PEARSON

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DETAILS

Report Status:	Submitted
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Centre Type:	School
Centre Quality Reviewer Number:	983629
Centre Quality Reviewer:	MRS K L PORTER
Date and Time Review Started:	31/01/2014 09:00
Date and Time Review Completed:	31/01/2014 14:30
Who was the Review With?:	Quality Nominee
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:

QUALITY REVIEW AND DEVELOPMENT REPORT

ASSESSMENT OBJECTIVES

Managing Assessment: Verification of assessment outcomes

Quality Objective:

A.1 There is a robust, consistent and transparent approach to verification verification and the management of any BTEC external assessment undertaken at the centre, 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.
- ensures that BTEC regulations are followed.

Quality Measures:

In order to do this, you will need to:

A.1.1 have identified and registered 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.

A.1.9 ensure that adequate centre and learner preparation is made to meet the requirements relating to any externally set assessment within an Edexcel BTEC qualification.

Vocational Programmes:	All quality processes are in place and effective

Managing Assessment: Assessment practice

Quality Objective:

A.2 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.2.1 have a procedure for the timely and accurate registration of learners that is operational and monitored.

A.2.2 have a mechanism for the checking of the accuracy of learner registrations.

A.2.3 follow a procedure which ensures timely and accurate certification claims that are checked and verified against assessment records.

A.2.4 have a procedure for registering learners for any externally set assessment that forms part of an Edexcel BTEC qualification. This procedure should take account of any requirements for the re-assessment of learners that may be in force.

A.2.5 have a procedure for checking certificates received against assessment records, prior to issue.

A.2.6 investigate and report all inaccurate, early/late and fraudulent registrations or certification claims, via internal senior management, to us.

A.2.7 provide unit certification claims for learners where appropriate.

Vocational Programmes:	All quality processes are in place and effective

QUALITY REVIEW AND DEVELOPMENT REPORT

Managing Assessment: Assessment recording

Quality Objective:

A.3 Assessment strategy, processes and management underpin an assessment system that:
- delivers valid and reliable outcomes.
- follows Edexcel regulations and requirements currently in force for external assessment, where this is appropriate
- reflects national standards.
- leads to the safe certification of learner achievement.

Quality Measures:

In order to achieve this, you will need to:

A.3.1 have clearly defined assessment roles and personnel.

A.3.2 have clearly defined internal and/or external assessment procedures that are operational at all assessment locations and across all assessors, units and learner, as appropriate.

A.3.3 have assessment recording documentation that is clearly understood by assessors and learners, and is utilised consistently across the centre.

A.3.4 use assessment methodology that leads to valid and reliable assessment outcomes, which are in line with regulatory and standards setting body requirements.For internal assessment, this should be decided by the centre based upon advice given by Edexcel. For external assessment, the centre will follow the Edexcel regulations and requirements currently in force.

A.3.5 provide equal access to internal and/or external assessment for all learners, as appropriate.

A.3.6 have adequate support mechanisms for assessors.

A.3.7 comply with the Edexcel externally set assessment and testing requirements currently in force, as appropriate.

Vocational Programmes:	All quality processes are in place and effective

Managing Assessment: Malpractice and appeals

Quality Objective:

A.4 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.4.1 store all assessment records securely and safely relating to both internally and externally set assessments.

A.4.2 maintain records of learner achievements that are up to date, regularly reviewed and tracked accurately against national standards.

A.4.3 retain both internal and external assessment records for centre and awarding body scrutiny for a minimum of three years following certification.

A.4.4 have current learner evidence available for centre and awarding body verification processes.

Vocational Programmes:	All quality processes are in place and effective

Managing Assessment: Registration and certification

Quality Objective:

A.5 Learner appeals and learner/staff assessment malpractice:
- polices 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.5.1 have policies and procedures for dealing with learner appeals and learner/staff malpractice that are in line with our guidance and operational requirements.

A.5.2 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 both internal and external outcomes.
- the process that exists to enable learners to make an appeal with Edexcel relating to the external or internally awarded assessment outcomes.

A.5.3 demonstrate how the potential for assessment malpractice informs programme planning and delivery.

A.5.4 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.

Vocational Programmes:	All quality processes are in place and effective

QUALITY REVIEW AND DEVELOPMENT REPORT

MANAGING ASSESSMENT - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives: Yes

Vocational Comments:

The Centre has all QCF Lead IVs in place. Those new in position have undertaken the standardisation test, or plan to in Window 2. NQF Programmes have lead verifiers registered. Standardisation exercises completed in departmental meetings and ticked off. There were discrepancies between the information available on the Edexcel Gateway and the evidence held at the Centre to confirm that standardisation had taken place in line with the requirements for NQF. Discussions with the Quality Nominee and Exams Officer and conversations with Pearson via AA Helpdesk provided confirmation that the Centre records were accurate. QN and Exams Officer will ensure that Edexcel Gateway is updated. IV schedule drawn in conjunction with Assessment Plan. Wider range of IVs used to increase experience and utilise expertise freeing lead IV to check overview of the IV process for QCF programmes. Initial emails from SVs for Next Generation were starting to arrive at the Centre and were being distributed to Lead IVs via Quality Nominee. Examples of BTEC Assessment Plans were available in Quality File for each programme area and would be forwarded to the SV as per the guidelines within the Quality Assurance Handbook Documentation issued regarding IV role and reinforced at BTEC meetings. The Centre has a Quality Calendar in place with dates for assessment and internal verification and for standardisation activity throughout the academic year for both QCF and NQF provision. In addition, learning walks and lesson observations have a theme of assessment practice in this academic year. Standardisation activity is led by middle and senior managers and a comprehensive CPD programme is used to follow up where areas requiring improvement are identified. Succession planning is at the heart of capacity building within the Academy, which includes an Aspirant Leaders 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. The Centre has a tracking package known as `Sharepoint¿. This provides a dedicated tracking portal for all tutors to use that supports the Centre to monitor progress of learners on an individual basis. SV and QR reports passed on to Lead IVs to action any points raised. Shared and discussed in calendared BTEC meetings and individual meetings with the QN. The Centre has invested time in the external examination aspect of assessment to ensure that all learners are taught all specified unit content and well prepared for the external examinations. Formative assessment is used to check progress. The Examinations Officer, Lead IVs and NQF assessors are all familiar and confident in the external assessment model for their subject. Registrations take place in late September . The Exams Officer leads on this activity ensuring and all learners are registered within the deadlines. NQF programmes have different deadlines to QCF and the Exams Officer has a process in place to ensure all learners are registered within deadlines no matter what provision they are studying. Examinations Officer requests completed and signed off student trackers for each programme from Lead IVs/ Programme Leaders before making claims via Edexcel Online. Deadline set at least 3 weeks before actual Edexcel deadline to allow for any additional checks that may be required. Programme leaders are encouraged to forward tracking as soon as cohorts complete to avoid end of year bottlenecks. The timing of external summative assessment for each subject is planned to provide the opportunity of reassessment where appropriate. Lists of students identified as ready for the planned external assessment to be provided to the Examinations Officer by programme leaders. For Next Generation students the summative assessment dates are recorded in the assessment planners which are shared with all staff. This is checked through the Quality audit programme by the Quality Nominee and quality team which includes senior management, teaching staff and the Exams Officer. Claims for certification made by the Exams Officer are sent to Department Heads who check against Trackers prior to authorising release. Any indication of inaccurate or unsafe registration and/or claims to be flagged with the QN by the examinations officer for investigation and reporting to the board in line with the Malpractice Policy of the Centre. Units are claimed when a student leaves the Academy before the end of their study and is not re registered elsewhere.
Assessment roles outlined in centres own `Key Centre Staff, Procedures and Processes¿ documentation which was seen within the Centre Quality Files available throughout the visit. Assessment policy in place, IV procedure ensures standards met and maintained and there is robust standardisation across subject areas which was evidenced in the Quality files and seen during the visit.
Assessment plans for all programmes outlines dates to be followed, with IV plan running in conjunction with this. BTEC paperwork is used at each step of the Quality process. These include trackers, BTEC assessment plans, IV Schedules, planning documents. With Next Generation programmes all subject areas are using the BTEC assessment plan. These are completed with all detail and are available at this time. Some subject areas have been contacted by their SV and this plan has been shared.
Assessment methodology maintained in line with awarding organisation requirements to ensure consistency and rigour. Training and materials updated at meetings and through the SharePoint portal. Equal access provided to all students through use of assessment plans, deadline dates, intervention schemes etc. Exam procedure for external BTEC examinations follows school policy used for every external examination in line with JCQ requirements.

QUALITY REVIEW AND DEVELOPMENT REPORT

LEARNING OBJECTIVES

Managing Learning: Maintaining quality

Quality Objective:

L.1 There are effective systems and procedures developed and agreed by managers, which cover both internal and external assessment processes as appropriate and 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.

Vocational 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).
- administration and conduct of any Edexcel external assessments that form part of an Edexcel BTEC programme.
- 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.

Vocational Programmes:	`All quality processes are in place and effective`

QUALITY REVIEW AND DEVELOPMENT REPORT

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 and the internal and external assessments that form part of that 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.

Vocational 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.

Vocational 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 ensure that learners are aware of, and prepared for, the internal and external assessment requirements of their programme, as appropriate.

L.5.5 review learner progress and develop agreed action plans through a process of constructive feedback and dialogue.

Vocational Programmes:	`All quality processes are in place and effective`

QUALITY REVIEW AND DEVELOPMENT REPORT

MANAGING LEARNING - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives: Yes

Vocational Comments:

The Centre has quality systems embedded at all stages of the programme which are supported by policies and BTEC systems. The internal systems provide evidence of good practice and enhance the Awarding Organisations policies. The systems are repeated across the whole Academy. Examples of policies included in `Managing Learning¿ portfolio available to all staff electronically. All policies are reviewed and evaluated annually by senior leadership team, practitioners and the Exams Officer. The Quality Nominee leads this activity and this is considered good practice both within the Centre and across the Academy as a whole. Email system used for internal communication, along with central teacher resource folder created on school network to allow access to all policies, documentation etc. SharePoint is an internal electronic package that provides uniform information to all staff at each step of the student journey. This ensures students are working to targets and progress can be monitored holistically across the Centre. The Quality Nominee is allocated time to support the role which ensures that QA requirements are identified and audited at key milestones throughout the year. Enrolment and registration of learners is the responsibility of Department Heads. This activity is supported by teachers and facilitated by the Exams Officer. Teachers are responsible for tracking the progress of students and recording achievement. Regular checks take place within the QA system by Lead IVs, Department Heads and the Quality Nominee. SharePoint allows the Centre to monitor at any time. Administration of controlled assessments/examinations are managed in line with Centre policy on exams as per QCA requirements.

While uniform tracking and BTEC forms are used to support the programmes departments are allowed to develop their courses as they wish to use their subject specialist knowledge to the maximum advantage. BTEC provision is a standing agenda item in department meetings and training day timetables. An example of this is twilight training sessions around QA issues such as audits and IV/standardisation activity. BTEC quality meetings are also a feature of the Centre meeting calendar. Subject teams are experienced and well respected practitioners. Those who are relatively new to the QA are buddied with a more experienced member of staff. The Centre has a well established work team who have worked together over the last three years and this is demonstrated in the quality of the Course Files presented on the day and within the practitioner meeting with the CQR. The Quality Nominee appointed is an Assistant Principal and a member of the SLT team works closely with LIVs and other SLT regarding QA procedures and improvements. General improvements observed this year include the creation of a hub in SharePoint whereby staff can access relevant documentation/proformas in regards to NQF and QCF qualifications.

Student Feedback forms as well as staff discussion in calendared meetings allows for the review of courses and delivery. INSET courses for staff to ensure they are delivering new courses/qualifications in the best possible way.

Compliance to QA systems is demonstrated by external reports by SV and Ofsted and audits completed by Academy staff. Regular reviews aim to ensure that SV samples are released first time. The QA process is a cyclical one rather than just annually via calendared and ad hoc meetings and drop-in sessions. Policies updated and shared with staff regarding new quality requirements, e.g. the different requirements for the NQF courses introduced by many departments this year. Open evenings, subject (option) assemblies, taster days and individual option meetings (including sessions for external 6th form applicants) allow the maximum information to be passed to students when choosing courses. Also supported by impartial advice by Futures Nottingham. The Prospectus and course information sheets produced for open evenings include entry requirements (examples included in portfolio). Students are guided to ensure that they only select courses for which support their learning and progression needs. Induction procedures in place for the start of all courses. 6th form has a full induction week, including subject specific sessions. Each student issued with course guidance and a timetable for completion guide, and made aware of their targets throughout the course. Examples were seen during the visit. Review included as part of formative feedback given to students after each ¿chunked¿ section of work. The Academy also have `Student Voice¿ meetings for all learners to express concerns or suggestions. Rigorous QA procedures at department and pastoral level ensure that intervention needs are identified and support mechanisms put in place (e.g. pupils are assigned learning mentors at level 2 and level 3, departments put on after school support and booster sessions etc)

Variety of teaching techniques used and developed/adapted through experience. Regular observations as part of the school development plan and individual PDR process ensures standards are maintained. Recent lesson observations of all staff reflected 95.4% of teaching is good or better, an increasing amount as outstanding and none as inadequate. Ofsted and DfE reports validate these findings

QUALITY REVIEW AND DEVELOPMENT REPORT

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.

Vocational 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.

Vocational 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 the required facilities and resources required by Edexcel for the conduct of external assessment, where this forms part of a BTEC programme.
R.3.3 have appropriate and fair access arrangements for all students regardless of ability or disability.
R.3.4 monitor all resources regularly to ensure they are fit for purpose and safe to use.
R.3.5 consider the provision of general and subject specific resources when planning the introduction of new programmes.
R.3.6 ensure that, when used, external resources are fit for purpose, appropriate and safe.

Vocational Programmes:	`All quality processes are in place and effective`

QUALITY REVIEW AND DEVELOPMENT REPORT

MANAGING RESOURCE - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives: Yes

Vocational Comments:

Part of the QA process within the Centre is review of resources, one of which is human resource. Staffing is reviewed at senior and middle management level. Posts are created through expansion and staff exit. The Centre has a well established BTEC team with experience of working across subject areas to support the QA process. Evidence of professional profile records was seen during the visit. The new staff Induction programme is thorough and links to CPD needs. Staff induction and development evaluated at SLT level. Each CPD course attended is evaluated by staff attending to ensure that provision of CPD training meets staff needs. The Centre has benefitted from a multi-million pound rebuild and is well resourced. Specific items required were taken into account (e.g. media equipment, IT equipment, etc) and course needs are reviewed on an on-going basis. Feasibility studies for all new courses include full consideration of the resources required for student needs and successful delivery.

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DEVELOPMENT PLAN

General Comment

The Centre is a smaller than average-sized single sex secondary academy in Nottingham. The majority of pupils come from a wide range of minority ethnic backgrounds. The largest group in the academy are the Pakistani heritage pupils. The proportion of disabled pupils and those who have special educational needs is below average (those supported by school action plus or with a statement of special educational needs). The proportion supported by school action is above average. An above average proportion of the pupils is eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.

The academy opened in September 2011 and the sixth form opened in September 2012. The Principal took up his post in January 2012. He is supported by an Executive Principal. The academy is sponsored by the Greenwood Dale Foundation Trust. A Local Academy Council is appointed by the Trust.
The Centre has robust QA systems in place and there is committment to effective Quality assurance from the top down. There is a clear structure and roles and responsibilities are defined and reviewed regularly. The visit was well planned and well supported by the Quality Nominee and the senior leadership team. The practitioners were all familiar with the changes in the NQF Next Generation programmes and evidence was provided throughout the visit that demonstrated a clear understanding of the differences from QCF provision, particularly around feedbacki to learners and the external element each course. The practitioners have Next Generations SV specialists which will provide insight into the QA process and support the assessment and verification of these programmes

Areas of good practice

Senior Management having an active role in the QA process and familiar with key issues affecting the BTEC provision
Robust QA systems that are standardised across the Academy and embedded into all teaching learning and assessment
Well established team of practitioners who are familiar with the differences between QCF and NQF and are working hard to meet the required standards in both to support success of students

Date of Initial Submission:	15/02/2014