

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DETAILS

Report Status:	Submitted
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Centre Type:	Employer
Centre Quality Reviewer Number:	507366
Centre Quality Reviewer:	MR M E R RAHMAN
Date and Time Review Started:	11/04/2012 10:00
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Number of Subsites at Centre:	0

Are there any collaborative, partnership or consortia arrangements recognised by the Edexcel System?:

Does the centre operate any overseas provision?:

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

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ASSESSMENT OBJECTIVES

Managing Assessment: Verification of assessment outcomes

Quality Objective:

A.1 There is a robust, consistent and transparent approach to verification that:

- enables internal verification to drive and maintain assessment standards.
- utilises the outcomes of Edexcel Standards Verification and Quality Review and Development to inform and enhance internal verification.

Quality Measures:

In order to do this, you will need to:

- A.1.1 have identified an appropriate Lead Internal Verifier for each Principal Subject Area who is trained and accredited or seeking accreditation within a defined time scale, where this is required by the qualification.
- A.1.2 deliver an internal verification process that is compliant with awarding body and regulatory requirements.
- A.1.3 ensure that each Lead Internal Verifier is appropriately prepared and clear about their responsibilities in relation to the standardisation of assessment across a Principal Subject Area; incorporating both pre-assessment standardisation activities and the standardisation of assessed learner work.
- A.1.4 have processes for dealing with weaknesses in assessment, whether highlighted internally or externally.
- A.1.5 collate sufficient evidence of assessment and verification activities to demonstrate that, over time, both processes are effective in upholding national standards.
- A.1.6 have cover for absence and succession plans in place for Lead Internal Verifiers.
- A.1.7 maintain accurate and up to date records of learner progression and achievement in order to support the accurate sign off of learner achievement and certification claims.
- A.1.8 utilise the outcomes of our external monitoring to improve internal systems, processes and assessment outcomes.

NVQ Programmes:

All quality processes are in place and effective

Managing Assessment: Assessment practice

Quality Objective:

A.2 Assessment strategy, processes and management underpin an assessment system that:

- delivers valid and reliable outcomes.
- reflects national standards.
- leads to the safe certification of learner achievement.

Quality Measures:

In order to achieve this, you will need to:

- A.2.1 have clearly defined assessment roles and personnel.
- A.2.2 have clearly defined assessment procedures that are operational at all assessment locations and across all assessors, units and learners.
- A.2.3 have assessment recording documentation that is clearly understood by assessors and learners, and is utilised consistently across the centre.
- A.2.4 use assessment methodology that leads to valid and reliable assessment outcomes, which are in line with regulatory and standards setting body requirements.
- A.2.5 provide equal access to assessment for all learners.
- A.2.6 have adequate support mechanisms for assessors.
- A.2.7 comply with our testing requirements as appropriate.

NVQ Programmes:

All quality processes are in place and effective

Managing Assessment: Assessment recording

Quality Objective:

A.3 All assessment must be recorded in such a way that:

- assessment evidence is clearly measured against national standards.
- learner progress can be accurately tracked.
- the assessment process can be reliably verified.
- there is clear evidence of the safety of certification.

Quality Measures:

In order to achieve this, you will need to:

- A.3.1 store assessment records securely and safely.
- A.3.2 maintain records of learner achievements that are up to date, regularly reviewed and tracked accurately against national standards.
- A.3.3 retain assessment records for centre and awarding body scrutiny for a minimum of three years following certification.
- A.3.4 have current learner evidence available for centre and awarding body verification processes.

NVQ Programmes:

All quality processes are in place and effective

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Managing Assessment: Malpractice and appeals

Quality Objective:

A.4 Learner appeals and learner/staff assessment malpractice:

- policies and procedures are sufficiently rigorous to meet awarding body and regulatory requirements.
- investigations are robust, free from bias, conducted in line with policy and accurately documented.
- outcomes are fair, consistent, in line with policy and accurately recorded/communicated to all stake-holders.

Quality Measures:

In order to achieve this, you will need to:

A.4.1 have policies and procedures for dealing with learner appeals and learner/staff malpractice that are in line with our guidance and operational requirements.

A.4.2 have a means for ensuring all learners and staff are aware of:

- what constitutes an appeal and what is considered assessment malpractice.
- the related processes for instigating an appeal or investigating malpractice.
- the possible outcomes that may be reached.
- the consequences of outcomes.

A.4.3 demonstrate how the potential for assessment malpractice informs programme planning and delivery.

A.4.4 have robust systems for recording and managing all assessment appeals and malpractice.

A.4.5 have a process for reporting serious assessment malpractice to us.

NVQ Programmes:

All quality processes are in place and effective

Managing Assessment: Registration and certification

Quality Objective:

A.5 Administrative processes and procedures must ensure that all registrations and certificate claims:

- are accurate and timely.
- reflect a learner's course of study and level of achievement.
- are reported to us where they are inaccurate or unsafe.

Quality Measures:

In order to achieve this, you will need to:

A.5.1 have a procedure for the timely and accurate registration of learners that is operational and monitored.

A.5.2 have a mechanism for the checking of the accuracy of learner registrations.

A.5.3 follow a procedure which ensures timely and accurate certification claims that are checked and verified against assessment records.

A.5.4 have a procedure for checking certificates received against assessment records, prior to issue.

A.5.5 investigate and report all inaccurate, early/late and fraudulent registrations or certification claims, via internal senior management, to us.

A.5.6 provide unit certification claims for learners where appropriate.

NVQ Programmes:

All quality processes are in place and effective

MANAGING ASSESSMENT - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives:

Yes

NVQ Comments:

A.1.1

The QN and the delivery team understand the process for gaining lead internal verifier accreditation via online standardisation. This is not required for NVQ programmes. All staff hold IV qualification and any new staff are trained and inducted to this role well. The centre runs and delivers Edexcel's own IV qualification the assessor's award. This ensures that all staff are fully competent and can deliver the programmes they are attached to successfully.

A.1.2

Beacons deliver an internal verification process that is compliant with Edexcel's own requirements. There are effective mechanisms in place at the centre, such as the internal verification plans which show when verification is carried out and by whom. There are clear records that IV is taking place and is a key feature in meetings at the centre. The IV plan ensures that a consistent and uniform internal verification process applies at the centre at all times

A.1.3

The lead internal verifiers are well prepared and very clear about their role and responsibilities. They have many years of experience and are leading standardisation and assessment across all NVQ's. Beacons has standardisation meetings quarterly. There is clear evidence of standardisation meetings that take place at the centre with all relevant staff.

A.1.4

Beacons have clear processes and procedures for dealing with weaknesses in assessments relating to learners work. When learner work is assessed then a more experienced member of staff checks the

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assessment feedback and judgment reached. The quarterly meetings ensure standardisation practices and assessments are accurate and consistent in line with Edexcel's requirement. The internal verification process at the centre monitors the effectiveness of these practices.

A.1.5

Beacons uphold national standards as seen in their Internal verification processes and also the standardisation of assessment materials and learners work. There is clear evidence from the SV reports that verification is effective at the centre. Over time both practices are effective and thorough at the centre. The QN with the quality assurance team checks to monitor that internal verification is correctly, consistently and systematically carried out at the centre. There is a schedule that shows clearly when and by whom the IV was carried out.

A.1.6

Beacons have a very robust system in place to deal with staff absence and succession planning. All staff at the centre is required to undertake the training as internal verifiers. There are also plans for reserve IVs they are staff who can step in at anytime when support is needed in IV processes at the centre.

A.1.7

Beacons maintain accurate and up to date learner progress records electronically. The exams officer was able to explain the process and show the learner tracking sheet on the centre's network. Beacons has accurate recording of assessment and internal verification which is kept up to date so that learner achievement can be tracked and assure that certificate claims are 100% accurate. There is a clear and agreed certification procedure in place.

A.1.8

All staffs have CPD training in place and any weaknesses identified in their practice through standardisation or internal verification is put on a support plan. New staffs have a support programme regardless of their experience. There are meetings with team leaders by senior staff where staffs are set targets for improvements.

A.2.1

Beacons ensure all staffs have a staff handbook that clearly states the assessors role and practice it also clearly states their responsibility. There are written policies and procedures detailing staff responsibilities. The staff handbook is updated annually by at centre to incorporate any changes to the organisation.

A.2.2

Learners handbook contains details of how, when and who carries out assessment of their work in order for them to successfully complete the course. There is a clear assessment statement in the handbook along with the procedures of assessments.

A.2.3

Learner hand book for different courses details the kind of assessment each learner needs to undertake. The assessment documentations, language is suitable for the age range of the learners recruited on to the programmes. It is evident the assessment documentation is understandable by both assessors and learners as they successfully complete the NVQ courses.

A.2.4

Beacons has adequate documentation and assessor support at the centre to ensure valid and reliable assessment outcomes. There is a process to address assessment issues, which includes internal verifier feedback and training support. There is a robust mechanism of support given to each assessor and IV to help them make correct judgments of learners work.

A.2.5

Beacons has in place ways of ensuring that all learners have prompt and adequate access to assessment. That access is not compromised even if learners take time off for personal reasons. Learners with disabilities are supported well at the centre and staffs are trained well in ensuring no learner goes untested so that they can be given support if needed in key skills.

A.2.6

Beacons has adequate support mechanisms for all assessors. All staff has access to appropriate training and receive key information on any programme changes through the QN. The sharing of good practice is evident within and between teams at Beacons. The development and maintenance of staffs vocational expertise is important to at Beacons.

A.2.7

The QN is aware of the testing requirements should the centre deliver any programmes that include testing.

A.3.1

Beacons has taken necessary precautions against protection of data at its centre. All records are secure against hazards like theft and fire. Records are kept electronically and also scanned as

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backup by the admin team. Data is only accessible by relevant staff. The centre has a data protection policy in place.

A.3.2

Beacons has up to date and accurate learner progress information. This is kept on a live tracking spreadsheet that has been created by the centre's director. All information on progress, when IV was carried out is easily identifiable from the spreadsheet. The exams officer tracks all information relating to learners based on the written feedback from assessors and IV's.

A.3.3

QN leads to ensure that Internal verification records are maintained and checked. The QN ensures records are securely kept of Internal verification of all learners on all programmes. There is records of learners IV electronically and on paper. The IV schedule shows details of which learners have been IV'd.

A.3.4

Learner work was available for verification purposes. The format was accessible as it's also electronically stored. Learner's portfolios seen were of a very high standard with all relevant programme details in the files.

A.4.1

Beacons has an Appeals and Malpractice policy that are in line with Edexcel's own guidance and operational requirements. All staff and learners have the Appeals Malpractice policies in their handbooks. The current assessment malpractice procedures targets both learners and staff at Beacons.

A.4.2

The Appeals and Malpractice policy is understood by learners and staff. Malpractices issues are addressed by ensuring learners and staff are aware of the issues: plagiarism, collusion, fabrication of results, falsifying grades, and fraudulent certification claims; referencing skills; Beacons operates a zero tolerance approach to malpractice. The appeals process is understood by learners and staff as they sign their induction handbooks to confirm this.

A.4.3

Beacons has a robust system for recording and managing all assessment appeals and malpractice. QN believes that through planning and delivery with assessors and tutors will minimise malpractice. The assessors and internal verifiers ensure that during the course learners are questioned on skills and knowledge to establish the authenticity of the learners work. All learners sign an authenticity statement in their portfolio to state that this is their own work.

A.4.4

Beacons has a robust procedure if there is any malpractice as seen in the policy handbook, however there has been no reported cases of such practices. The procedures in the handbook allow senior staff to investigate and record alleged appeals and malpractice; managing learners and staff if allegations are found to be true.

A.4.5

QN understands his role well and knows how to report any malpractices to Edexcel via the senior management at Beacons CDC policy ensures that the extent of assessment malpractice or of an appeal should be fully appraised and action taken. QN has a liaison point for these matters which is his direct line manager.

A.5.1

QN and the exams officer fully understand the deadline for registrations. The exams officer uses the correct programme number to register learners. All registration details are checked and monitored before submission to Edexcel. Beacons have a central point of contact for registrations and claim the exams officer who deals with registrations and certification claims.

A.5.2

The exams officer uses Edexcel online to check the accuracy of registrations so that any problems can be identified and resolved before learners finish their programme. Once learners are registered assessor check with learners the information that is held on edexcel online.

A.5.3

The exams officer uses the signed learner registration document for a certification claims verifying process to ensure all details are accurate as held on the database. All claims at the centre reflect achievement in assessment records seen of previous learners. The centre avoids one person reporting results, as mistakes can be made easily.

A.5.4

The QN checks that when certificates are received, he checks a sample of certificates is against reported results. If he identifies any anomalies he gave a detailed description of how he would report it to Edexcel and the certificate withheld until resolved. QN showed Examinations records of learners on the central database and explained the procedure used to check all details of each learner.

A.5.5

The QN is a senior member of staff who has responsibility for registration and certification processes

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and understands any untoward practices are reported to Edexcel so that a full investigation can take place. The QN understands well that NVQ certificate claims should conform to the 10 week rule.

A.5.6

At Beacons where learners do not complete a full qualification, there is a system in place for accurate reporting and certificate claim made to ensure that unit credit can be achieved by those learners. The QN and the assessor team understand this procedure well and no learners are disadvantaged.

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LEARNING OBJECTIVES

Managing Learning: Maintaining quality

Quality Objective:

- L.1 There are effective systems and procedures developed and agreed by managers, which are:
- regularly reviewed and updated.
 - readily available to all staff and learners.
 - operational throughout the organisation.

Quality Measures:

In order to achieve this, you will need to:

- L.1.1 identify a range of key quality systems that are:
 - supported by policy.
 - appropriate to centre size and the qualification requirements.
 - supported by senior managers.
 - implemented by assessment and delivery teams.
- L.1.2 have policies and procedures for managing:
 - equality and diversity.
 - health & safety.
 - special consideration & reasonable adjustment.
 - recognition of prior learning
- L.1.3 regularly review and evaluate centre policies.
- L.1.4 effectively manage accurate and consistent internal and external communications that ensure the accurate and timely dissemination of key messages to all stake-holders.
- L.1.5 have continuous compliance with our published policies, procedures and regulatory requirements.
- L.1.6 assure us that BTEC and NVQ qualifications on the NQF or QCF are not delivered outside of the UK without our approval.

NVQ Programmes:

All quality processes are in place and effective

Managing Learning: Roles and team working

Quality Objective:

- L.2 Roles are clearly identified and appropriate people appointed in order to ensure:
- effective centre management.
 - accurate administration of learner activity.
 - high quality teaching and delivery.
 - valid assessment and consistent verification.

Quality Measures:

In order to achieve this, you will need to:

- L.2.1 identify an individual with overarching organisational responsibility for quality to act as our contact (Quality Nominee).
- L.2.2 identify an individual or team with overarching responsibility for the:
 - enrolment and registration of learners.
 - tracking of learner achievement.
 - administration of controlled assessments (where appropriate).
 - safe claiming and distribution of learner certificates.
- L.2.3 give delegated authority to programme teams to plan and manage the quality of programme delivery and assessment across all delivery sites.
- L.2.4 set aside time, on a regular basis, for programme teams to have formal minuted meetings to discuss teaching, assessment and verification activities and strategies.
- L.2.5 ensure that the organisational structure reflects a culture of quality assurance and improvement.

NVQ Programmes:

All quality processes are in place and effective

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Managing Learning: Programme review, evaluation and improvement

Quality Objective:

L.3 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.

Quality Measures:

In order to achieve this, you will need to:

- L.3.1 identify senior staff to lead on quality review and improvement processes.
- L.3.2 have a cycle of programme review and evaluation to assure the quality of the learning experience.
- L.3.3 consult with learners, staff and other stakeholders as part of all programme review processes.
- L.3.4 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.
- L.3.5 demonstrate continuous compliance with our centre and qualification approval criteria and quality requirements.

NVQ Programmes:

All quality processes are in place and effective

Managing Learning: Learner recruitment

Quality Objective:

L.4 Learners are recruited with integrity onto appropriate programmes that will:

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

Quality Measures:

In order to achieve this, you will need to:

- L.4.1 provide relevant programme information, guidance and advice, to enable informed learner choice.
- L.4.2 publish entry and selection criteria.
- L.4.3 demonstrate that learners are recruited with integrity.
- L.4.4 carry out comprehensive learner induction that:
 - addresses programme and organisational requirements .
 - explains learner facilities.
 - identifies learners' development needs.
 - develops an Individual Learning Plan.

NVQ Programmes:

All quality processes are in place and effective

Managing Learning: Learner support and review

Quality Objective:

L.5 Learners are supported, monitored and their progress continually reviewed in order to:

- provide constructive feedback.
- enhance progression.
- maximise achievement.
- identify progression.

Quality Measures:

In order to achieve this, you will need to:

- L.5.1 publish a learner review process that is clear, equitable and open equally to all learners.
- L.5.2 identify learner development needs and provide appropriate support to assist progression and achievement.
- L.5.3 engage learners through effective teaching and assessment methodology that fosters a sense of individual responsibility.
- L.5.4 review learner progress and develop agreed action plans through a process of constructive feedback and dialogue.

NVQ Programmes:

All quality processes are in place and effective

MANAGING LEARNING - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives:

Yes

NVQ Comments:

L.1.1

Beacons ensures the programmes for NVQs have policies and procedures that drive standards at the organisation. The QN and the lead IV understand these processes and ensure ongoing consistency. All procedures at Beacons enable the monitoring of quality assurance practices. The procedures encourage continuous improvement at Beacons. All policies and procedures are kept electronically. All policies are reviewed annually in team meetings to ensure all standards are being met. There is a policy in

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place to govern the reviews of policies at the centre. There is a spreadsheet showing reviews of policies.

L.1.2

Beacons have policies and procedures for managing, equality and diversity, health and safety, special consideration, reasonable adjustment and recognition of prior learning. These were evident in their shared drive and kept electronically. Staff and learners have access to these policies at all times.

L.1.3

Policies and procedures at Beacons are dated and regularly reviewed. Quality assurance is dynamic and as such all staff are aware of its nature and have easy access to updates and information at all times from the QN and the lead IV.

L.1.4

The QN effectively manages all communication from Edexcel. QN disseminates updates from Edexcel and passes these on to all staff. The Quality Nominee is aware of his role and understands how it is key in this and important at points of change. The QN is also the centre manager who is also aware of all changes and updates colleagues regularly.

L.1.5

Beacons also uses Edexcels own published policies to keep abreast of any changes. The QN understands well that these give guidance on all aspects of qualifications and should be used to inform centre policy and procedures.

L1.6

The QN is fully aware that centre and qualification approval is restricted to delivery operations in the UK.

L2.1

The Quality Nominee knows that his role is vital relation to the programme quality and the promotion of good practice. The Quality Nominee knows that he has authority to liaise with Edexcel, to receive information electronically and to circulate to appropriate staff. The Quality Nominee is involved in planning and devising quality procedures and their implementation at Beacons.

L.2.2

The QN has overarching responsibility at Beacons. This will ensure that the quality assurance is a shared team responsibility. All staff must plan, delivery and assess where necessary. The director of programmes takes responsibility for operational management and liaises with the Quality Nominee about quality requirements at Beacons.

L.2.3

There is evidence of team planning and operational meetings at Beacons. Minutes of meetings are formal and agendas included: learner progress; Standards Verification; quality issues are discussed, analysed and resolved. Any decisions made are recorded and actions monitored.

L.2.4

At Beacons, communication between programme teams encourages the sharing of good practice and a consistent approach to programme management. There is evidence of frequent meetings where good practice is shared and issues resolved. All staffs have access at information regarding meetings all times and know which meetings they have to attend.

L.2.5

At Beacons the organisation structure demonstrates the management of Edexcel programmes and responsibility for programme quality assurance at centre. The organisation chart shows roles and responsibility of all staff at the centre.

L.3.1

The QN along with the Senior management team are the driving force for a culture of continuous improvement and has a strategic overview and responsibility for quality assurance at Beacons. There are systematic and formalised reviews that take place that inform required improvements. The lead IV and tutors observe each other's teaching and provide feedback to improve teaching methodology.

L.3.2

The QN along with senior managers review systems at Beacons regularly to ensure fitness for purpose. They focus on achievement and address delivery, assessment and operational issues, as well as general administration. Each year staff reviews are carried out and learner questionnaires that record both staff and learner opinions, and resulting action plans where necessary.

L.3.3

The QN and the senior management team believes that an investment in quality takes various forms such as provision of time and other resources allowing people to make practical quality improvements; the support, empowerment and recognition given to staff. All staffs feel valued and all staffs are given support so that they can achieve to their full potential. The CPD is excellent at Beacons for staff.

L.3.5

The QN with the senior management team reviews procedures at the centre to ensure high standards of

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quality assurance. From the reviews actions identified are recorded and SMART is used to achieve success. . Actions plans show that reviews form an important part of Beacons's development each year.

L.3.6

The QN ensures that the Centre and qualification approval requirements are annually monitored.

L.4.1

Lead IV and the QN ensure that learners understand the nature and requirements of the relevant programme before enrolling on its programmes. Beacons provides bespoke and specific advice and guidance to all learners. The enrolment documentation identifies if learners need any additional support such as key skills in literacy. All learners have an ILP individualized learner plans.

L.4.2

The QN ensures that all requirements are explained to applicants and a standard, valid, fair recruitment procedure is used when learners are recruited to the courses. All learners are given and initial skills tests in literacy and numeracy then interviewed informally to assess their suitability to the course. Where there is a shortfall then the learners are given appropriate support and feedback to help them succeed on the course.

L.4.3

Beacons believes that the learners should be recruited with integrity, avoiding enrolment onto inappropriate programmes. The registration form helps with the identification of learning needs and specific support on programme is then planned for that learner. The assessors use the specification documents provide details of skills sets required for each level of qualification. Beacons places the learners on the correct programme and level, using initial assessment and knowledge of the learner. All learners receive excellent guidance and support from the assessors and the feedback is very detailed and helps them develop further. All learners have a Individualised learning plan.

L4.4

At Beacons learner inductions provide all necessary information relating to the programmes the learner has enrolled at. Staffs also provide information relating to the facilities and requirements of the courses and the high expectations of the organisation. All equality and diversity issues are addressed. All learners are taken through the centres policies systematically by their assessors or tutors.

L.5.1

Assessors carry out initial assessment process identifying learning needs of all learners and inform learners of what support is available before learning starts. Learner assessment records seen in files and also the level of support offered at Beacons is exemplary.

L.5.2

Beacons ensures that available support is publicised and accessible to all learners, regardless of their needs. This support can include induction, tutorial reviews, pastoral support, monitoring of absence, in addition to learning support. If additional support requirements are identified, these are planned and made available as required. The provision of learner support is consistent and understood by the learner and tutor.

L.5.3

There is a robust and effective learner induction is at Beacons that initiates the independence of learning and help achieve their potential. Vocational teaching and assessment methods foster this ideal, which is demonstrated by learners carrying out research, undertaking practical activities, demonstrating their skills and keeping work logs on the programme run at Beacons. Learner records show a range of assessment methodology used to collect evidence for NVQ's.

L.5.4

For the NVQ programmes all learners are attached an assessor who provides regular support and feedback. This includes attendance, achievement of deadlines and formative feedback on submitted work, together with planned improvement, in order to motivate the learner. These elements are planned and tracked through the programme.

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RESOURCE OBJECTIVES

Managing Resource: Staff resources

Quality Objective:

- R.1 The delivery and assessment of our programmes is enhanced by an appropriate programme team that is:
- appropriately qualified in the art of teaching and assessment.
 - vocationally competent to teach and assess the subject.
 - given sufficient time to effectively fulfil all aspects of the role.
 - effectively engaged in quality improvement.

Quality Measure:

In order to achieve this, you will need to:

- R.1.1 demonstrate that staffing on programmes is continuously monitored in order to maintain adequate numbers of appropriately qualified and vocationally experienced personnel.
- R.1.2 have an effective recruitment and selection process which ensures the maintenance of adequate and appropriate staffing.
- R.1.3 give teaching and assessing staff sufficient time for programme planning, delivery, assessment, verification and evaluation activities.
- R.1.4 ensure that external experts who deliver and assess on programmes are familiar with the specification and assessment requirements.

NVQ Programmes:

All quality processes are in place and effective

Managing Resource: Staff induction and development

Quality Objective:

- R.2 Induction and continuous professional development ensures the staff is:
- up to date with national trends and standards in teaching and assessment.
 - aware of industrial trends and developments.
 - conversant with all organisational procedures and policy.

Quality Measure:

In order to achieve this, you will need to:

- R.2.1 induct all staff new to the centre and/or programmes in:
 - local educational policies and procedures.
 - team and programme management structures and accountabilities.
 - vocational assessment philosophy.
 - regulatory and awarding body requirements.
- R.2.2 ensure ongoing staff development that meets the needs of the organisation and the delivery and assessment of our programmes.
- R.2.3 evaluate staff induction and development provision to ensure:
 - equal access for all staff.
 - that it remains fit for purpose.
 - that it delivers against its outcomes.

NVQ Programmes:

All quality processes are in place and effective

Managing Resource: Physical resources

Quality Objective:

- R.3 There is adequate provision of physical resources that will:
- support general learning and assessment.
 - enhance subject specific and technical learning and assessment.
 - ensure learner and staff safety.

Quality Measure:

In order to achieve this, you will need to:

- R.3.1 have specialist and general resources available that are sufficient for learner volumes.
- R.3.2 have appropriate and fair access arrangements for all students regardless of ability or disability.
- R.3.3 monitor all resources regularly to ensure they are fit for purpose and safe to use.
- R.3.4 consider the provision of general and subject specific resources when planning the introduction of new programmes.
- R.3.5 ensure that, when used, external resources are fit for purpose, appropriate and safe.

NVQ Programmes:

All quality processes are in place and effective

MANAGING RESOURCE - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives:

Yes

NVQ Comments:

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R1.1

The QN was able to demonstrate that staffing on all programmes are monitored in order to maintain adequate numbers of appropriately qualified and vocationally experienced staff. There are observations and reviews of subjects that take place periodically. If there are any problems then it is resolved as soon as possible with a support plan.

R1.2

The centre does have an effective recruitment and selection process which ensures the maintenance of adequate and appropriate staffing at all times. There is a staff recruitment policy that ensures all staffs are competent in their respective post. Any staffs who may not be competent are immediately put on to a rigorous training programme. All staff are trained to hold an assessors qualification or an IV qualification.

R1.3

All staffs are given teaching and assessing time for programme planning, delivery, assessment, verification and evaluation activities. Staff time table shows this is in place.

R.1.4

The QN knows and understands if it uses external experts who deliver and assess on the programme they should be familiar with the specification and assessment requirements of the specification.

R2.1

All staffs are inducted who are new to the centre. All staffs receive a job description that details all their roles and responsibilities. They are also given information on policies and procedures and team programme information as well as regulatory and awarding body requirements.

R2.2

The QN ensures ongoing staff development that meets the needs of the organisation and the delivery and assessment of all Edexcel BTEC programmes. There is a staff development policy in place.

R2.3

There is CPD feedback information available from staff in the form of a questionnaire. All staffs are provided with updated information on specifications by the QN. Staff feedback is monitored to ensure improvements at all levels.

R.3.1 The centre has specialist and general resources for the course it delivers to learners. There are sufficient resources to learner volumes. The centre has invested in new resources for all its programmes. The facilities at the centre are excellent.

R3.2

All learners recruited to the programmes is done so with integrity. There is a fair access arrangement system in place for all learners regardless of ability or disability. All learners receive tailored support and ongoing support from a dedicated support officer.

R.3.3

The QN ensures that all resources regularly checked to ensure they are fit for purpose and safe to use.

R.3.4

The senior management team and the QN along with the lead IV do consider the provision of general and subject specific resources when planning the introduction of new programmes.

R3.5

The centre carries out annual resource inspections that ensures all resources are fit for purpose. If the centre does use externally published resources, these are internally verified by the programme lead or lead IV to ensure the suitability of the materials.

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DEVELOPMENT PLAN

General Comment

The QN is new to this role and has significant experience in quality assurance processes. All the centre has direct claims status and the SV's report highlighted that internal verification was good at the centre. The centre is looking forward to recruiting more Assessors as it expands its NVQ provision. The staff at the centre were Agne Cowie, Exams officer, Ken L- QN and quality nominee and centre manager. K liggins Director, Matt Cassie - HR and Admin.

Areas of good practice

The centre has excellent CPD development for staff.

Date of Initial Submission:

22/04/2012