



Sport Governing Body Quality Assurance Review Form

Organisation Name: British Council for Chinese Martial Arts (BCCMA)

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Title of course(s) used to support the review: BCCMA Professional Standard COACH course Part 1

POLICIES AND PROCEDURES

1.1 The SGB partner adopts an inclusive approach to: organisational culture and the accessibility of its education provision.

Enabling

1.1 Evidence

There is a suitable Equality and Diversity Policy which is dated June 2023. It is not clear when the policy is due to be updated. The policy itself is directed at coaches in their environments and consideration should be given to include learners in the education setting.

BCCMA have a suitable Reasonable adjustments policy, however, how to apply could be developed to ensure learners are aware of the expectations.

Observations during delivery and review of the course materials indicate the use of appropriate language, reflecting positive practice in accessibility and inclusivity during implementation.

1.2 The SGB partner has and adheres to their quality assurance processes to ensure the quality of the endorsed product(s).

Enabling

1.2 Evidence

Quality assurance processes and policies are clearly outlined in the submission, with appropriate steps in place. These were last reviewed in June 2023, though no review date is provided for ongoing updates. An additional Quality Assurance (QA) support pack enhances the robustness of the partner's QA approach, demonstrating a proactive commitment to maintaining high standards.

1.3 The SGB partner deals with complaints in a professional and efficient manner (if applicable).

Enhancing

1.3 Evidence

Policies and procedures for handling complaints are in place, including defined timelines for acknowledgement and steps for escalation. These were last reviewed in June 2023, with no review date provided for subsequent updates. A specific procedure for video complaints adds clarity for assessments requiring video evidence, although further guidance on complaint procedures specific to the assessment process could enhance clarity or infer the need to support video assessment guidance further at the point of it being set.

1.4 The SGB partner ensures the learners are suitable, competent, and qualified to undertake the endorsed product(s) in line with the endorsement conditions.

Enabling

1.4 Evidence

Prerequisite information is available on the course webpage, helping to manage expectations and ensure suitability for the endorsed product(s). BCCMA have a Privacy Policy within their webpage which documents how learner information is used. This however should be reviewed as it was last updated in June 2018.

The observed course demonstrated the effectiveness of pre-course materials: one potential participant withdrew after finding the commitment overwhelming, highlighting the value of sharing detailed information upfront.

Recommendations for Policies and Procedures

Consider adding review dates to all policies and schedule regular updates to maintain compliance and relevance.

Actions for Policies and Procedures

N/A

QUALITY OF EDUCATION

2.1 SGB partner builds or construct education products which meet employer needs within the areas they deliver training.

Enhancing

2.1 Evidence

BCCMA provides a professional standard course, enabling and empowering its membership to meet and practice professional standards. While a range of courses is offered, these are not currently endorsed. There is real potential for CPD opportunities if the partner demonstrates an appetite for further endorsements and or signposting.

2.2 The endorsed product(s) are planned and sequenced towards knowledge, skills and understanding in the subject area

Enhancing

2.2 Evidence

Course delivery, schemes of work (SOW), and participant course materials demonstrate a well-planned and methodical structure to support the development of knowledge, skills, and understanding. The assessment methodology, along with the division of the course into different modules, reflects this structured approach.

2.3 The SGB provides opportunities for future learning and employment progression

Enabling

2.3 Evidence

There has been some evidence seen of where opportunities for future learning and employment progression could be provided to learners, through the BCCMA membership section of the website. For example, the need for First Aid, Safeguarding.

2.4 The SGB partner adopts an inclusive approach to its education delivery.

Enabling

2.4 Evidence

Extensive opportunities are provided during and after the course, delivered through multiple channels, there is also a range of assessment methods utilised throughout the course.

2.5 The SGB tutors/assessors have evidenced knowledge of the subject area.

Enhancing

2.5 Evidence

The deliverer demonstrated currency and deep subject knowledge (i.e. concussion legislation and contextualisation), engaging participants effectively with the content. A CV has also been provided to support the extensive knowledge.

2.6 The SGB partner ensures their tutors/assessors have appropriate continuous professional development.

Enhancing

2.6 Evidence

Anecdotal evidence from the observed course demonstrated CPD engagement. This is further supported of the requirements of BCCMA governing body requirements

2.7 The SGB partner delivers the endorsed product(s) in line with endorsement conditions and outlined scheme of work

Enhancing

2.7 Evidence

Based on the observed portion of the course, delivery is fully aligned with the endorsement conditions and SOW.

2.8 The SGB partners methods of delivery for the endorsed product(s) provide knowledge, skills and understanding relating to the intended aims and objectives.

Enhancing

2.8 Evidence

A range of activities are planned and employed to ensure learning aligns with the intended aims and objectives. Syndicate exercises were effective but could benefit from a moderator to ensure learning opportunities are not missed. The quality of this element relies heavily on at least one participant in each breakout group having a strong understanding of the topic.

2.9 The SGB partner assessment methods check the learner's knowledge, skills and understanding.

Enhancing

2.9 Evidence

Planned assessments, such as portfolios and video submissions, provide opportunities to check learners' progress and understanding.

Recommendations for Quality of Education

Introduce a standardised annual CPD log for tutors and assessors to demonstrate ongoing currency and engagement with sector developments.

Consider if assigning moderators for syndicate exercises could maximise learning opportunities and ensure consistent understanding across groups.

Consider if other courses could be signposted too. For example, First Aid, Safeguarding or Coaching specific developments

Actions for Quality of Education

N/A

LEARNER JOURNEY

3.1 The SGB partner is transparent with their operations, processes, and practices to learners.

Enabling

3.1 Evidence

The course information, including the introduction and summary of the course, collectively provides a clear and transparent process for learners.

The assessment process is communicated effectively, though a visual representation could make it easier for learners to understand and reference during the assessment phase.

Policies are in place but only some are available on the website, limiting learner access to this critical information.

3.2 The SGB partner ensures effective communication between tutors/assessors and the learners.

Enhancing

3.2 Evidence

Course information is readily available on the website, and assessors referenced supportive materials consistently during the delivery and assessment phases. Pre-course materials and feedback links were shared, further supporting learners.

3.3 The SGB partner provides learners with the opportunity to feedback on their learner experience and acts upon the learner feedback to enhance the quality of their provision.

Enhancing

3.3 Evidence

Learners were provided with opportunities to give feedback during the delivery phase, though this method may not capture the broadest input. The assessor acknowledged this and encouraged follow-up, sharing a Google form for feedback, which included both selective and free-form fields.

3.4 The SGB partner ensures that support is available for the learners to complete the endorsed product(s)

Enhancing

3.4 Evidence

Support for learners was a strong theme throughout the observed course, with 1-to-1 guidance and additional templates provided.

3.5 The SGB partner ensures that all learners who complete the endorsed product(s) are certified

Enhancing

3.5 Evidence

Certification is pending cohort completion, however a previous certificate has been seen and are issued once all elements are completed.

Recommendations for Learner Journey

Consider how all relevant policies could be easily accessible on the website or within the course materials to empower learners to engage with them as needed.

Consider is a visual representation of the assessment process could improve understanding and ease of reference, particularly during the assessment phase.

It is recommended that learner feedback is tracked and used for course development where appropriate

Actions for Learner Journey

N/A

PROMOTION AND MARKETING

4.1 The education partner markets their endorsed product(s) in line with CIMSPA expectation

Emerging

4.1 Evidence

The education partner demonstrates emerging alignment in promoting their endorsed course; opportunities exist to strengthen alignment with CIMSPA expectations. While CIMSPA is referenced on the diary page, the required logo is not yet present on the website, and CPD points logos are not currently displayed.

The course webpage provides an agenda and some contextual information, but additional detail around prerequisites would enhance clarity and accessibility. Aligning more closely with CIMSPA's branding guidance will further elevate the consistency of the partner's marketing position.

4.2 The education partner markets their endorsed product(s) with truth and accuracy Emerging

4.2 Evidence

The education partner demonstrates a commitment to accurate and truthful marketing, as evidenced by alignment with the CIMSPA Training Directory. However, some aspects of promotional consistency can be refined. For example, the materials use an earlier version of the CIMSPA endorsement logo, and the website does not yet include the correct logo or direct links to CIMSPA resources. These areas offer an excellent opportunity to showcase the alignment between the course and CIMSPA's professional standards. This resonates with feedback provided within the February review. Positively, the course deliverer effectively addressed participant questions about the professional standard, reflecting a strong foundation of accurate knowledge and support for learners.

Recommendations for Promotion and Marketing

Consider expanding the website content to better outline course details such as prerequisites and progression opportunities.

Consider developing a process for regular review and updates of promotional materials to ensure ongoing alignment with CIMSPA's branding and marketing standards.

Actions for Promotion and Marketing

Revise all materials to include the most current CIMSPA logo, CPD points, and appropriate links.

Overall Comment

The review highlights a range of strengths and opportunities for improvement across key areas, reflecting the education partner's commitment to delivering high-quality, endorsed products aligned with professional standards. Quality of Education is a particular strength, with methodical course planning, knowledgeable and current tutor, and a robust approach to quality assurance processes. However, areas such as progression frameworks and consistent CPD logging for tutors require attention to further enhance credibility and learner value.

The Learner Journey demonstrates a clear commitment to transparency, effective communication, and learner support. While existing processes are enabling, there is room to improve accessibility to policies, enhance feedback mechanisms, and refine the certification process to ensure clarity and trust among learners.

In terms of Policies and Procedures, the partner has a solid foundation but the lack of review dates for key policies indicate an area for action to strengthen inclusivity and ensure regular policy updates.

Lastly, Promotion and Marketing shows emerging alignment with CIMSPA branding and marketing standards. While truthful and accurate information is shared, enhancements to branding consistency, CPD point visibility, and detailed course contextualisation would elevate the education partner's market position.

The recommendations and actions provided throughout this report are aimed at supporting the education partner in addressing areas while building on their existing enabling and enhancing practices. A strategic approach to these developments will ensure continued alignment with CIMSPA expectations and sustained value for learners.