical resources	
All TAS, including training program, are reviewed	

1.3 Training and Assessment Resources

Staff, facilities, equipment and training and assessment materials used by the RTO are consistent with the requirements of the training package or accredited course and the RTO's own training and assessment strategies.

Resources specified in TAS are used by staff	
Resources specified in TAS strategy are used by learners	
Improvements are made in staff, facilities, equipment and training materials	

1.4 Training and Assessment Personnel

Training and assessment are delivered by trainers and assessors who:

a) Have the necessary training and assessment competencies
b) Have the relevant vocational competencies at least to the level being delivered or assessed
c) Can demonstrate current industry skills directly relevant to the training / assessment being undertaken
d) Continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry trainer / assessor competence

Trainer competence is established and verified	
Trainer supervision arrangements are effective	
Trainers continuously develop their knowledge and skills	
Assessor competence is established and verified	
Assessor continuously develop their knowledge and skills	

1.5 Assessment, including RPL

Assessment, including Recognition of Prior Learning (RPL):

a) Meets the requirements of the relevant training package or course requirements
b) Is conducted in accordance with the principles of assessment and the rules of evidence
c) Meets workplace and, where relevant, regulatory requirements
d) Is systematically validated

Assessment meets training package or course requirements	
Assessment that is conducted is consistent with what is listed in TAS	
Assessment tools are validated against principles of assessment and rules of evidence	
Assessment is to workplace standard	
Judgements against same competency standards are consistent	
Assessment tools are systematically validated	

Standard 2

The School adheres to principles of access and equality and maximises outcomes for its pupils.

Criteria	System

2.1 Client Needs

The RTO establishes the needs of the clients, and delivers services to meet these needs.

Processes for establishing client needs are implemented	

2.2 Client Services

The RTO continuously improves client services by collecting, analysing and acting on relevant data.

Data related to client services is collected and analysed systematically	
Results of data analysis are used to improve client services	

2.3 Client Information

Before clients enrol or enter into a contract, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.

Clear and sufficient information is provided to clients prior to enrolment / agreement	
Accurate information on services is provided to clients	

2.4 Employment in Training and Assessment

Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment.

Workplace personnel are consulted in development of workplace training and assessment processes	
Workplace personnel are aware of their training and assessment roles and responsibilities	
Workplace personnel support for each learner is monitored	
Workplace personnel are consulted as part of the review of workplace training and assessment	

2.5 Individual needs of Learners

Learners receive training, assessment and support services that meet their individual needs.

Learner needs are systematically assessed	
Learners have access to relevant learning support services	
Support services are consistent with TAS	
Alignment between learning support services and learner's needs is monitored	

2.6 Learner access to Records

Learners have timely access to current and accurate records of their participation and progress.

Learners are informed about how to access their records	
Learner records are collected and recorded systematically	

2.7 Complaints and Appeals

Complaints and appeals are addressed efficiently and effectively.

Complaints and appeals processes are published and staff are aware of them	
Complaints and appeals are resolved satisfactorily	
Complaints and appeals are monitored by management	

Standard 3

The Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates.

Criteria	System

3.1 Consumer Rights

The RTO's management of its operation ensures clients receive the services detailed in their agreement with the RTO.

Agreements are in place with each client	
Systematic approach to operations enables commitments made to clients to be fulfilled	

3.2 Management of Operations

The RTO uses a systematic and continuous improvement approach to the management of operations.

There is a systematic approach to management and improvement of operations	
Management systems are appropriate for size and scope of operations	
Management systems are focused on providing quality services	
Management systems are consistently implemented across operations	
Management systems are monitored systematically	

3.3 Partnership Arrangements

The RTO monitors training and/or assessment services provided on its behalf to ensure that they comply with all aspects.

An agreement about training and assessment services is in place with each partner organisation	
Partner organisation's training and assessment services are monitored and improved	

3.4 Accuracy and Integrity of Records

Sport Elevation manages records to ensure their accuracy and integrity.

A systematic approach to managing records is implemented	
Sport Elevation compliance records and materials are current	
Sport Elevation compliance records and materials are managed with integrity	
Staff meet their responsibilities for records management	
Records management system is monitored	
Improvements made in records management system	