Section 1: Centre Details and Our Contact Details

Centre Details

Centre Number:	03037000
Centre Name:	The Aunties' Training centre limited
Centre Address:	33 Littleworth Road Wheatley OXFORD Oxfordshire OX33 1NW
Product Number:	GROUP
Product Name:	Health, Childcare and Education
Actual Visit Date:	16 November 2021 (Remote)
Visit Duration:	1.0 day
Session:	2021/2022

Our Contact Details

Customer Support Assistant

Name:	Customer Support
Email:	customersupport@ncfe.org.uk
Telephone:	0191 239 8000

Business Development Account Manager

Name:	Mandeep Chohan
Email:	mandeepchohan@ncfe.org.uk
Mobile:	

External Quality Assurer

Name:	Maureen Arnold
Email:	maureenarnold@ncfe.org.uk
Mobile:	07766514689

Product Number	Product Name	Product Contact Name	DCS
603/2474/0	NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges	Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215	Achieved
603/5217/6	NCFE CACHE Level 4 Certificate in Neuroscience in Early Years	Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215	Did Not Meet DCS

Section 2: Previous Action Plan

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

	Fully actioned	Some action outstanding	No action taken	No action required
Management Systems and Administrative Arrangements				✔
Resources (Physical and Staff)				✔
Assessment				✔
Internal Quality Assurance				✔

Feedback to centre

There were no actions from the previous visit dated 3/6/2021.

Section 3: Management Systems and Administrative Arrangements

For information: Sections 3-6 are to be graded using the 6-point scale described below. The statements identify the systems/evidence centres have in place for the delivery, assessment and internal quality assurance of this product. Any actions identified will be highlighted in Section 9 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)
6 = Not Applicable

		1	2	3	4	5	6
3.1	The centre's aims, policies and procedures in relation to the product are supported by senior management and understood by the assessment team	✔					
3.2	There are procedures in place to ensure effective communication systems between all levels of staff and in all directions (including satellites, placements and staff who work remotely)	✔					
3.3	Staff responsibilities, authorities and accountabilities of the assessment and internal quality assurance team across all assessment sites are clearly defined, allocated and understood	✔					
3.4	Time is allocated for regular team meetings for all staff involved in the teaching, assessment and internal quality assurance of the product	✔					
3.5	A staff induction and development process is in place for the assessment and internal quality assurance team	✔					
3.6	There are documented policies including but not limited to appeals, complaints, health and safety, safeguarding, malpractice and plagiarism, conflicts of interest and diversity and equality	✔					
3.7	The centre meets the proposed GLH within the specification (where appropriate)	✔					
3.8	There are appropriate staff, resources and systems necessary to support the accumulation and transfer of credits, the recording of exemptions and recognition of prior learning	✔					
3.9	Learner personal data is collected and held in accordance with the Data Protection Legislation	✔					
3.10	Marketing and advertising of the product(s) is clear, accurate and not misleading and where applicable, complies with our guidelines	✔					
3.11	The centre has a robust registration and certification process in place and registers learners in a timely fashion to allow for external quality assurance to take place	✔					
3.12	Learner claims for certification are correct and claims are valid	✔					
3.13	Where product(s) have been written and developed by the centre, there is a robust process in place to ensure the content is fit for purpose	✔					
3.14	Learner records and details of achievements are accurate, kept up to date and securely stored in line with our requirements for minimum of 3 years and will be made available for quality assurance reviews	✔					
3.15	There is a process in place for withdrawing product and learners from us	✔					
3.16	The centre's achievements will be evaluated and reviewed and used to inform future product developmental activity	✔					

3.17	Feedback will be used to evaluate the quality and effectiveness of product provision against the centre's stated aims and policies, leading to continuous improvement	✓						
3.18	Requests are complied with from us or the regulator for access to premises, records, information, learners and staff for the purpose of external quality assurance or other monitoring activities	✓						

Observations and feedback regarding management systems and administrative arrangements

Today's visit was remote due to the Covid 19 restrictions.
The visit was facilitated by Jennie Eels and Heidi Sharpe joint Heads of Training & Development.

The Aunties Nursery Chain is a family run business which has been in operation for over 30 years.
The Aunties Training Centre is registered as a separate company and the two companies have a shared director. The director has ensured that there are no conflicts of interest and has a separate training team who do not directly work with, or line manage any of the learners. The director, Ahlexi Enjily oversees the training centre and is present at meetings. The training centre originally only trained the staff from the associated nursery, but they are developing their provision to include other local nurseries and schools.

The policies and procedures which are in place have been approved by the senior management team and are reviewed annually or when needed.
Today, I have reviewed the following policies which are up to date and fit for purpose:
Registering and Withdrawing Learners
Covid 19 which has a running record of updates.
Conflicts of Interest (which includes a declaration)
Data Protection
Health and Safety
Equality and Diversity
Malpractice and Maladministration
RPL
Student Assessment (plagiarism)
Safeguarding and Whistleblowing.
There is also a Learner Handbook which each learner receives as part of their induction, within this the main policies relevant to learners are summarised and there is also a section on appeals and complaints, learner absence and withdrawal of a learner. It has useful contacts for the training team and explains the roles and responsibilities of staff.

The centre has an organisational chart in place, showing roles and responsibilities.

A range of standardisation and team meetings have taken place see section 6
There is a planned programme of delivery, and the centre meets the GLH requirements.

When learners complete their qualification, they are given a feedback form to fill out and the results from these are used to inform practice and provision, as well as talking to local employers about qualification needs.
On-going review take place during training between the assessor and learner.
The centre has claimed certificates and these claims were correct and valid.

Registration of learners is made in a timely manner

The centre's marketing is via posters and flyers. They are clear and accurate.

The centre has adequate staff in place to administer any examinations or external assessments and they would be able to collate information and administer procedures for the transfer of credits and RPL.

The centre adheres to their Data Protection policy, ensuring that learner information is kept securely. The centre ensured that I had all of the documentation and evidence needed to carry out today's review, via Serv-U.

Section 4: Resources (Physical and Staff)

		1	2	3	4	5	6
4.1	The product is adequately staffed	✔					
4.2	Assessors are occupationally competent and knowledgeable	✔					
4.3	Internal Quality Assurers are occupationally competent and knowledgeable	✔					
4.4	There is appropriate Continued Professional Development (CPD) provision for staff involved in the delivery of the product	✔					
4.5	Equipment and accommodation used for the purposes of assessment comply with the requirements of relevant business legislation and product requirements	✔					

Observations and feedback regarding resources

Staff at this centre remain the same, their certificates were seen at the last visit dated 3/6/2021.
CPD is up to date and relevant.
CPD activities noted today from the CPD records that are kept by staff.
Funding application form
Cache adaptations webinar
e learning Prevent training
Practical – settling children to sleep
Practical – supporting children waking up
Newsletter – EYFS updates
Research for the Level 3 Understanding Mental Health qualification
Looking at funding options
Mindfulness and wellbeing course
Updating on courses/information provided on Citation Atlas
NCFE/CACHE newsletter/Bulletins
NCFE/CACHE IQA Day

Section 5: Assessment

Assessors:	Heidi Sharpe , Jennie Eels

		1	2	3	4	5	6
5.1	The assessment is mostly: 1 = at the main site, 2 = at a satellite centre, 3 = in the workplace, 4 = via distance learning, 5 = blended learning			✔			
5.2	Assessors have full, up-to-date documentation	✔					
5.3	There is a planned programme of delivery and assessment methods available for the product which meets our guidelines	✔					
5.4	Information, advice and guidance about centre procedures and practices are provided to learners and potential learners	✔					
5.5	Learners' development needs are matched against the requirements of the product and an agreed individual assessment plan established	✔					
5.6	Learners have regular opportunities to review their progress and goals and to revise their assessment plan accordingly to meet their chosen product	✔					
5.7	Any achievement for Recognised Prior Learning (RPL) has been recognised, recorded and checked for appropriateness (where applicable)						✔
5.8	Assessment methods used are valid and reliable and allow access to assessment for learners	✔					
5.9	Assessment including any grading decisions have been applied in accordance with national standards as outlined in the specification	✔					
5.10	Learners receive regular verbal and written feedback after assessment	✔					
5.11	Each unit of assessed evidence is named, signed and dated by the Assessor and learner	✔					
5.12	Assessment records show accurate assessment tracking, progress and achievement	✔					
5.13	Adequate procedures exist to ensure secure and safe storage of current and completed learner assessment records and examination materials	✔					
5.14	There are suitable arrangements to administer exams to ensure compliance with our external assessment regulations						✔

Observations and feedback regarding assessment

The centre has an assessment policy and procedure which is fit for purpose.

The assessor has up to date documentation and the NCFE CACHE specifications have been used to create work packs for learners to complete, which work well. The centre team has clearly standardised the packs and linked criteria together in a logical manner.

Learners receive a Learner Handbook at the induction which has relevant information on the qualification they are studying, health and safety, healthy lifestyles and policies and procures. Assessors ensure they have appropriate opportunities to complete the qualification.

There is ongoing tracking of learners taking place and this is also present in the team meetings, including where learners are on a break from learning.

Planning is carried out with the learner, and this is detailed and colour coded accordingly for example a task that needs completing, further reading etc.

Assessment decisions are robust and are in line with the qualification specifications. The assessor uses a wide range of assessment methods which are appropriate to the criteria which is being assessed. This was highlighted by a learner who gave her feedback on the programme that she undertook at the centre as being "Great as I had a choice of ways in which I could produce evidence"

Learner's work is annotated at the side of the work and they also receive formal feedback on a proforma this feedback is positive and supportive.

Learner work across the programmes is good and learners use reflection in their work.

Learners on the 603/2474/0 NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and College have produced excellent detailed research projects.

Adaptions were made for made for one learner on the 601/2629/2 NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)
These adaptions were made in accordance with CACHE guidelines and a standardisation meeting was held on 10/3/2021 to discuss the adaptions.

All documentation is signed and dated by the assessor and learner. The centre adhere to their Data Protection policy and records are kept safe and secure

Section 6: Internal Quality Assurance

Internal Quality Assurers:	Heidi Sharpe , Jennie Eels

		1	2	3	4	5	6
6.1	The Internal Quality Assurers are mostly: 1 = based at the main site, 2 = based at a satellite centre, 3 = freelance/home based.			✔			
6.2	An appropriate IQA strategy and sampling plan is in place which is reviewed regularly and corrective measures implemented	✔					
6.3	Suitable arrangements are in place to ensure adequate liaison, consistency and standardisation takes place across all sites including any satellite centres	✔					
6.4	Allocation of Assessor responsibilities are clear and meet the needs of learners and Assessors	✔					
6.5	Assessors have been provided with accurate advice and support to enable them to identify and meet their training and development needs	✔					
6.6	Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable)						✔
6.7	Assessors have been assisted in resolving disputes and appeals (where applicable)						✔
6.8	Assessors are provided with clear and constructive feedback on the use of different types of assessment methods, judgement of evidence and assessment decisions	✔					
6.9	Assessment is internally quality assured, and each unit of internally quality assured evidence is named, signed and dated by the Internal Quality Assurer	✔					
6.10	Sample dates are consistent with dates in the IQA sampling plans	✔					
6.11	Up to date records of internal quality assurance and feedback to Assessors have been maintained	✔					
6.12	Adequate time has been allocated to carry out internal quality assurance duties	✔					

Observations and feedback regarding internal quality assurance

The centre has an IQA policy and process in place which is fit for purpose

The sampling strategy is clear and concise. The sampling is determined by the experience of the assessor for example an IQA will sample 30% of an experienced assessor's work and an inexperienced or new to the qualification is sampled at 100%

Assessor practice is monitored twice per year evidence seen today dated 6/10/2021 and 20/10/2021.

Sampling plan seen today contains planned and actual dates of the sampling, method of assessment sampled and the unit. The sampling plan dates match the IQA feedback dates. Feedback to assessor is constructive and supportive also contains a section to confirm Valid, Authentic, Current and Sufficient.

There are also sections on this document to confirm that planning and feedback from assessor to learner is evident.

GOOD practice was seen on the IQA feedback document with a section for the IQA to record any development areas that the assessor may require.

Documents are signed and dated. Records of IQA feedback sampling seen today show that a robust system is in place, covers all used methods over time.

Standardisation takes place on a monthly basis and dates are planned. The standardisation record is kept in a log with the records of minutes. Recent standardisation minutes seen today

7/5/2021 looked at unit APSC4C3

21/6/2021 looked at unit EYSP5

14/7/2021 looked at unit EYSP5

12/10/2021 looked at Neuroscience Level 2 and Level 4

Section 7: Learners Sampled

Batch No.	Product	Session	Status	Learner	CAG/TAG	Assessor	IQA	Units sampled	Expected Completion Year
805532998	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2020/2021	Final	KATIE BEDFORD		Jennie Eels	Heidi Sharpe	Observation dated 17/1/21 Unit 1 typed evidence ,chart	N/A
805532998	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2020/2021	Final	MYLES BREWER		Jennie Eels	Heidi Sharpe	Observation dated 17/8/2021	N/A
805574834	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2020/2021	Final	REBECCA ENJILY		Jennie Eels	Heidi Sharpe	Longitudinal study	N/A
805523073	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2020/2021	Final	PHOENIX KOCH-O'RORKE		Jennie Eels	Heidi Sharpe	Observation dated 29/9/2020	N/A
805598307	603/2474/0 - NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges	2020/2021	Final	KIMBERLEY BARNICLE		Heidi Sharpe	Jennie Eels	Unit 5 research project	N/A
805629051	603/2474/0 - NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges	2021/2022	New	KIM BARRY		Heidi Sharpe	Jennie Eels	APSC4C1 typed evidence	N/A
805598315	603/2474/0 - NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges	2020/2021	Final	DANA SCOTHERN		Heidi Sharpe	Jennie Eels	Unit 1 typed evidence	N/A
805600142	603/5217/6 - NCFE CACHE Level 4 Certificate in Neuroscience in Early Years	2020/2021	Mid	TANIA DIAZ VIERA		Jennie Eels	Heidi Sharpe	Unit 1 1.1-2.3 3.1-3.4 typed evidence ,diagrams	N/A

Reliability of Assessment:	A = Assessment is as expected and fully consistent: No remedial action required by Centre

Section 8: Learner Feedback

Product Number and Name:	603/2474/0 NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and College,601/2629/2 Level 3 Diploma for the Early Years Workforce

How many learners have been spoken to as a part of the visit?	2

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

Yes both learners expressed how much they had enjoyed the courses that they had completed.
One learner has since gained a new role and the second learner was happy that she had managed to complete the course whilst working and looking after her family.

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

Both learners enjoyed the content and were able to use the knowledge gained in their work place.
One learner particularly enjoyed the research project and the " nurture bus " that she created is still in use at the school where she was working.

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

Yes both learners were very happy with the support received.
Emails and phone calls were responded to in a timely manner and staff were always willing to answer questions or give advise.
Both learners found the delivery of the programme good.

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

Yes, one learner said that she was learning new things every day and could put the knowledge into practice.
The second learner said that she enjoyed the variety of evidence methods that could be used i.e. leaflets and discussion.

Section 9: Action Plan For Centre

Management Systems and Administrative Arrangements

Action:	There are no actions required for this section

Resources (Physical and Staff)

Action:	There are no actions required for this section

Assessment

Action:	There are no actions required for this section

Internal Quality Assurance

Action:	There are no actions required for this section

Section 10: External Quality Assurer/Head Office

Action For	Action Required	By when
External Quality Assurer		
Head Office		

Do you recommend continued approval for this product?	YES
Do you recommend continued approval for the centre?	YES

Section 11: Additional Information Sheet

Any additional comments regarding the visit
Thank you to Heidi and Jennie for facilitating todays remote visit and for ensuring that all the documentation was uploaded in a timely manner. Next visit booked for 3/5/2022. Please find below the link to the Playwork course that we discussed. https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-cache-level-3-award-in-transition-to-playwork-5131.

Section 12: Centre Feedback (optional)

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

Product Number and Name:	

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

Yes, the qualifications meet their purpose.

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

For APSC 4 (603/2474/0) we feel the qualification allows learners to progress to a higher level of learning without the need to complete level 3 first. We have had quite a few learners who have a wealth of experience and have welcomed the opportunity to apply their knowledge and practice to a relevant qualification.
The research project is a welcomed feature of this qualification. It encourages learners to consider current practice and how this can be improved
Understanding mental health (601/8968/X), Neuroscience Level 2 (603/5216/4), Neuroscience Level 4 (603/5217/6) and SENCo Level 3 (603/3476/9)
We feel these qualifications allow learners to develop in areas that are of specific interest to them

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

Hours to guided learning for all qualifications we offer are realistic, although learners achieve to their own individual abilities.

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

Learners often progress to higher levels within their sector.
Listed below are some of the qualifications our learners can progress to:
EYAP Level 4
EYSP 5
Level 2 Award Introduction to Neuroscience in the Early Years.
Level 4 \certificate in \neuroscience in the Early years
Short courses covering : Mental Health; SEND; PANCO; Autism: CPD Units

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

EYP L2 is quite wordy and the outcomes can be quite long. This can be off putting to learners however you can use more RPL cross referencing to the level 3 if they chose to go straight on to this.
EYE L3 meets its purpose, although we feel a CV for unit 4.1 is no longer relevant.
EYAP 4 is a relevant qualification to go onto. Research project expands learners knowledge and practical skills.
EYPS 5 is useful for those moving into management and with units from the level 3 qualification, can support those who may not have had enough practical experience before entering management

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

We intend to continue to offer our portfolio of qualifications. We will also introduce other qualifications depending on demand.

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

We would like to see the return of assessment guidance for EYE 3 (explanation for criteria in bold)

For assessors who carry out extensive research in order to deliver certain courses it would be beneficial to have recognition in the form of certification/CPD.