

## QUALITY MANAGEMENT REVIEW REPORT

## CENTRE DETAILS

Centre Name:	ABBOTS BROMLEY SCHOOL
Centre Number:	30005
Principal/Head:	
Centre Email:	registrar@abbotsbromley.net
Quality Nominee:	RUSSELL ALKINS
Quality Nominee Email:	russellalkins@hotmail.com
Quality Nominee Telephone:	01238841844
Centre Type:	School
Centre Quality Reviewer Number:	MRS M BOWLER POSTLETHWAITE
AA Number:	912452
Date and Time Review Started:	2/11/2016 09:00
Date and Time Review Completed:	2/11/2016 13:00
Who was the Review With?:	Russell Alkins
Is this Centre in its first year of delivery?:	No
Number of Subsites at Centre:	0
Are there any collaborative, partnership or consortia arrangements recognised by the Edexcel System?:	No
Does the centre operate any overseas provision?:	No

If collaborative, partnership, consortia or overseas agreements exist, please provide details:

Alkins School of Dance and Abbots Bromley School.

## QUALITY MANAGEMENT REVIEW REPORT

## LEARNER REGISTRATION DETAILS

Please confirm with the centre all active HN programme titles and the number of registered and active learners on each programme.

HN Programme Name	Current No. Registered Learners	Current No. Active Learners	No. Learners withdrawn from programme	Current / Proposed Maximum Registrations	Mode of Delivery	Certificate Claimed [full or partial]
	0	0	0	0		
0	0	0	0	0		

This table should be completed during the review visit.

Centre's current BIS learner number cap (if applicable):

## QUALITY MANAGEMENT REVIEW REPORT

## ACTIONS AND RECOMMENDATIONS

**Progress Summary**

Comment on any unresolved Essential Actions :

Comment on the progress of Recommendations since the last visit :

All actioned and the specialist subject adviser to continue to ensure standards are upheld.  
As yet has not signed up for the consultation committee

**Centre Systems Changes**

Communication lines are open and advice as required.  
Information is given to pupils in regards to the BTEC programmes.

**Action and Recommendation from Last Year****Recommendation A.1 (1/28/2016)**

In view of the specialist experience and expertise this Centre can bring to the Performing Arts it is recommended that the CQN:-

continues with the ongoing professional discussion with the Specialist Subject Adviser and the Centres SV regarding improving verification practice

makes a direct contribution to shaping the 2016 BTEC Nationals by signing up and getting involved with the BTEC consultation community.

**Progress Made:**

**Action and Recommendation from Last Year****Recommendation L.3 (1/28/2016)**

It is recommended that the CQN continues to maintain his approach for seeking guidance from the Centre SVs and BTEC Subject Adviser for Performing Arts :-

To use the outcomes from this contact to inform future improvement planning and assessment/verification practices

To keep abreast of qualification developments, regulatory and other requirements which will in all likelihood continue to change over time

The CQN might also wish to join the BTEC consultation community which is informing the shape of the BTEC Nationals for 2016.

**Progress Made:**

**Action and Recommendation from Last Year****Recommendation L.4 (1/28/2016)**

Include direct web links in the schools literature to learners and parents to qualification and course information posted on the Pearson Website

**Progress Made:**

**QUALITY MANAGEMENT REVIEW REPORT**

**CENTRE QUALITY INFRASTRUCTURE OBJECTIVES**

**Centre Management Systems**

**Quality Objective:**

The Organisational structure is clearly defined and complies with Pearson approval requirements. The centre has agreed, effective systems, procedures and external assessment of BTEC provision that are:

- sufficient for current centre needs.
- regularly reviewed and updated.
- readily communicated and available to all staff and learners.
- operate throughout the organisation.
- managed by sufficient qualified staff.

**Quality Measures:**

1.1 identify a range of key quality systems that meet with Pearson and other regulatory requirements and are:

- supported by policies and procedures that are annually reviewed
- appropriate to centre size and the qualification requirements
- supported by senior managers and implemented by programme teams
- provided with adequate job descriptions and a centre organisation chart
- able to ensure arrangements for consortium and collaborative agreements with other sites or organisations and for distance learning are appropriately recorded on Pearson systems

- ensure that the centre does not provide BTEC provision outside of the UK without a specific Pearson approval

1.2 have policies and procedures for managing:

- equality, diversity safeguarding, and health & safety
- arrangements for consortium and collaborative agreements with other sites or organisations and for distance learning being appropriately recorded on Pearson systems
- special consideration & reasonable adjustment
- recognition of prior learning and the way this informs learner assessment
- the managing of the provision and learning experience of all levels BTEC provision

1.3 provide appropriately qualified and vocationally competent staff, who:

- have sufficient time to effectively fulfill all aspects of role,
- are provided with adequate induction that is appropriate to the level of BTEC provision being delivered
- have sufficient access to monitored annual continuous professional development.

1.4 have an adequate provision of safe and appropriate physical resources that are sufficient for the:

- needs of the curriculum and current learner volumes, together with a planning capability to review resource needs as provision increases
- conduct of all internal and external assessment
- appropriate and fair access for all learners regardless of ability or disability.

1.5 provide effective internal and external communications to ensure that staff, learners and other stake holders are correctly informed about all relevant aspects of BTEC programmes.

**Adequacy:**

All quality processes are in place and effective

**Action:**

**Recommendation:**

Recommendation for staff to access ongoing training and development

**Supporting Centre Roles & Team Working**

**Quality Objective:**

Roles are clearly identified and appropriate people appointed in order to ensure.

- effective quality of centre management
- accurate administration of learner activity
- high quality teaching and delivery
- valid assessment and consistent verification

**Quality Measures:**

2.1 identify a Quality Nominee, who acts as a main contact point with Pearson for:

- over-arching organisational quality matters
- liaising about regulatory requirements
- updating centre contact details

2.2 ensure staff are informed and updated on quality requirement as required

2.3 identify a programme leader and team with appropriate shared responsibilities for assisting in the management of:

- enrolment and registration of learners .
- tracking and recording of learner achievement .
- administration and conduct of any Pearson BTEC programme external and/or controlled assessments .
- safe claiming and distribution of learner certificates .

2.4 provide senior manager oversight, whilst giving delegated authority to programme teams to plan and manage the quality of programme delivery and assessment across all delivery sites.

2.5 set aside structured time for programme teams to have formal meetings to discuss delivery, assessment, verification, and other activities and strategies.

**Adequacy:**

All quality processes are in place and effective

**Action:**

**Recommendation:**

Current QN to continue to work with assistant to ensure they are trained in BTEC policy and procedure.

## QUALITY MANAGEMENT REVIEW REPORT

**Learner registration & certification (Block)****Quality Objective:**

Administrative processes and procedures must ensure that all registrations and certificate claims are:

- accurate and timely
- recorded, stored and auditable
- reflective of a learner's programme of study and level of achievement
- valid assessment and consistent verification

where any registration or certificate claim is found to be inaccurate or unsafe, this will be reported to Pearson

**Quality Measures:**

3.1 have appropriate operational and monitored procedures for the timely and accurate registration of learners on all BTEC provision at the centre, with a checking process of the accuracy of each registration and the identity of each learner.

3.2 have a procedure for registering learners for any BTEC externally set assessment. This procedure will take account of any re-assessment regulations currently in force.

3.3 check the maintenance of accurate and current attendance registers for every learner, whilst they are registered learners at the centre.

3.4 ensure timely and accurate certification claims, verified against assessment records. This will include provision of unit certification as appropriate. Certificates received will be checked against assessment records, prior to issue.

3.5 investigate and report all inaccurate, early/late and fraudulent registration claims, via internal senior management to Pearson.

**Adequacy:**

All quality processes are in place and effective

**Action:****Recommendation:****annual Programme Evaluation & Review (Block)****Quality Objective:**

Effective continuous improvement systems are in place and operational for the cyclical review, evaluation and improvement of programme delivery and assessment that involves:

- delivery and assessment staff
- senior management
- learners.

The centre needs to assure and annually confirm that programmes continue to meet our centre and qualification approval criteria and quality requirements.

**Quality Measures:**

4.1 identify senior staff to lead on quality review and improvement processes.

4.2 have a cycle of programme review and evaluation to assure the quality of the learning experience and the internal and any external assessments for each BTEC programme.

4.3 consult with learners, staff and other stakeholders as part of all programme review processes to inform how the programme has positively impacted upon the learner experience.

4.4 demonstrate that the outcomes of review process:

- inform change
- drive continuous improvement
- ensure that all learning and assessment provision remains effective and fit for purpose.

4.5 demonstrate continuous compliance with Pearson centre recognition and qualification approval criteria and quality requirements as part of the annual evaluation and review process.

**Adequacy:**

All quality processes are in place and effective

**Action:****Recommendation:**

To explore the new specifications around the Level three qualification with the RQM and subject specialist

**Centre Record Systems****Quality Objective:**

The centre must ensure the systematic, accurate and secure maintenance of all assessment, learner and other quality management records and record systems. All aspects of centre quality management must be recorded in such a way that:

- an audit trail assessment records supports safe certification by providing evidence of consistently accurate assessment against the correct standards; reliable verification; and demonstrates learner progress
- an audit trail of centre quality management processes is being maintained
- all centre BTEC programme records are made available and auditable to Pearson representatives upon request

**Quality Measures:**

5.1 store all centre records securely and safely relating to learners and the various aspects of the quality management at each stage of the learner process through the centre

5.2 have all centre records, including current learner records of assessment feedback, available for Pearson verification processes and other forms of scrutiny.

5.3 maintain records of learner achievements that are up to date, regularly reviewed and tracked accurately against the current programme specification.

5.4 retain both internal and any external assessment learner and cohort summary records for centre and awarding organisation scrutiny for a minimum of three years following certification.

5.5 have all current learner evidence available for centre and awarding organisation verification processes. Assessed learner work is to be retained for twelve weeks after the issue of certificates.

**Adequacy:**

All quality processes are in place and effective

**Action:****Recommendation:**

## QUALITY MANAGEMENT REVIEW REPORT

## OVERALL JUDGEMENT: CENTRE QUALITY INFRASTRUCTURE

QO. Centre is Meeting All Quality Objectives: True

1

QO. Summary of strength and weakness:

1

The fee paying school of 200 pupils has a proactive approach to delivery of the vocational curriculum.  
The work seen is of a very high standard and the staff have embraced the curriculum well in their years of delivery.  
The school is offering a wide and diverse curriculum to their pupils. The school is well resourced in terms of space to deliver the curriculum and the pupils work is very evident and visual throughout the school. The school ensure the staff all work hard to ensure pupils receive the best education and learning to aspire them for their future learning and employment  
The school are providing education for overseas pupils and are forging links with a variety of countries to offer education and boarding for pupils to study A Levels, GCSEs and the BTEC in Performing Arts and Dance  
The centre are working to establish an International college.  
The centre are providing a safe learning environment that clearly aspires and supports pupils throughout the school.

Quality objective

The Organisational structure is clearly defined and complies with Pearson approval requirements. The centre has agreed, effective systems, procedures and external assessment of BTEC provision that are sufficient for current centre needs and are regularly reviewed and updated  
Information is readily communicated and available to all staff and pupils. A culture of fit for purpose systems and procedures are in evidence throughout the organisation.

QO. Commentary on the adequacy of evidence seen/heard:

1

Documents produced are current, up to date and being correctly maintained.

These included;

QRM meeting with QN

Centre Website

Quality Assurance files

Quality measures;

1.1 Policies and procedures are annually reviewed in terms of the BTEC procedures for delivery and assessment. Overarching policies and procedures to include centre improvement plans in evidence.

Procedures are reviewed on a regular basis with the QN and programme team. These include assessment plans, pupil registrations and certification, tracking documentation and external assessment procedures.

The centre currently offer BTEC qualifications in Performing Arts at Levels 1/2 and 3.

The organisation chart is clear and transparent for the centre and also within the teams delivering the qualifications.

1.2 Health safety, safeguarding policies all seen and in evidence on the website and also within the quality files.

Any pupils requiring support and special considerations are dealt with and actioned in line with national standards. Learning support is integral to the delivery of the BTEC programmes.

Recognition of prior learning is acknowledged with policy in place to establish and reward prior learning of units achieved elsewhere.

There are clear pathways for pupils who have completed and studies at Level 1/2 to progress onto Level 3 and then onto university and employment in a wide range of facilities and organisations. Robust systems in place to support pupils to achieve the qualifications.

1.3 Appropriately qualified and vocationally competent members of staff deliver the BTEC programme supported by the QN and suitably qualified staff to act as IVs.

Adequate induction that is appropriate to the level of BTEC provision being delivered by the QN and teams.

Team have access to monitored annual continuous professional development via the Royal Academy . Meeting time within the programme areas delivering BTEC are in evidence.

1.4 Safe and appropriate physical resources that are excellent for the needs of the curriculum and current pupil cohort, together with a planning capability to review resource needs if provision increased in the future in evidence.

Highly effective teaching/practical spaces evident On-line assessment facilities are sufficient to support the external assessment element of the vocational subjects offered.

Appropriate and fair access for all pupils regardless of ability or disability evident for statement or SEN pupils with access arrangements.

1.5 Effective internal and external communications ensures that staff, pupils and other stake holders are correctly informed about all relevant aspects of the BTEC programme.

Parents/guardians of pupils wanting to study the qualification are informed via information and awards evenings. Links with the local community in the form of schools, colleges, universities, careers and employers evident.

QO. Justify the action or Recommendation identified to manage weakness and/or make improvement:

1

Recommendation for staff to access ongoing training and development

## QUALITY MANAGEMENT REVIEW REPORT

QO. Centre is Meeting All Quality Objectives: True

2

QO. Summary of strength and weakness:

2

Quality objective

Roles within each of the vocational areas are clearly identified and appropriate staff are appointed in order to ensure effective quality of centre management  
Accurate administration of pupil activities via tracking sheets that triangulate with the overarching centre data and plan are utilised.

There is valid assessment and consistent verification evident.

The centres Quality Nominee acts as the main contact point with Pearson for over-arching organisational quality matters liaising about regulatory requirements.

The QN remains updated and specification updates of quality as required  
OSCA and SV communication and standardisation is evident.

All administration and conduct of any Pearson BTEC programme internal/or controlled assessments are robust.

Safe claiming and distribution of learner certificates is evident.

QN delegate authority to programme team to plan and manage the quality of programme delivery and assessment .

Time for programme team to have formal meetings to discuss delivery, assessment, verification, and other activities and strategies is allowed.

QO. Commentary on the adequacy of evidence seen/heard:

2

Documents produced are current, up to date and being correctly maintained.

These included;

QRM meeting with QN

Centre Website

Quality Assurance files

Quality measures;

2.1 Quality Nominee provided access to policies and procedures and programme teams files.

2.2 QMR met with QN, to quantify and explore the evidence produced in paper and electronic form.

2.3 QMR discussed current practices and procedures and discussed advice and support moving forward.

QN BTEC quality files evident which contained information input from the programme team.

Tracking sheets and vocational area action plans based upon SV sampling in place and evident.

Safe claiming and distribution of learner certificates is evident.

2.4 The QN is proactive in BTEC procedures and updates this ensures staff are informed and updated on quality requirements as required.

2.5 Minutes seen of programme meetings.

All administration and records are fit for purpose.

QO. Justify the action or Recommendation identified to manage weakness and/or make improvement:

2

Current QN to continue to work with assistant to ensure they are trained in BTEC policy and procedure.

## QUALITY MANAGEMENT REVIEW REPORT

QQ. Centre is Meeting All Quality Objectives: True

3

QQ. Summary of strength and weakness:

3

Quality objective  
 Pupil registration and certification is robust.  
 Registration is timely and QN/EO registers and claims for pupils on a course basis  
 Once SV has sampled and pupils have completed units then certification occurs  
 Late registrations are added as required. Team work with QN, team and Exams Officer to check correct claim of certification.  
 Valid assessments of units and programme are in evidence.  
 Results are kept on a tracker sheet in within the programme files.  
 Certificates are issued to pupils face to face to or if uncollected will be posted out via secure post.

QQ. Commentary on the adequacy of evidence seen/heard:

3

Documents produced are current, up to date and being correctly maintained.  
 These included;  
 QRM meeting with QN and EO  
 Centre Website  
 Quality Assurance files  
 Quality Measures;

3.1 Appropriate operational and monitored procedures for the timely and accurate registration of pupils on all BTEC provisions at the centre, with a checking process of the accuracy of each registration and the identity of each pupil. Registrations occur on a cohort basis or to meet the needs of the pupils.

3.2 Procedure for registering pupils for any BTEC externally set assessment is robust and in evidence.

3.3 Maintenance of accurate and current attendance registers for every pupil kept by programme team and centralised register system.

3.4 Timely and accurate certification claims, verified against assessment records. This includes provision of unit certification as appropriate.

3.5 Any inaccurate, early/late and fraudulent registration claims would be investigated, via internal senior management to Pearson.

QQ. Justify the action or Recommendation identified to manage weakness and/or make improvement:

3

None required



## QUALITY MANAGEMENT REVIEW REPORT

QO. Centre is Meeting All Quality Objectives: True

4

QO. Summary of strength and weakness:

4

Quality objective

Effective continuous improvement systems are in place and operational for cyclical review, evaluation and improvement of programme delivery and assessment are evident. Good proactive practice seen here

Delivery of the programmes is scrutinised on a regular basis and assessment methods and teaching and learning strategies and reviewed in line with standards verification sampling and Pearson requirements.

This process involves the QN, SLT pupil feedback.

The centre annually confirms that the programme continues to meet centre and qualification approval criteria and quality requirements

QO. Commentary on the adequacy of evidence seen/heard:

4

Documents produced are current, up to date and being correctly maintained.

These included;

QRM meeting with QN

Centre Website

Quality Assurance Files

Quality measures;

4.1 QN and owner of the school of dance lead on quality review and improvement processes. New courses are introduced as required to ensure the pupils gain the most relevant and appropriate qualifications to succeed and progress.

4.2 A cycle of programme review and evaluation to assure the quality of the learning experience and the internal and any external assessments for the BTEC programme is in evidence

4.3 The centre consults with pupils, staff and external stakeholders as part of the programme review processes to inform how the programmes have positively impacted upon the pupils experience

4.4 The centre demonstrates that the outcomes of review process inform changes and drives continuous improvement. (SARs, annual reviews)

All learning and assessment provision remain effective and fit for purpose.

4.5 The centre demonstrates compliance with Pearson centre recognition and qualification approval criteria and quality requirements as part of the annual evaluation and review process.

BTEC quality assurance files and documentation are fit for purpose and meeting with QN and programme team informed of the evidence that is in place.

QO. Justify the action or Recommendation identified to manage weakness and/or make improvement:

4

To explore the new specifications around the Level three qualification with the RQM and subject specialist.

## QUALITY MANAGEMENT REVIEW REPORT

QO. Centre is Meeting All Quality Objectives: True  
5

QO. Summary of strength and weakness:  
5

## Quality objective

The centre ensure the systematic, accurate and secure maintenance of all assessment, pupil and other quality management records and record systems. All aspects of centre quality management are recorded to ensure a clear audit trail that supports safe certification by providing evidence of consistently accurate assessment against the correct standards; reliable verification; and demonstrates pupils progress

A clear audit trail of centre quality management processes are being maintained  
The BTEC programme records were made available and to QMR.

QO. Commentary on the adequacy of evidence seen/heard:  
5

Documents produced are current, up to date and being correctly maintained.

These included;

QRM meeting with QN

Centre Website

Quality Assurance Files

## Quality Measures;

5.1 All centre records are securely and safely maintained and relate to the pupils and the various aspects at each stage of the assessment process.

5.2 All centre records, including current pupil records of assessment feedback were made available during the visit.

5.3 Records of pupils achievements are up to date, regularly reviewed and tracked accurately against the current programme specification. Tracking sheets made available for the programme area.

5.4 Internal assessment and cohort summary records are maintained for three years by the centre.

5.5 All current pupil evidence available for the centre and awarding organisation verification processes. Assessed pupil work is retained for twelve weeks after the issue of certificates.

QO. Justify the action or Recommendation identified to manage weakness and/or make improvement:  
5

None required

**QUALITY MANAGEMENT REVIEW REPORT**

**QUALITY OF LEARNER EXPERIENCE OBJECTIVES**

**Managing Assessment Safeguards**

**Quality Objective:**

All assessment must be recorded in such a way that the centre:

- policies and procedures meet Pearson and regulatory requirements.
- provides robust investigations, free from bias and conducted in line with policy
- ensure fair, consistent documented outcomes, in line with policy and accurately recorded/communicated to all stakeholders.

**Quality Measures:**

10.1 ensure learners and staff are aware of the:

- learner appeal process, learner complaints process (for learners on BTEC L4-7 programmes), and what constitutes assessment malpractice.
- related processes for instigating an appeal or investigating malpractice.
- possible outcomes that may be reached.
- consequences of internal and external outcomes.
- process for a learner appeal to Pearson relating to internal and external assessment outcomes.

10.2 provide learner with sufficient written information and practical instructions at the beginning of the programme to enable them to appreciate the nature of plagiarism and assessment malpractice and provide them with the study skills to research and prepare assignments

10.3 demonstrate how the potential for any assessment malpractice informs learner achievement, programme planning and delivery

10.4 have robust systems for recording and managing all assessment appeals, complaints (where applicable) and malpractice, including plagiarism.

10.5 have a process for reporting serious assessment malpractice, appeal and complaints (where applicable) to Pearson

**Adequacy:**

**Action:**

**Recommendation:**

**Enabling Learner Enrolment & Induction**

**Quality Objective:**

Learners are enrolled with integrity onto appropriate programmes that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression.

**Quality Measures:**

6.1: appropriately publish programme information that is accurate and provides learners with a basis for making an informed choice about enrolment decisions.

6.2: enable appropriate structured discussion with the applicant, with appropriate guidance and advice, to enable informed learner choice.

6.3: access the applicants learning needs, progression aspirations and any additional on-programme support requirements.

6.4: provide opportunities to inform and engage applicants parents/advocates where appropriate in the application and enrollment processes.

6.5: provide an appropriate learner induction that:

- explains the demands, structure, content and assessment requirements of their programme.
- informs learners of the learner appeals and malpractice procedures.
- clarifies the formal requirements and deadlines of both internal and any external assessment.
- explains learner facilities.
- identifies learners development needs.
- develops an individual learning plan.

**Adequacy:**

**Action:**

**Recommendation:**

**Learner on Programme Support & Progress**

**Quality Objective:**

Provide support process appropriate to the level of study and learner need that assures the structured monitoring of individual learner progress, achievement and progression

<UNKNOWN>

**Quality Measures:**

7.1: provide a learning experience that:

- engages learners through effective teaching and assessment processes that foster independent learning, and effective pastoral care to support learning.
- identifies learner development needs with appropriate support to assist progression and achievement.
- reviews learner progress and develops agreed action plans through a process of constructive feedback and dialogue.

7.2: provide a learner review process that is clear, equitable and open equally to all learners.

7.3: ensure strategies are in place to identify support mechanisms are in place and the provision of effective pastoral care that supports learning and achievement.

7.4: continuously improve and update learning and support material, including programme schedules and learner hand books.

7.5: have a reporting process that records each learners achievements and progression to further study or employment.

**Adequacy:**

**Action:**

**Recommendation:**

**QUALITY MANAGEMENT REVIEW REPORT**

**Managing Assessment**

**Quality Objective:**

- Provide a formalised approach to both internal and external assessment that:
- delivers valid and reliable assessment outcomes in line with national standards
  - follows Pearson regulations and requirements
  - leads to the safe certification of learner achievement

**Quality Measures:**

- 8.1: ensure current programmes of study comply with the requirements of Pearson, and external regulatory and quality bodies.  
 8.2: have clearly defined assessment roles.  
 8.3: have clearly identified and auditable internal and/any external assessment procedures that are operational at all assessment locations and across all assessors, units and learners as appropriate. These procedures will
- provide equal access to both internal and any external assessment for all learners as appropriate.
  - have a process that verifies each learners identity and authenticity of each piece of work submitted for assessment
  - meet Pearson's current requirements for conducting internal assessment and/any external assessment
- 8.4: maintain assessment recording documentaion that is:
- clearly understood by learners anda assessors
  - used consistently across all centre assessment locations
  - kept up to date
  - regularly reviewed and tracked accurately against regulated standards
- 8.5: use an assessment methodology that leads to valid and reliable assessment outcomes against current national standards.

**Adequacy:**

All quality processes are in place and effective

**Action:**

**Recommendation:**

**Standards of Internal & External Assessment (BLOCK)**

**Quality Objective:**

- Provide appropriate process to accurately manage internal and the external verification, and the conduct of any external assessments by:
- following Pearson regulations and requirements
  - utilising available standardisation materials to standardise all assessors and internal verifiers
  - enabling the outcomes of internal verification and Peerson Standards Verification and Quality Monitoring Review to improve assessment and internal verification standards

**Quality Measures:**

- 9.1 appropriately register and accredit a lead Internal Verifier for each sector as required and who:
- understands their responsibilities regarding internal and standardisation of assignments and assessed learner work.
  - assures assessment standards amongst all assessors and internal verifiers.
  - provides the required internal standardisation training for teaching staff.
- 9.2 deliver an internal verification process that is compliant with Pearson and regulatory requirements by ensuring:
- an appropriate planning schedule that assures [i] all assignment briefs are internally veirified annually and [ii] sufficient samples of learner work will touch all assessors and all taught unit assessment criteria annually
  - a record of verification outcomes is maintained
  - a process to deal with inaccuracies and weaknesses in assessment identified by internal verification, or by Pearson quality processes.
  - the centre for will have cover for absence and succession plans in place for lead internal verifier
- 9.3 maintain accurate and up to date records of learner progression and achievemnt in order to support the accurate sign off of learner achievement certification claims.
- 9.4 facilitate the conduct of both remote and live standard verification by provision of timely samples of learner work and responses to request made for additional information, additional sampling material or further Pearson investigation.
- 9.5 ensure that correct centre and learner preperation is undertaken for both internally and externally set assessments. This will include both registering requiremntns and the provision of resource and facilities for the conduct of the assessment.

**Adequacy:**

All quality processes are in place and effective

**Action:**

**Recommendation:**

## QUALITY MANAGEMENT REVIEW REPORT

## OVERALL JUDGEMENT: QUALITY OF LEARNER EXPERIENCE

QQ.1 Centre is Meeting All Quality Objectives: True

0

QQ.1 Summary of strength and weakness:

0

Quality objective

All assessments are recorded in such a way that the centre policies and procedures meet Pearson and regulatory requirements.

The centre provides robust investigations, free from bias and conducted are in line with policies and procedures

There is evidence that fair, consistent documented outcomes exist, in line with policy and accurately recorded/communicated to all stake-holders.

QQ.1 Commentary on the adequacy of evidence seen/heard:

0

Documents produced are current, up to date and being correctly maintained.

These included;

QRM meeting with QN

Centre Website

Quality Assurance files

Quality measures;

10.1 Pupils and staff are aware of the pupil appeal process, and what constitutes assessment malpractice. Related processes for instigating an appeal or investigating malpractice and possible outcomes that may be reached.

Process in place for a pupil appeal to Pearson relating to internal assessment outcomes.

10.2 The centre provide learners with sufficient written information and practical instructions at the beginning of the programme to enable them to appreciate the nature of plagiarism and assessment malpractice and provide them with the study skills to research and prepare assignments.

10.3 The centre demonstrated how the potential for any assessment malpractice informs pupil achievements, programme planning and delivery.

10.4 The centre programmes have fit for purpose and ongoing developing systems for recording and managing all assessment appeals, complaints (where applicable) and malpractice, including plagiarism.

10.5 The centre have a process for reporting serious assessment malpractice, appeal and complaints (where applicable) to Pearson

QQ.1 Justify the action or Recommendation identified to manage weakness and/or make improvement:

0

None required

## QUALITY MANAGEMENT REVIEW REPORT

QO.6 Centre is Meeting All Quality Objectives: True

QO.6 Summary of strength and weakness:

Quality objective

Pupils are enrolled with integrity onto the appropriate programme that will meet their needs for their vocational achievements and qualifications. The centre is a fee paying school. The programme area offered at the centre enable and facilitate learning ,achievement and progression. Individual learning plans are completed.

Subject staff monitor GLH and unit content.

QO.6 Commentary on the adequacy of evidence seen/heard:

All records are current up to date and compliant with award board standards. Documents produced are current, up to date and being correctly maintained.

These included;

QRM meeting with QN

Centre Website

Quality Assurance Files

Quality measures;

6.1: All pupils receive information and an induction programme this provides pupils with a basis for making an informed choices about enrolment decisions onto the BTEC programmes.

6.2: Appropriate guidance and advice enables informed pupil choice. Induction programmes are robust for the programme offered.

6.3: Learning needs, progression aspirations and any additional on-programme support requirements are met Tracking documents, vocational handbooks and pupil records seen within the programme files

6.4: Referral agencies as appropriate work in conjunction with the centre to inform and engage pupils, parents/guardians in the application and enrollment processes.

6.5: Robust pupil induction that explains the demands, structure, content and assessment requirements of their programme of study are undertaken.

Appeals and malpractice procedures evident in the Quality assurance files

Formal requirements and deadlines of internal assessments are explained to pupils upon enrollment to the BTEC.

Centre identifies any development needs and support given as appropriate.

The centre are awaiting another private schools inspection.

QO.6 Justify the action or Recommendation identified to mange weakness and/or make improvement:

None required

## QUALITY MANAGEMENT REVIEW REPORT

QO.7 Centre is Meeting All Quality Objectives: True

QO.7 Summary of strength and weakness:

Quality objective  
 Support process is appropriate to the level of study and pupils needs that assures the structured monitoring of individual progress, achievement and progression.  
 The centre have a proactive approach to support needs and progression.  
 Independent learning is promoted  
 A termly report is completed to ensure progress is being made both for the standard curriculum and the BTEC curriculum.  
 Unit materials are updated and reviewed as required.

QO.7 Commentary on the adequacy of evidence seen/heard:

Documents produced are current, up to date and being correctly maintained.  
 These included;  
 QRM meeting  
 Centre Website  
 Quality Assurance files  
 Quality measures;

7.1: The centre provides a learning experience that engages pupils through effective teaching and assessment processes that foster independent learning, and effective pastoral care to support learning.  
 BTEC programme teams identify pupils development needs with appropriate support to assist progression and achievement.

Progress is developed through agreed action plans through a process of constructive feedback and dialogue

7.2: A clear and equitable process which is open equally to all pupils in evidence.

7.3: Strategies are in place to identify support mechanisms which are clearly in place and the provision of effective pastoral care that supports learning and achievement is evident. Classroom and teaching and practical spaces support learning

7.4: Learning and support material including programme schedules and induction hand books continuously updated as appropriate.

7.5: A reporting process that records each pupils achievements and progression to further study or employment. Programme files and discussions around these areas support this process.

QO.7 Justify the action or Recommendation identified to mange weakness and/or make improvement:

None required

## QUALITY MANAGEMENT REVIEW REPORT

QO.8 Centre is Meeting All Quality Objectives: True

QO.8 Summary of strength and weakness:

Quality objective

A formalised approach to both internal and external assessment is very much in evidence at the centre that:

Delivers valid and reliable assessment outcomes in line with national standards

Follows Pearson regulations and requirements

Leads to the safe certification of pupils achievement.

QO.8 Commentary on the adequacy of evidence seen/heard:

Documents produced are current, up to date and being correctly maintained.

These included;

QRM meeting with QN

Centre Website

Quality Assurance files

Quality measures;

8.1: Current programme of study comply with the requirements of Pearson, and external regulatory and quality bodies.

8.2: Programme team have clearly defined assessment roles.

8.3: The programme has clearly identified and auditable internal and external assessment procedures that are operational at the centre assessment location and across the assessors and IVs, units and pupils as appropriate.

These procedures will provide equal access to both internal and any external assessment for all pupils as appropriate.

All processes verify each pupils identity and authenticity of each piece of work submitted for assessment

All meet Pearson's current requirements for conducting internal assessment.

8.4: All assessment records maintain assessment recording documentation and are clearly understood by pupils and assessors.

Consistent and clear across the programme area.

These are regularly reviewed and tracked accurately against regulated standards.

8.5: The assessment methodology leads to valid and reliable assessment outcomes against current national standards.

QO.8 Justify the action or Recommendation identified to manage weakness and/or make improvement:

None required



## QUALITY MANAGEMENT REVIEW REPORT

QQ.9 Centre is Meeting All Quality Objectives: True

QQ.9 Summary of strength and weakness:

Quality objective

The school have provided appropriate evidence to accurately manage internal and the external verification, and the conduct of any external assessments by:

Following Pearson regulations and requirements.requirements.

Use of assessment plans in each vocational area is evident.

The centre utilise the vocational standardisation materials to standardise all assessors and internal verifiers

The outcomes of internal verification and Pearson Standards Verification and Quality Monitoring Review are utilised to improve assessment and internal verification standards.

QQ.9 Commentary on the adequacy of evidence seen/heard:

Documents produced are current, up to date and being correctly maintained.

These included;

QRM meeting with QN

Centre Website

Quality measures;

9.1 The centre appropriately registers and accredit a Lead Internal Verifier for the programme areas. The QN understands the responsibilities regarding internal and standardisation of assignments and assessed learner work.

The QN and programme teams assure assessment standards amongst all assessors and internal verifiers.

The centre provides the required internal standardisation training for teaching staff.(OSCA)

9.2 The centre delivers an internal verification process that is compliant with Pearson and regulatory requirements by ensuring:

There is appropriate planning schedule that assures [i] all assignment briefs are internally verified annually and [ii] sufficient samples of pupil work will touch all assessors and all taught unit assessment criteria annually

Records of verification outcomes are maintained for three years.

There is a process to deal with inaccuracies and weaknesses in assessment identified by internal verification, or by Pearson quality processes.

The centre has a cross centre policy to cover for absence and succession plans in place for lead internal verifiers.

9.3 The centre maintains accurate and up to date records of pupil progression and achievement in order to support the accurate sign off of the pupil achievement and certification claims.

9.4 The centre facilitate the conduct of both remote and live standard verification by provision of timely samples of pupils work and respond to requests made for additional information, additional sampling material or further Pearson investigation.

9.5 Correct centre and pupil preparation is undertaken for internally set assessments.

This includes both registering requirements and the provision of resource and facilities for the conduct of the assessment

QQ.9 Justify the action or Recommendation identified to mange weakness and/or make improvement:

Recommend a standardisation meeting in regards to reviewing and updating internal verification of assessment decisions.

## QUALITY MANAGEMENT REVIEW REPORT

**CENTRE DEVELOPMENT PLAN****Recommendation QO.1 (2/11/2017)**

Recommendation for staff to access ongoing training and development

**Progress Made:****Resolved Date:****Achieved Status:**

Pending

**Recommendation QO.2 (2/11/2017)**

Current QN to continue to work with assistant to ensure they are trained in BTEC policy and procedure.

**Progress Made:****Resolved Date:****Achieved Status:**

Pending

**Recommendation QO.4 (2/11/2017)**

To explore the new specifications around the Level three qualification with the RQM and subject specialist

**Progress Made:****Resolved Date:****Achieved Status:**

Pending

**General Comment**

The Alkins School of Dance operates within Abbots Bromley fee paying school. The school offers 200 pupil places currently.  
 The BTEC programme in performing Arts and dance is offered at Levels 1/2 and 3 currently.  
 The QN and delivery staff are highly supportive of the BTEC programme and are keen to continue to develop their offer of qualifications and to develop the current suite of programmed on offer.  
 The centre demonstrate a proactive and robust approach to delivering the qualifications thus meeting the needs of their pupils.  
 Good practice in terms of assessment methods, and procedures in evidence.  
 High quality pupil work and results in external assessments evident.  
 Good luck with the remainder of the cohort.

**Date of Initial Submission:**

2/11/2016

## QUALITY MANAGEMENT REVIEW REPORT

**Re-Declaration****Centre Recognition Re-Declaration: Yes**

Centre recognition (formerly centre approval): signed to signify that the centre continues to abide by the original approval terms and conditions as updated\*

Qualifications approval(s): signed to signify that the centre continues to abide by the approval terms and conditions as updated\*. Where a centre has an approval that has not been used (no registered learners against the programme, then a request can be made to have that approval deleted.

\*the current terms and conditions are available on the BTEC web site.

A further note is to be sent to centres on this matter

**Qualification approvals Re-Declaration: Yes**

Centre recognition (formerly centre approval): signed to signify that the centre continues to abide by the original approval terms and conditions as updated\*

Qualifications approval(s): signed to signify that the centre continues to abide by the approval terms and conditions as updated\*. Where a centre has an approval that has not been used (no registered learners against the programme, then a request can be made to have that approval deleted.

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