

QUALITY MANAGEMENT REVIEW REPORT

CENTRE DETAILS	
Centre Name:	NOTTINGHAM GIRLS' ACADEMY
Centre Number:	28258
Principal/Head:	MR PETER HOLYK
Centre Email:	pholyk@nottinghamgirlsacademy.org
Quality Nominee:	ADRIAN SHARPE
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Quality Nominee Telephone:	0115 929 9401
Centre Type:	School
Centre Quality Reviewer Number:	MRS SL SINGLETON
AA Number:	971367
Date and Time Review Started:	14/03/2017 08:55
Date and Time Review Completed:	14/03/2017 14:00
Who was the Review With?:	Quality Nominee
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:	NONE

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HN Programme Name	Current No. Registered Learners	Current No. Active Learners	No. Learners withdrawn from programme	Current / Proposed Maximum Registrations	Mode of Delivery	Certificate Claimed [full or partial]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

Centre Systems Changes

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.
- operational 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 and reasonable adjustment
- recognition of prior learning and the way this informs learner assessment
- the provision and learning experience of all levels BTEC provision
- centre and individual learner engagement with employers

1.3 provide appropriately qualified and vocationally competent staff, who:

- have sufficient time to effectively fulfill all aspects of the 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:

Action:

Recommendation:

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 requirements 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:

Action:

Recommendation:

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
- indicative of 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 the review process:
 - inform change
 - drive continuous improvement
 - ensure that all learning and assessment provision remains effective and fit for purpose.
 - provides confirmation that centre procedures to track centre employer engagement have been monitored and verified; and that employer engagement records for individual learners have been accurately maintained.
- 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:

QUALITY MANAGEMENT REVIEW REPORT

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

OVERALL JUDGEMENT: CENTRE QUALITY INFRASTRUCTURE**Centre is Meeting All Quality Objectives:** Yes**QO. Summary of strength and weaknesses:**

1

The organisational structure is clearly defined and complies with Pearson approval requirements. The centre has agreed effective systems, procedures, and resources meeting Pearson requirements for the adequate management, resourcing, delivery, and internal and external assessment of BTEC provision. The centre is well organised in that they are sufficient for current centre needs, regularly reviewed and updated. The Pearson requirements are readily communicated and available to all staff and learners; the Quality Nominee oversees all the qualifications and ensures they are managed by sufficient qualified staff throughout the whole centre.

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

1

The centre has identified a range of key quality systems that meet with Pearson and other regulatory requirements. Equality, diversity, safeguarding, and health & safety policies are in place. Policies also exist for assessment, internal verification, employability, malpractice and appeals, health and safety and can be found in the centre management portfolio with copies also held in every subject Programme Management File. These include special consideration and adjustment and recognition of prior learning. Policies are reviewed, and where changes made, updated. For example, assessment policy was updated in light of new assessment rules and procedures introduced for BTEC courses. The centre ensures arrangements for consortium and collaborative agreements with other sites or organisations and for distance learning is appropriately recorded on Pearson systems. From verbal discussion with the Quality Nominee and Programme leaders, it is clear that the centre provide appropriately qualified and vocationally competent staff, who have sufficient time to effectively fulfil all aspects of the role, are provided with adequate induction that is appropriate to the level of BTEC provision being delivered and have sufficient access to monitored annual continuous professional development. The centre 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. Resources are sufficient for the conduct of all internal and external assessment. The Academy has benefitted from a multi-million pound rebuild and is well resourced. New course resources are budgeted for. ICT requirements are planned for to deliver courses and systems maintained on an on-going basis. A Health and Safety officer is employed on site to carry out the required checks. The Quality Nominee provides effective internal and external communications to ensure that staff, learners and other stake holders are correctly informed about all relevant aspects of BTEC programmes. Email is the preferred option, along a central teacher resource folder and the SharePoint hub which is created on the Academy network to allow access to all policies and documentation.

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

1

NONE

QUALITY MANAGEMENT REVIEW REPORT

QO. Summary of strength and weaknesses:

2

Roles are clearly identified and appropriate people appointed. Staff across the centre share the roles to ensure effective quality of centre management takes place, accurate administration of learner activity and a high quality of teaching and delivery takes place. There are key roles in the centre that ensure valid assessment and consistent verification takes place.

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

2

The centre have identified a Quality Nominee, who acts as a main contact point with Pearson, he is also a member of the Senior Leadership Team in the form of Deputy Principal. He has overarching organisational quality matters, liaises about regulatory requirements and updates the centre contact details. The Quality Nominee ensures staff are informed and updated on quality requirements as required; this is mostly communicated via email. The Quality Nominee line managers the Exams Officer via weekly meetings that include BTEC agenda items. Each faculty have identified a programme leader with appropriate shared responsibilities with the Exams officer for assisting in the management of enrolment and registration of learners, tracking and recording of learner achievement and safe claiming and distribution of learner certificates. Each programme leader is responsible for their own subject areas. The process is rigorous with a checking service between the Exams officer and Programme leader for both registrations and certification claims. The exams officer ensures staff check the information by signing the registrations and returning these back to the exams officer. The administration and conduct of any Pearson BTEC programme external and/or controlled assessments is primarily organised by the exams officer. The centre provides senior manager oversight; this is the Quality Nominee who is also The Deputy Principal. He gives delegated authority to programme teams to plan and manage the quality of programme delivery and assessment across all delivery sites. The centre set aside structured time for programme teams to have formal meetings to discuss delivery, assessment, verification, and other activities and strategies. Staff meet once a term (6 times a year), however additional meetings may take place if required, should an issue arise that the Quality Nominee feels may need addressing. Evidence was obtained from formal meeting with the Exams officer, programme files and discussion with the team leaders.

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

2

NONE

QUALITY MANAGEMENT REVIEW REPORT

QO. Summary of strength and weaknesses:

3

The administrative processes and procedures at the centre are thorough. From discussion with the Quality Nominee and the programme management files the evidence presented has seen no late fees, all registrations and certificate claims are accurate and timely, recorded, stored and auditable and reflective of a learner's programme of study and level of achievement. The centre registers all learners by the end of October, and learners registered after this date are only due to them arriving at the centre midway through the school term.

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

3

After meeting with the Quality Nominee, the exams officer, looking through the QN file, and from discussion with the programme leaders, it is clear to see the centre has 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. Staff checked registrations sheets which are issued to them from the Exams Officer to confirm they are accurate. This process takes place in October. The centre procedure for registering learners for any BTEC externally set assessment is via CMIS, however the centre are moving to SIMS in September 2017. This procedure takes into account any re-assessment regulations currently in force. The Academy employs an attendance officer who checks the maintenance of accurate and current records of attendance for every learner, whilst they are registered learners at the centre. All BTEC students complete exit documentation at the end of their programmes of study. This is signed off by staff for each unit and is checked by the Lead Internal Verifiers before handing in to the Head of Faculty. These are then passed to the Exams Officer to claim unit and programme certification. Programme leaders are encouraged to forward tracking sheets as soon as cohorts complete to avoid end of year bottlenecks. It was evidenced via verbal discussion with the exam officer and programme leaders that certification claims are timely and accurate, verified against assessment records and inputted onto EDEXCEL online. This includes the provision of unit certification as appropriate. The input of student grades is carried out by both the exams officer and programme leaders together. The centre was not required this year to claim for any unit certification. The certificates received are checked against assessment records, prior to issue, by Programme Leaders and the exams officer. The centre are aware of the processes required to investigate and report any inaccurate, early/late and fraudulent registrations or certification claims, via internal senior management, to Pearson. This process has never had to be actioned to date.

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

3

NONE

QO. Summary of strength and weaknesses:

4

Effective continuous improvement systems are in place and operational for the ongoing review, evaluation and improvement of programmes that are delivered in the centre. The assessment at the centre involves a variety of delivery and assessment staff. The Annual Programme Evaluation & Review process involves staff, senior management and learners. The centre confirms that programmes continue to meet the centre and qualification approval criteria and quality requirements, by signing the declarations. They 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. Questionnaires were evidence in the programme management files.

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

4

The Vice Principal (Quality Nominee) is identified as the senior member of staff to lead on quality review and improvement processes, along with the Principal and other members of Senior leadership team. Staff 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. This is through verbal discussion with staff and students and data received from student questionnaires. Various consultancy processes take place such as discussion with external bodies from the trust, whole academy reviews, cycles of lesson observations and taster days. Departments scrutinise the results and speak across subject areas. The outcomes of the review process lead to departments moving onto the new NQF courses for 2016, while others chose to no longer deliver BTEC at both Key Stage 4 and Key Stage 5. The centre has demonstrated continuous compliance with Pearson centre recognition and qualification approval criteria and quality requirements as part of the annual evaluation and review process. The Centre Engagement Document was completed in a timely manner and signed by the Principal.

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

4

NONE

QUALITY MANAGEMENT REVIEW REPORT

QO. Summary of strength and weaknesses:

5

The centre record systems are secure at the centre. Staff ensure that all records are systematic, accurate and have secure maintenance; this applies to all assessment, learner, and other quality management records, and record systems. All aspects of centre quality management are recorded to show audit trails of assessment records and centre quality management processes. Stringent processes in place and over seen by the Exams Officer who ensures safe certification by providing evidence of consistently accurate assessment against the correct standards; reliable verification; and demonstrates learner progress.

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

5

The centre 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. These are stored in the exam safe, however the centre are in discussion with JCQ to move the location so it is more accessible and in a more secure area. Each individual department also has a locked filing cabinet for confidential or important paper work documents. The centre also has an online secure server which requires password entry for certain aspects and documents. Faculties monitor progress in departmental meetings and put intervention into place when required. Department files provided evidence of centre records, including current learner records of assessment feedback, available for Pearson verification processes and other forms of scrutiny. Each faculty has their own bespoke tracking system. The centre has written in their BTEC procedures policy that all learner work is to be retained until twelve weeks after the issue of certificates. It is also written in the BTEC procedures policy that staff must 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.

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

5

NONE

QUALITY MANAGEMENT REVIEW REPORT

QUALITY OF LEARNER EXPERIENCE OBJECTIVES

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 applicant's 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 enrolment 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:

All quality processes are in place and effective

Action:

Recommendation:

Learner on Programme Support & Progress

Quality Objective:

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

Quality Measures:

- 7.1: provide a learning experience that:
 - engages learners through effective teaching and assessment processes that foster independent learning, and provides 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.
 - enables individual learners to have realistic opportunities to participate in appropriate employer engagement activities that enhance their programme of study.
- 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 learner's achievements and progression to further study or employment

Adequacy:

All quality processes are in place and effective

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 documentation that is:
 - clearly understood by learners and 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 an 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 Pearson 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 the 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 establishing:
 - an appropriate planning schedule that assures all assignment briefs are internally verified annually and 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.
 - cover for absence and succession plans in place for lead internal verifiers.
- 9.3 maintain accurate and up to date records of learner progression and achievement in order to support the accurate sign off of learner achievement certification claims.
- 9.4 facilitate the conduct of both remote and live standards verification by providing timely samples of learner work and responding to requests made for additional information, additional sampling material or further Pearson investigation.
- 9.5 ensure that correct centre and learner preparation is undertaken for both internally and externally set assessments. This will include both registering requirements and the provision of resources and facilities for the conduct of the assessment.

Adequacy:

All quality processes are in place and effective

Action:

Recommendation:

QUALITY MANAGEMENT REVIEW REPORT**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
- ensures fair, consistent documented outcomes, which are 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 assesment outcomes.

10.2 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 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:

All quality processes are in place and effective

Action:**Recommendation:**

QUALITY MANAGEMENT REVIEW REPORT

OVERALL JUDGEMENT: QUALITY OF LEARNER EXPERIENCE**Centre is Meeting All Quality Objectives:** Yes**QO.6 Summary of strength and weaknesses:**

Learners are enrolled with integrity onto appropriate programmes that meet their needs, enable and facilitate learning and achievement and enable progression. A rigorous process takes place to enable learner enrolment and selection.

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

The centre appropriately publishes programme information that is accurate and provides learners with a basis for making an informed choice about enrolment decisions. This is all accessible on the school website and students are given information to take home to parents. The school prospectus is also on the school website. The centre produced literature in the form of an options booklet and course information sheets for Year 9 students which are issued to students to allow them to make informed choices for their 2-year Key Stage 4 curriculum. Discussions with pupils take place during tutor sessions and with subject specialist staff at options evenings for Year 9 and Year 11. Further discussion can take place in subject assemblies and informally with key staff prior to options being taken. Prospectus and course information sheets produced for open evenings include entry requirements and details of progression routes. Open evenings, subject assemblies and taster days (including sessions for external 6th form applicants) allow the maximum information to be passed to students when choosing courses. This process is also supported by impartial careers advice from Futures Nottingham. Every Year 9 and Year 11 pupil has their progress tracked throughout the academic year. Year 9s have Cognitive Ability Tests ahead of options choices to triangulate with other methods of assessment to ensure that learners are making the best choices. These were seen in the programme management files. Each Year 11 will have an interview with the Principal near the start of the academic year, and an external Careers Advisor. A high percentage of the students go on to apply and choose their options for Key Stage 5. Future aspirations and careers suitability are discussed at these meetings. 6th Form enrolment is conducted by Head of Faculty in early September. They verify results and check the needs and suitability of each candidate for their programmes of study. Induction procedures are in place for the start of all courses. Sixth form students have a full induction week, including subject specific sessions. For year 10 students they start their academic year two weeks before the summer break, allowing a two week induction process to familiarise pupils with methods of working, terminology and skills required to succeed on the course. Each student issued with a timetable for completion guide, and made aware of their targets throughout the course. (Examples included in portfolio). KS5 BTEC have a Cognitive Ability Test, and KS4 targets to be brought more in line with GCSE methods for calculation. The new student handbook has been produced to support induction. This was seen on the review day.

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

NONE

QUALITY MANAGEMENT REVIEW REPORT

QO.7

Summary of strength and weaknesses:

The centre provides support processes appropriate to the level of study at both Level 1/2 and Level 3. Learners that have been identified as requiring additional support are identified by the SEN department and are supported on an individual basis. All staff are aware of students and their needs and this is recorded on SIMS. The achievement and progression of learners is also supported by a strong network of staff both curriculum based and pastorally.

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

The centre provide a learning experience that engages learners through effective teaching and assessment processes that foster independent learning, and effective pastoral care to support learning. Learners are in year group tutor groups. Strategies are in place to identify support mechanisms. Learners have been identified for all external assessments by ensuring their learning is supportive and ensuring application for additional time, scribes or readers has been put into place. The centre had been thorough in ensuring the delivery of the new NQF Level 3 Applied Science course was accurate and efficient using the correct documents and developing support material ; these were seen in the programme file. From verbal discussion it was clear that the staff had carried out the planning of the programme schedule in great detail, they had taken into account the delivery of the external assessment in the first year to allow time should re-sits of the external assessment be required. Each learner was issued with a learner handbook/planner at the start of their course ; these were evident in the programme files. The Academy also has 'Student Voice' meetings for all learners to express concerns or suggestions in addition to which the whole school is surveyed using Guided Learning Assessment of 'Pupil Attitudes to Self and School', a nationally standardised approach. Learning Mentors are employed to support students, and catch up evenings offered both by departments and the team of learning mentors. Formative assignment feedback forms are completed for every student to adequately prepare for every summative assignment and to ensure students receive feedback on their progress. The process is also designed to give individual learners realistic chances to engage in course appropriate employer engagement activities to enhance programmes and maximize student performance. The Academy employs two SENCO's who support learning in BTEC lessons on an ad hoc basis.

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

NONE

QO.8

Summary of strength and weaknesses:

The centre provides a formalised approach to both internal and external assessment. Assessment plans are drawn out for each programme area and is followed by staff, and they are aware these are working documents. Staff followed Pearson regulations and requirements with the overall guidance from the Quality Nominee throughout the assessment process at the centre. The centre has carried out processes successfully which has led to the safe certification of learner achievement in previous years.

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

The centre ensured current programmes of study comply with the requirements of Pearson, and external regulatory and quality bodies. Each of the Programme Management files at the centre were of exemplary content and were completely up to date and thorough. They each included the specifications at the front of the files. The centre are in the process of producing a BTEC specific academy staff chart which includes roles and BTEC CPD from the last year. Clearly defined assessment roles are located in the Centre's own 'Key Centre Staff, Procedures and Processes' documentation. The centre provides a formalised approach to both internal and external assessment. Assessment plans are drawn out for each programme area and are followed by staff, however they are aware that these are working documents ; these were all up to date and seen in the programme files. Staff follow Pearson protocols as outlined in the BTEC procedures policy. The centre follow a process that verifies each learner's identity and the authenticity of each piece of work submitted for assessment that meets Pearson's current requirements for conducting internal assessment and/any external assessment. The centre has carried out processes successfully which has led to the safe certification of learner achievement in previous years. NQF Level 3 Applied Science had heard from their standards verifier on the verification process for this year, along with other QCF qualifications. All assessment recording documentation was evidenced in programme files and maintained up to date by staff with an oversight by the Quality Nominee. It is clearly understood by learners and assessors. Individual departments use their own tracking systems and are, kept up to date and regularly reviewed and tracked accurately against regulated standards. Staff track learner achievement with Progress 8 being a whole school government league table measure. Staff use an assessment methodology that leads to valid and reliable assessment outcomes against current national standards. All subject areas use BTEC templates where applicable and these were seen in the programme files.

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

NONE

QUALITY MANAGEMENT REVIEW REPORT

QO.9

Summary of strength and weaknesses:

The centre provides appropriate processes to accurately manage internal and the external verification, and the conduct of any external assessments. The centre delivers a wide range of BTEC qualifications in Key Stage 4 and Key Stage 5. The centre delivers NQF Level 1/2 courses in Business, Health and Social Care, Performing Arts, Travel and Tourism and Sport. Health and Social Care, Performing Arts, and Travel and Tourism deliver this to learners in Year 10 and Y11 while Business and Sport are in their final year delivering these qualifications to Year 11 only. The centre deliver only one NQF Level 3 course and this is in Applied Science. The Academy also delivers QCF Level 3 qualifications. All these subjects are in their final year and only deliver to Year 13 candidates. These subjects are Applied Science, Business, Law Performing Arts, Art and Design, Creative Media and Health and Social Care. All departments have OSCA registered staff. Subject areas Law and Art and Design were direct allocation and therefore not needing to be accredited for OSCA. All NQF qualifications have heard from their Standards Verifier and the following level 3 QCF qualifications have been in contact with the programme leaders of Performing Arts, Business, Law and Art and Design and have heard from their standards verifiers.

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

All subject areas have appropriately registered a Lead Internal Verifier and all subjects with the exception of Level 3 QCF Law and Art and Design have been accredited as these are direct allocation and therefore are going through the SV process. All staff understand their responsibilities regarding internal standardisation of assignments and assessed learner work. They assure assessment standards amongst all assessors and internal verifiers with support from the Quality Nominee are accurate. All NQF subjects have heard from their Standards Verifier and are also preparing samples to be sent off. The Quality Nominee is an experienced member of staff who understands their responsibilities regarding internal standardisation of assignments and assessed learner work. They also assure assessment standards are met amongst all assessors and internal verifiers. The centre deliver an internal verification process that is compliant with Pearson and regulatory requirements, they have an appropriate planning schedule, a record of verification outcomes, a process to deal with inaccuracies and weaknesses in assessment identified by internal verification, or by Pearson quality processes. All staff maintains 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. All faculty trackers were found in the Quality Management files, which are rigorously checked numerous times throughout the year by the Quality Nominee. The Exams Officer ensures the centre facilitates the conduct of both remote and live Standards Verification by provision of timely samples of learner work, and responses to requests made for additional information, additional sampling material, or further Pearson investigation. Throughout the academic year there are calendared quality processes focusing on assessment and learning that work in tandem with board led internal verification processes. These include learning walks and lesson observations focused on assessment, followed by regular work scrutiny and moderation conducted by middle and senior leaders. A comprehensive CPD programme is then used to target areas requiring improvement. An IV schedule is drawn up in conjunction with the Assessment Plan. Where possible, a wider range of IVs are utilised to increase experience and share expertise, which frees the Lead IV to overview and check the IV process. The process takes place throughout the year, at end of learning aims rather than just at the end of a unit. Documentation has been issued directly from Pearson's BTEC Quality manual regarding IV role and reinforced at BTEC meetings. Standardisation materials included in Programme Management Files CPD section. Internal verification feeds into and supports the overall school QA process. Succession planning is at the heart of capacity building within the Academy, which includes an Aspirant Leaders/CPD programme. In addition to the identification of Lead IVs for both QCF and NQF courses, contingencies are also in place to allow for illness, movement or other factors within departments that may impact on key roles. Centre quality management files and programme management files include an up to date version of the LIV list with details of succession and stand in to cover absence. From discussion with the programme leaders students are taught all specified unit content to ensure they are "ready" before undertaking summative internal and external assessment. Formative assessment will be used to check progress during the teaching and learning stage. The Examinations Officer, Lead IVs and assessors ensure compliance with the external NQF assessment model for their subject. Evidence in the form of assessment plans and thorough internal verification documentation was seen in the programme files. The Quality Nominee has evidence of each lead internal verifier's OSCA registration and accreditation where applicable.

QO.9 **Justify the action or Recommendation identified to manage weakness and/or make improvement:**

NONE

QUALITY MANAGEMENT REVIEW REPORT

QO.1

0 **Summary of strength and weaknesses:**

The centre ensures all assessment is accurately recorded in such a way that the centre policies and procedures meet Pearson and regulatory requirements. The centre has never needed to investigate any malpractice however they are set up to provide robust investigations that are free from bias, and conducted in line with policy.

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

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To date the centre have never seen any assessment malpractice, however they have a system in place for recording and managing all assessment appeals, complaints (where applicable), and malpractice, including plagiarism. Programme Leaders are aware they may need to review delivery and completion strategies should such malpractice take place. Such procedures would include interviews with Heads of Faculties, Lead Internal Verifiers and Heads of Years. The centre provides learners with instruction as part of the induction process at the beginning of the programme to enable them to appreciate the nature of plagiarism and assessment malpractice. Details are included in the Level 2 and Level 3 learner handbooks as well as the staff handbook. Students are issued with the Appeals, Malpractice and Plagiarism policy at the start of the academic year. Students also have to complete learner declarations on all assessed work and this is a key part of the centre policy and rigorous assessment guidelines in place. Learners sign the declarations to show compliance of the policy and confirm the work completed is that of their own work. Appeals, Malpractice and Plagiarism policy was evidenced in the Centre Quality Management folders, all department files and on the Greenwood Academies Trust website. Centre Staff have access to a secure intranet and you sharepoint to share important documents and files. Verbal questioning of staff and the Quality Nominee supported the evidence provided.

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

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NONE

QUALITY MANAGEMENT REVIEW REPORT

CENTRE DEVELOPMENT PLAN**General Comment**

The Nottingham Girls Academy is sponsored by the Greenwood Dale Foundation Trust and is an all-girls school located on the outskirts of Nottingham. It opened in September 2011 in the premises that were occupied by the Manning School for Girls. The Nottingham Girls Academy was last inspected by Ofsted in October 2016, where the outcome was Good. The centre delivers NQF Level 1/2 courses in Business, Health and Social Care, Performing Arts, Travel and Tourism and Sport. The centre deliver only one NQF Level 3 course and this is in Applied Science. The Academy also delivers QCF Level 3 qualifications. These are Applied Science, Business, Law Performing Arts, Art and Design, Creative Media and Health and Social Care.

Date of Initial Submission:

22/03/2017

QUALITY MANAGEMENT REVIEW REPORT

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