

**Form 2:**

**Accreditation Approval Visit form (AAV)**

This form is to be completed by the **Accreditation External Quality Assurer (AEQA)** to ensure the organisation can provide evidence that their training programme(s) meet the City & Guilds quality benchmark criteria.

This form should be completed with reference to the criteria detailed in the *Accreditation Quality Assurance Manual* and with the *Accredited Programme Information (API)* form previously completed by the organisation.

<b>Organisation Name:</b>	J Murphy's & Sons Ltd
<b>Centre number:</b> (where applicable)	721472
<b>Contact name:</b> (Organisation's key contact for City & Guilds Accreditation)	Carol Massingham
<b>AEQA name:</b>	Dr George Barr

<b>Programme title</b> (In full, as it will appear on certificates)	<b>Duration of programme</b>	<b>Assessment method</b>	<b>Delivery start date</b>
Manual handling	1 day	written paper and practical checklist	This training has been delivered for at least ten years.
Fire Warden	1 day	written paper and practical checklist	This training has been delivered for at least ten years.

## Accreditation quality assurance requirements

Programme structure and assessment		
AQAM Ref	Management and Governance structure	Please supply evidence and information to indicate how requirement is met
1.1a	Contact details for head of centre and quality contact	<p>Carol Massingham                      Rail Training &amp; Assessment Manager                      J. Murphy &amp; Sons Limited                      Kennedy Road                      Astley                      Manchester                      M29 7JU</p> <p>T +44 (0) 1942 402 958                      M +44 (0) 7860 783 571                      E carolmassingham@murphygroup.co.uk</p>
1.1b	Documented policies and procedures (must include Access arrangements, Equal opportunities, Health & Safety, Safeguarding, Appeals & Complaints)	Carol sent me the Murphy Fairness, Inclusion & Respect Policy which addresses Access arrangements, Equal opportunities policies and procedures. We discussed how the HR policies cover the policies listed.
1.1c	Organisational chart listing key roles and responsibilities for staff involved in delivery, supporting training, assessment and quality assurance	<p>See appendix 1 for full details. The team delivering the accredited programmes is:</p> <ul style="list-style-type: none"> <li>• Carol Massingham (Head of Centre / Rail Training &amp; Assessment Manager, Quality Assurer),</li> <li>• Justin Smith (Trainer) and</li> <li>• Chantal Wills (Administrator).</li> </ul>

AQAM Ref	Review of training and assessment materials	Please supply evidence and information to indicate how requirement is met
1.2a	Programme aims / objectives, structure and duration	<p>Carol and Justin explained how participants are told about the course aims, objectives, structure and duration.</p> <p>The duration of the programme was clearly presented in the session plan that I have previously seen. Carol confirmed this was also in the joining instructions along with the programme aims and course structure.</p>
1.2b	Assessment method	The assessment method for the 1-day programmes is a written test comprising of a mix of three option multiple-choice and short answer questions and a practical checklist. When I sampled the Fire Warden assessment materials sent me, they were fit for purpose.

AQAM Ref	Review of training and assessment materials	Please supply evidence and information to indicate how requirement is met
1.2c	Delivery method	<p>Justin explained the training is delivered using a conversational approach with a PowerPoint presentation in the background. Carol said, Justin is not a PowerPoint Warrior. The delivery may include video, using flipcharts and practical activities. The delivery is interactive.</p> <p>Carol, who observes Justin as part of the quality assurance strategy, said that Justin creates a friendly, fun atmosphere, putting the participants at ease and encouraging the group to learn together.</p>
1.2d	Assessment objectives and criteria	<p>Carol explained the assessment objectives and criteria for the programmes are based on the course objectives. They are implicitly embedded in the assessment materials. Participants know they will be assessed on the course objectives. The objectives seen were clearly written.</p>
1.2e	Accessibility of training materials (includes access arrangements)	<p>Carol explained that just before training begins, participants complete a pre-course review, which is a questionnaire asking for any worries about the course, such as learning difficulties and preferred learning style. Justin explained he uses the information to help customise the course to those present. He said he has various strategies to support participants who may have difficulty accessing the training and assessment materials. The materials seen were clearly presented and written to meet the needs of the likely participant group.</p>
1.2f	Version control and change history for all training and assessment materials	<p>Version control is used and was seen on printed materials that I saw. Carol was clear about the need for version control and change history for training and assessment documents.</p>
1.2g	Evaluation strategy	<p>Justin uses time near the end of the day to discuss the course with the participants, asking for ideas to improve the training. Participants complete a feedback form before leaving. These are checked for improvement suggestions.</p> <p>There is a Trainer's Feedback book for trainers to note ideas and suggestions. These are discussed at the monthly training meetings.</p> <p>Carol and Justin look to improve their training provision by any means available to them.</p>

Delivery and resources		
AQAM Ref	Organisation resources	Please supply evidence and information to indicate how requirement is met
2.1a	Appropriate technological and financial resources to meet delivery requirements of the programme	Carol and Justin discussed the resources available to them. There are evidently appropriate technological and financial resources to meet delivery requirements of the programmes.
2.1b	Up-to-date CVs, original certificates and original certificates for the quality assurance assessment/delivery team	Justin talked me through his 20+ year career history in the industry, which includes 17 years at Murphy, and seven years as a trainer. He is occupationally competent and has a clear CPD plan. He has a level 3 training qualification and has signed up to a level 4 training qualification, starting later this month. The training is likely to be online and using a Moodle platform.  Carol said she is thinking of attending a level 3 training qualification this year.
2.1c	Inductions and professional development records and plans for all staff involved in delivery, assessment and quality assurance	Carol and Justin talked me through the induction and professional development procedures for staff.  Carol described the e-learning, the Culture Development Programme (CDP), induction and so on to the business and their work role.  Justin explained a new trainer would shadow him, he would observe them delivering part of a course, and once they were confident, they would be observed delivering a course. When both are confident, the new trainer would deliver on their own.  Carol confirmed CPD records are held in the folder of staff details and that CPD is discussed at the monthly training meetings, and at PDR meetings. Success Factor, the LMS, manages reminders for when licences need to be renewed and training needs to be refreshed.
2.1d	Documented procedures for registering learners	Carol confirmed they use a learning management system, Success Factor, as part of the registration process. People can sign up to training on Success Factor or their manager can sign them up or they can contact Chantel Wills. Carol confirmed the registration procedures are documented using a step-by-step approach.

<b>AQAM Ref</b>	<b>Organisation resources</b>	<b>Please supply evidence and information to indicate how requirement is met</b>
<b>2.1e</b>	Assessment sites are suitable for secure administration	Carol confirmed that training and assessment could take place at the Astley, London, Leeds and Cannock sites. Carol confirmed all sites are checked before training is delivered. Justin confirmed all assessments materials are held securely until they are needed.
<b>2.1f</b>	Documented procedures for dealing with malpractice	Carol explained HR procedures would be followed if malpractice in training and assessment were identified.

<b>AQAM Ref</b>	<b>Internal monitoring / self-assessment</b>	<b>Please supply evidence and information to indicate how requirement is met</b>
<b>2.2a</b>	Documented quality assurance strategy and procedures	<p>Carol confirmed the Training Manual, which has documented quality assurance strategies and procedures (eg 17 Control of Training Material page 10; 18 Document Control and Change Management 11; 31 Equality and Diversity Monitoring 15; Verification Process 18), is still used by the team.</p> <p>Carol also sent a copy of an <i>Observation report – training</i>, which is used to review the trainer’s ability and techniques to meet the needs of learners. These are planned quarterly.</p> <p>The quality assurance procedures demonstrate a sound quality improvement strategy.</p>
<b>2.2b</b>	Evidence of internal quality assurance including standardisation of marking and sampling of assessment decisions / learner work	Carol and Justin said there are monthly training meetings and the team constantly talk about training and quality assurance. Carol prepares the agenda and meeting notes for: Training meeting; Audit meeting, observation and feedback report; and City & Guilds / NUCO Update.
<b>2.2c</b>	Evidence of evaluation, which includes the scope of the review, relevant findings and any actions taken following feedback	<p>Carol and Justin explained how they review training annually. The last revision of the programmes and some of the administrative procedures drew on feedback from participants, former trainers and managers.</p> <p>Justin gave examples of changes following suggestions after training from the Manual Handling course, where they now use a stretcher to illustrate team lifts, with a man size dummy on the stretcher.</p>

<b>AQAM Ref</b>	<b>Internal monitoring / self-assessment</b>	<b>Please supply evidence and information to indicate how requirement is met</b>
<b>2.2d</b>	Evidence that the accredited training programme is meeting learning outcomes as detailed in the original approval application	Justin explained the programmes are based on industrial practices with a desire to be the best and safest. Programmes will have evolved to continue to be up to date.
<b>2.2e</b>	Evidence of review feedback from learners, employers or clients	Carol sent me a set of course feedback forms. Carol explained how these are used to look for improvement. They also look for comments from line managers. Line managers will feedback on training as they frequently attend training themselves.

### **Learner and data management**

<b>AQAM Ref</b>	<b>Data Management</b>	<b>Please supply evidence and information to indicate how requirement is met</b>
<b>3.1a</b>	Records of staff administering the accredited training programme	Carol said that Chantal Wills leads on training administration with her support as needed. Carol gave me a breakdown of Chantal's role and tasks.
<b>3.1b</b>	Learner information (eg joining instructions)	Carol explained how learner information is stored on Success Factor (SF), the learning management system. Carol described how participants are sent detailed joining instructions to ensure they are prepared for training and know what to expect from the training.
<b>3.1c</b>	Learner registrations (including the site they will be assessed at)	Carol talked about SF and how this is used to register participants for training, and it creates a course register for the trainer.
<b>3.1d</b>	Systems in place for the transfer of learner data and results to City & Guilds	Carol confirmed she uses the Walled Garden to transfer data to City & Guilds. Chantal Wills may be inducted in how to use the Walled Garden in the coming months.
<b>3.1e</b>	Records of assessment decisions	Carol sent me copies of course assessment records. The paper copies are scanned and held for seven years. The paper records are held in a securely closed envelop, locked away and archived.
<b>3.1f</b>	Records of feedback	The records from a course that Carol sent showed examples of feedback. Justin confirmed oral feedback is given to participants as they progress through the course. This was noted in Carol's Observation of Training report, 9 March 2021, Fire Warden course, that Carol sent me.
<b>3.1g</b>	Records of any complaints or appeals including the outcomes	Carol confirmed there had not been any appeals or complaints in the past twelve months.

AQAM Ref	Data Management	Please supply evidence and information to indicate how requirement is met
3.1h	Learner support (Include any evidence of access arrangements and safeguarding.)	<p>Carol talked about how training starts with completing a pre-course review. Here each participant completes a questionnaire covering worries, learning styles, and equality and diversity questions. Before training begins the trainer quickly analyses these to customise the training to the group / individual needs.</p> <p>Justin explained how he supports participants to achieve the course aims and objectives. His strategies include</p> <ul style="list-style-type: none"> <li>• reading test questions to participants who struggle with reading (this support is recorded on Success Factor),</li> <li>• speak to less able participants in breaks,</li> <li>• using a more able participant to support less able participants and</li> <li>• giving his contact details.</li> </ul> <p>Carol noted in her Observation of Training report, 9 March 2021, Fire Warden course, that <i>Justin ensured that quieter delegates were involved and answered questions, as well as the more outgoing individuals.</i></p>

	Issuing certificates	Please supply evidence and information to indicate how requirement is met
3.2a	Evidence that learners who have claimed certificates have completed all aspects of training and assessment	Carol explained the LMS, Success Factor, is populated with information from the paper records and how this information is checked before going on to the Walled Garden to request certificates. Carol confirmed that only participants who had completed the training and passed the assessments would be certificated.
3.2b	Organisation can provide certificates that include – <ul style="list-style-type: none"> <li>• name of the organisation</li> <li>• name of the training programme (ensuring the title is appropriate (section 1.9 of AQAM))</li> <li>• learner name</li> </ul>	Murphy request City & Guilds to produce certificates rather than print their own. Carol sent me copies of certificates issued. Carol said she found it useful that City & Guilds issued e-certificates, that are available to her and Chantel within 24 hours of the request being made.

	<b>Issuing certificates</b>	<b>Please supply evidence and information to indicate how requirement is met</b>
<b>3.2c</b>	Use of the City & Guilds Accredited logo on the certificate meets the requirements of the contract. This also includes for marketing materials, websites etc	Murphy does not use the City & Guilds Accredited logo on anything that I saw.
<b>3.2d</b>	Organisation has a documented process for issuing replacements for lost and misplaced learner certificates	If a participant needed a replacement certificate, they would have to contact City & Guilds, because City & Guilds issue the certificate.

Action plan				
Action Ref	Summary of Action Required	TBC (date)	Action taken	Date

Additional comments	
<p>Carol and I exchanged a number of emails to plan the audit. We agreed the information she would send me that linked to the accreditation benchmarks.</p> <p>Carol sent me:</p> <ul style="list-style-type: none"> <li>• Fairness, Inclusion &amp; Respect Policy (1.1b Documented policies and procedures ...)</li> <li>• An organisation chart (1.1c Organisational chart listing key roles and responsibilities ...)</li> <li>• Feedback forms from a course (1.2 Review of training and assessment materials)</li> <li>• Quality Assurance Form: Observation report – training (2.2 Internal monitoring / self-assessment)</li> <li>• Learner workbooks (3e Records of assessment decisions)</li> <li>• Learner examination papers (3e Records of assessment decisions)</li> <li>• Pre-course reviews (3 Data Management)</li> <li>• Training statistics (3 Data Management)</li> <li>• Sample certificates (3 Data Management)</li> </ul> <p>Carol previously sent me:</p> <ul style="list-style-type: none"> <li>• City &amp; Guilds / NUCO Training Manual (1 Management and Governance Structure, 2 Delivery and Resources and 3 Data Management)</li> <li>• Manual Handling Course pack (1 Management and Governance Structure, 2 Delivery and Resources and 3 Data Management)</li> <li>• Manual Handling PowerPoint presentation; lesson plan; course pack; theory test paper and answers (1.2 Review of training and assessment materials)</li> <li>• Quality Assurance Form: Paperwork Verification (2.2 Internal monitoring / self-assessment)</li> </ul> <p>I asked Carol to arrange a meeting with me and include Justin Smith (Trainer). Carol arranged a Microsoft Teams meeting for 14 September 21, 2pm to 4pm.</p>	

Carol, Justin and I discussed the accredited courses and the associated administration, delivery, assessment, and quality assurance arrangements. There is a desire to have training that meets the needs of the business.

Carol explained the way training is administered and the role Chantal Wills has. Carol talked about Success Factor (SF), the learning management system, and how SF supports training administration and delivery. Carol said she knows most of the staff going through training having worked at Murphy for over 19 years. The administration of training includes email joining instructions to participants and their managers, and phoning participants two days before training is due to remind them of their booking and confirm what they need to bring to the event. Carol explained not all the employees email addresses are on SF, which is another reason to ring participants two days before training. Carol said they use Yammer to encourage staff to attend training. Microsoft Yammer is an enterprise social networking service used for private communication within organisations.

Carol explained the maximum class size has changed from 12 to 8 during the Covid pandemic, to satisfy the rules on social distancing. They also keep a seating plan of the training room. However, these changes may be reversed as government guidance shifts.

Carol and Justin talked me through the quality assurance processes and this included their quality improvement programme, the monthly training meetings, annual course reviews and planned observations of training. Carol said the *Observation report – training* will be reviewed in the coming months. Carol and Justin have a desire to satisfy the accreditation benchmarks and exceed them.

Accreditation will be approved for an agreed period beginning from the date indicated in the contract and will be subject to external monitoring and regular internal self-assessment.

I declare that the information contained in the application is correct and current and that I am authorised to sign on behalf of City & Guilds.

Recommend Approval (Y/N)?	Yes		
Name of AEQA	Dr George Barr		
Date of submission:	20	Sept	21
City and Guilds Approved	Yes – Vicki Woods QC		22/09/2021

AEQA to return this form to [accreditationquality@cityandguilds.com](mailto:accreditationquality@cityandguilds.com)

Appendix 1:



## RAIL SECTOR TRAINING & ASSESSMENT ORGANISATION STRUCTURE

