

## **Sport for Confidence Learning Arena**

### Quality Assurance Policy

#### **1. Purpose**

The purpose of this Quality Assurance (Quality Assurance) Policy is to protect all learners engaged with the Sport for Confidence Learning Arena by ensuring that every aspect of our learning provision is safe, inclusive, fair, reliable and delivered to consistently high standards.

This policy ensures:

- Learners experience safe, ethical and high-quality learning environments.
- Delivery is inclusive, accessible and aligned with the Sport for Confidence Blueprint and values.
- Learners are supported equitably and without discrimination.
- Any risks to learners are mitigated or prevented.
- Clear accountability exists for the quality, integrity and safety of learning provision.

This Quality Assurance Policy supports CIMSPA-aligned governance, organisational transparency and continuous improvement.

#### **2. Scope**

This policy applies to:

- The Learning Arena's full learning portfolio (including, but not limited to workshops, webinars, online modules, CPD, shadowing and placements).
- All staff contributing to learning delivery, coordination or leadership.
- All Learning Arena materials, content and digital platforms.
- Systems, processes and decisions that may affect learner experience, safety or progression.

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- Future assessment processes (if introduced).

The policy applies to employees, associates, volunteers and partners involved in delivering or supporting learning activity.

### **3. Principles Underpinning Quality Assurance**

Quality Assurance at Sport for Confidence is grounded in:

#### **a. Learner protection**

We proactively safeguard learner wellbeing, fairness and inclusion at every stage of their learning experience.

#### **b. Equality, inclusion and belonging**

Guided by our Blueprint values of Belonging, No Labels and Sharing Power, learning environments must:

- Be psychologically and physically safe.
- Reduce barriers to participation.
- Adapt to individual needs.
- Prioritise occupation-focused and person-centred approaches.

#### **c. Professional integrity**

Delivery must be ethical, evidence-informed, and based on sound professional judgement drawn from occupational therapy, physical activity and lived experience.

#### **d. Quality and consistency**

All learners are entitled to the same high standard of learning regardless of tutor, location or mode of delivery.

#### **e. Continuous improvement**

We learn from feedback, evidence and reflection to continuously strengthen learner protection, experience and outcomes.

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## **4. Responsibilities**

### **4.1 Heads of Services Team (HoS)**

Responsible for:

- Ensuring governance structures protect learners and uphold equality.
- Approving Quality Assurance frameworks and resourcing quality activity.
- Reviewing organisational risks and mitigation strategies related to learning provision.

### **4.2 Learning Arena Quality Lead**

Responsible for operational oversight of Quality Assurance including:

- Implementation and monitoring of this policy.
- Ensuring compliance with CIMSPA expectations and organisational standards.
- Coordinating quality reviews, internal audits and improvement plans.
- Maintaining Quality Assurance documentation and ensuring staff awareness.

### **4.3 Tutors, Facilitators and Contributors**

Responsible for:

- Delivering learning in line with our Blueprint and inclusive pedagogy.
- Ensuring a safe, supportive and respectful learning environment.
- Participating in observations, training and ongoing Quality Assurance activity.
- Reporting concerns or risks affecting learner safety, fairness or accessibility.
- Engaging in reflective practice and CPD.

### **4.4 Support Staff and Coordinators**

Responsible for:

- Ensuring administrative and communication processes support learner protection.
- Maintaining accurate records.

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Registered Business Address: Sport for Confidence, Patch Chelmsford, 5 - 6 Grays Yard,  
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- Responding promptly to learner enquiries, concerns or access needs.

#### **4.5 Learners**

Learners have the right to expect:

- High-quality, safe learning experiences.
- Access to support and reasonable adjustments.
- Clear routes to raise concerns.

### **5. Staff Competence, Induction and Development**

To protect learners through consistent, safe and professional delivery:

#### **a. Induction**

All new learning staff complete an induction covering:

- Sport for Confidence values and principles.
- Learning Arena ethos, inclusive practice and person-centred approach.
- CIMSPA requirements for quality and learner protection.
- Learning Arena delivery expectations.
- Safeguarding and organisational policies.
- Shadowing opportunities within real-world service and delivery environments.

#### **b. Ongoing Professional Development**

Learning Arena staff engage in:

- Annual and ongoing CPD.
- Reflective practice sessions.
- Internal training on accessibility, inclusion, safeguarding and learner support.
- Regular team learning and collaborative improvement.

Competence and development needs are reviewed annually.

Company Number: 09694705

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### **c. Professional Standards of Tutors and Facilitators**

Learning Arena programmes are delivered by Occupational Therapists, who are Allied Health Professionals and registered with the Health and Care Professions Council (HCPC).

This ensures that learning is:

- Professional regulated.
- Evidence-informed.
- Ethically delivered.
- Grounded in occupational therapy expertise and inclusive practice.

The Learning Arena Quality Lead is responsible for ensuring that:

- All tutors hold appropriate professional qualifications
- HCPC registration is current and verified
- Professional standards are maintained in line with regulatory expectations

Where contributors or lived-experience facilitators support delivery, they do so alongside HCPC-registered Occupational Therapists and within a clearly defined scope of practice.

## **6. Quality Assurance Processes**

### **6.1 Learning Delivery Observations**

Regular observations ensure that:

- Learners are safe and supported.
- Delivery is inclusive and accessible.
- Facilitators use occupation-focused and person-centred approaches.
- Learning reflects real-world practice and lived experience.
- Delivery aligns with Sport for Confidence values and guidance.

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Feedback is constructive, developmental and recorded.

## **6.2 Learning Materials Review**

All learning content undergoes scheduled review to ensure:

- Inclusivity and accessibility.
- Accuracy, currency and relevance.
- Alignment with values and evidence-based practice.
- Reflective use of lived experience.
- Suitability for diverse learners.

Materials are revised promptly if risks to learners or quality are identified.

## **6.3 Learner Feedback**

Learner feedback is collected via:

- Post-session or post-programme evaluations.
- Digital platform feedback.
- Qualitative conversations.
- Reflective exercises.

Feedback is analysed termly and informs service improvements.

## **6.4 Internal Review and Audit**

Quarterly internal reviews assess:

- Quality of delivery.
- Accessibility.
- Staff competence.
- Resource suitability.

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- Approach consistency.
- Learner experience risks.

Annual Quality Assurance reports summarise findings and improvement actions.

## **7. Managing Changes to Learning Provision**

### **7.1 Internal Change Control**

Changes to learning content, delivery format or operational processes must be:

- Reviewed by the Quality Lead.
- Shared promptly with all relevant staff.
- Integrated into delivery materials and platforms.
- Reflected in staff briefings and internal records.

### **7.2 Communication to Learners**

Any changes affecting learners are:

- Communicated promptly.
- Explained clearly.
- Accompanied by support or guidance where necessary.

All change processes prioritise learner protection and continuity.

## **8. Future Assessment Quality Assurance (if introduced)**

The Learning Arena does not currently conduct formal assessments.

If assessments are introduced, Quality Assurance processes will include:

- Verification and moderation.
- Standardisation.
- Clear and accessible assessment guidance.
- Assessor training and competence checks.

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- Sampling of decisions.
- Review of assessment methods for fairness and accessibility

These systems will ensure the integrity and reliability of assessment and protect learners from inconsistent or unsafe practice.

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## **9. Risk Management**

Risks to learners (e.g., accessibility barriers, quality issues, inequity, inappropriate delivery) are:

- Identified through feedback, observations, staff reporting and audit.
- Logged and monitored.
- Mitigated through immediate and longer-term action.
- Reviewed as part of organisational risk management.

## **10. Continuous Improvement**

In line with Sport for Confidence's value of **Embracing the Journey**, we use Quality Assurance findings to:

- Enhance learning experience.
- Strengthen inclusivity and accessibility.
- Improve staff performance, training and consistency.
- Reduce risks and improve learner protection.
- Drive innovation and best practice.

## **11. Policy Review**

This policy is reviewed annually, or sooner if:

- CIMSPA or national requirements change.
- Risks or incidents indicate the need.

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- Updates to learning strategy or delivery occur.

Quality Assurance Policy Procedure	
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