

### Section 1: Centre Details and Our Contact Details

Centre Details	
Centre Number:	8465402
Centre Name:	Leamington Lamp
Centre Address:	Riverside Adelaide Road LEAMINGTON SPA CV32 5AH United Kingdom
Head of Centre	
Name:	Timothy Ellis
Email:	timothyellis@leamingtonlamp.co.uk
Telephone:	01926 866 699
Product Contact	
Name:	Florence Ellis
Email:	florenceellis@leamingtonlamp.co.uk
Telephone:	01926 886 699
Product Number:	GROUP
Product Name:	500/9919/X - L2 PERFORMANCE SKILLS QCF
Actual Visit Date:	16 August 2017
Visit Duration:	3 hours
Session:	2016/2017

Our Contact Details	
Customer Support Assistant	
Name:	Katie Woodcock
Email:	katiewoodcock@ncfe.org.uk
Telephone:	0191 2398012
Business Development Account Manager	
Name:	Theresa Strange
Email:	theresastrange@ncfe.org.uk
Mobile:	07850 775410
External Quality Assurer	
Name:	Graham Lees
Email:	grahamlees@btinternet.com
Mobile:	07867 613079

Product Number	Product Name	Batches
500/9919/X	NCFE Level 2 Certificate in Performance Skills using Music	805171558 (6)

**Section 2: Previous Action Plan**

Has the centre carried out the actions agreed with the External Quality Assurer regarding:

	Fully actioned	Some action outstanding	No action taken	No action required
Management Systems and Administrative Arrangements				✓
Resources (Physical and Staff)				✓
Assessment				✓
Internal Quality Assurance				✓

**Feedback to centre**

No actions were identified during my previous EQA visit to the centre on the 3rd of August 2016.

**Section 3: Management Systems and Administrative Arrangements**

**For information:** Sections 3-6 are to be graded using the 6-point scale described below. The statements identify the systems/evidence centres have in place for the delivery, assessment and internal quality assurance of this product. Any actions identified will be highlighted in Section 9 of the report.

- |  |  |
|--|--|
| 1 = Excellent (no action required)                   | 4 = Requirements Not Met (significant action required) |
| 2 = Meets requirements (recommendation identified)   | 5 = Unsatisfactory (immediate action required)         |
| 3 = Discrepancies within tolerance (action required) | 6 = Not Applicable                                     |

		1	2	3	4	5	6
3.1	The centre's aims, policies and procedures in relation to the product are supported by senior management and understood by the assessment team	✓					
3.2	There are procedures in place to ensure effective communication systems between all levels of staff and in all directions (including satellites, placements and staff who work remotely)	✓					
3.3	Staff responsibilities, authorities and accountabilities of the assessment and internal quality assurance team across all assessment sites are clearly defined, allocated and understood	✓					
3.4	Time is allocated for regular team meetings for all staff involved in the teaching, assessment and internal quality assurance of the product	✓					
3.5	A staff induction and development process is in place for the assessment and internal quality assurance team	✓					
3.6	There are documented policies including but not limited to appeals, complaints, health and safety, safeguarding, malpractice and plagiarism, conflicts of interest and diversity and equality		✓				
3.7	The centre meets the proposed GLH within the specification (where appropriate)	✓					
3.8	There are appropriate staff, resources and systems necessary to support the accumulation and transfer of credits, the recording of exemptions and recognition of prior learning						✓
3.9	Learner personal data is collected and held in accordance with the Data Protection Legislation, including the Data Protection Act 1998	✓					
3.10	Marketing and advertising of the product(s) is clear, accurate and not misleading and where applicable, complies with our guidelines		✓				
3.11	The centre has a robust registration and certification process in place and registers learners in a timely fashion to allow for external quality assurance to take place	✓					
3.12	Learner claims for certification are correct and claims are valid	✓					
3.13	Where product(s) have been written and developed by the centre, there is a robust process in place to ensure the content is fit for purpose						✓
3.14	Learner records and details of achievements are accurate, kept up to date and securely stored in line with our requirements and will be made available for external quality assurance visits and auditing	✓					
3.15	There is a process in place for withdrawing product and learners from us	✓					
3.16	The centre's achievements will be evaluated and reviewed and used to inform future product developmental activity	✓					

3.17	Feedback will be used to evaluate the quality and effectiveness of product provision against the centre's stated aims and policies, leading to continuous improvement		✓				
3.18	Requests are complied with from us or the regulator for access to premises, records, information, learners and staff for the purpose of external quality assurance or other monitoring activities	✓					

**Observations and feedback regarding management systems and administrative arrangements**

The centre are an alternative education provider who specialise in working with students on the autistic spectrum. During the visit I was pleased to meet with Philip Burley and Florence Ellis in their respective roles as assessor and IQA for the course.

The course continues to be supported by centre management, with Philip also undertaking the role of director within the organisation. Ongoing communication is in place between the course team. Fortnightly minuted team meetings are held to discuss teaching, assessment and IQA. An organisation chart is in place defining staff roles along with responsibilities. A staff induction process is documented.

Policies and procedures are stored online, updated regularly and are accessible. During the visit I advised that plagiarism and malpractice policies should be added.

The course is run over 2 years, with each learner individually timetabled to receive approximately 8 hours per week of classroom time. The GLH proposed within the specification is therefore met.

Registration and withdrawal of learners is undertaken via the NCFE portal and a withdrawal process is in place within the centre, which involves meetings with learners, parents and referrers. It was noted that one learner has withdrawn from this session but intends to complete next year. Learner records are securely held in line with the centres data protection policy.

The course is advertised online via the centres website. I noted that advertising is appropriate, but suggested that the full course title be stated for clarity upon the webpage.

Learner achievements are recorded via a RAG tracking spreadsheet which was available during the visit.

An annual development and business development plan is used by the centre to evaluate achievements. Feedback is collected verbally from learners during sessions and used to inform development. I suggested that end of unit surveys could be used to capture learner feedback which could further inform development.

We discussed ongoing provision of NCFE courses and I noted that the NCFE is accepting registrations for the course until 31/12/2017. The following Performance Skills course accepts registrations until 31/12/2018 which may be of use in terms of the centres current Performance Skills provision.

<https://www.ncfe.org.uk/qualification-search/ncfe-level-2-certificate-in-performance-skills-4455.aspx>

Level 1 and Level 2 Technical Awards in Performance Skills are scheduled to come online in the near future. Details of the qualifications can be found via the links below :

<https://www.ncfe.org.uk/qualifications/qualifications-coming-soon/>

We also discussed the provision of Music Technology within the centre and it was noted that the Level 1 and Level 2 Technical Awards in Music Technology are now available for delivery.

Course specifications and delivery materials for the Technical Awards including exemplar assignment briefs, external assessments and course specifications are available via the following links :

<https://www.ncfe.org.uk/qualification-search/ncfe-level-1-technical-award-in-music-technology-4311.aspx>

<https://www.ncfe.org.uk/qualification-search/ncfe-level-2-technical-award-in-music-technology-3665.aspx>

**Section 4: Resources (Physical and Staff)**

		1	2	3	4	5	6
4.1	The product is adequately staffed	✓					
4.2	Assessors are occupationally competent and knowledgeable	✓					
4.3	Internal Quality Assurers are occupationally competent and knowledgeable	✓					
4.4	There is appropriate Continued Professional Development (CPD) provision for staff involved in the delivery of the product		✓				
4.5	Equipment and accommodation used for the purposes of assessment comply with the requirements of relevant business legislation and product requirements	✓					

**Observations and feedback regarding resources**

Philip and Florence are experienced assessors who have delivered vocational qualifications for a number of years. Staff CVs are in place demonstrating ongoing professional backgrounds. Two teaching assistants are available in classroom sessions to support learners.

A CPD log has been maintained, and it was noted that Philip is due to start a 2 year L5 teaching qualification in September. I suggested that it would be useful for the course team to undertake NCFE VCERT Assessor / IQA training as development.

<https://www.ncfe.org.uk/events/v-cert-assessor-and-iqa-training/>

The centre is well resourced with a performance space, a recording / rehearsal room and various interesting instruments available.

**Section 5: Assessment**

<b>Assessor:</b>	Philip Burley
------------------	---------------

		1	2	3	4	5	6
5.1	The assessment is mostly: 1 = at the main site, 2 = at a satellite centre, 3 = in the workplace, 4 = via distance learning, 5 = blended learning	✓					
5.2	Assessors have full, up-to-date documentation	✓					
5.3	There is a planned programme of delivery and assessment methods available for the product which meets our guidelines	✓					
5.4	Information, advice and guidance about centre procedures and practices are provided to learners and potential learners	✓					
5.5	Learners' development needs are matched against the requirements of the product and an agreed individual assessment plan established	✓					
5.6	Learners have regular opportunities to review their progress and goals and to revise their assessment plan accordingly to meet their chosen product	✓					
5.7	Any achievement for Recognised Prior Learning (RPL) has been recognised, recorded and checked for appropriateness (where applicable)						✓
5.8	Assessment methods used are valid and reliable and allow access to assessment for learners	✓					
5.9	Assessment including any grading decisions have been applied in accordance with national standards as outlined in the specification	✓					
5.10	Learners receive regular verbal and written feedback after assessment	✓					
5.11	Each unit of assessed evidence is named, signed and dated by the Assessor and learner	✓					
5.12	Assessment records show accurate assessment tracking, progress and achievement	✓					
5.13	Adequate procedures exist to ensure secure and safe storage of current and completed learner assessment records and examination materials	✓					
5.14	There are suitable arrangements to administer exams to ensure compliance with our external assessment regulations						✓

**Observations and feedback regarding assessment**

Assessment of the qualification is undertaken at the main site by Philip. A planned programme of delivery is in place, with schemes of work and assessment planning documented.

A learner induction process is undertaken by all learners, with a specific learner contract and study plan designed to meet individual needs. During the visit we discussed development of an extensive ILP document which is to be used for all learners from September.

Learner are provided with feedback on an ongoing basis and this is supplemented by review meetings, reports and parents evenings. It was noted that the centre are currently making use of QuickSchools to provide an information management system, with a view to making this available to learners and parents in the next session.

During the visit learner work across all units was sampled and assessment decisions were found to be correct throughout.

The learners work was presented in a e-portfolio blog format containing written work, audio and video. The blog was based on the Weebly for education platform which allowed access for assessment. Learner work was backed up locally and via the platform.

All learners had undertaken Units 1 and 2 with learners given the option to undertake Unit 3 or 5 based on individual interests. I consider that this optionality demonstrated good practice and is illustrative of the course team meeting the needs and interests of learners.

The learners work showed clear development through the course and appropriate response to learning outcomes. The engaging and well conceived tasks set to meet the learning outcomes had allowed the learners to present useful evidence. Learner evidence included research, videos of rehearsal techniques, planning schedules and a final performance.

Philip had provided ongoing positive and constructive feedback within the learner blogs and the feedback had been reproduced summatively in hard copy using NCFE documentation. All feedback was named, signed and dated.

Assessment was accurately tracked via a RAG spreadsheet available to the course team.

**Section 6: Internal Quality Assurance**

<b>Internal Quality Assurer:</b>	Florence Ellis
----------------------------------	----------------

		1	2	3	4	5	6
6.1	The Internal Quality Assurers are mostly: 1 = based at the main site, 2 = based at a satellite centre, 3 = freelance/home based.	✓					
6.2	An appropriate IQA strategy and sampling plan is in place which is reviewed regularly and corrective measures implemented	✓					
6.3	Suitable arrangements are in place to ensure adequate liaison, consistency and standardisation takes place across all sites including any satellite centres	✓					
6.4	Allocation of Assessor responsibilities are clear and meet the needs of learners and Assessors	✓					
6.5	Assessors have been provided with accurate advice and support to enable them to identify and meet their training and development needs	✓					
6.6	Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable)	✓					
6.7	Assessors have been assisted in resolving disputes and appeals (where applicable)						✓
6.8	Assessors are provided with clear and constructive feedback on the use of different types of assessment methods, judgement of evidence and assessment decisions	✓					
6.9	Assessment is internally quality assured, and each unit of internally quality assured evidence is named, signed and dated by the Internal Quality Assurer	✓					
6.10	Sample dates are consistent with dates in the IQA sampling plans	✓					
6.11	Up to date records of internal quality assurance and feedback to Assessors have been maintained	✓					
6.12	Adequate time has been allocated to carry out internal quality assurance duties	✓					

**Observations and feedback regarding internal quality assurance**

Florence is based at the main site in her role as IQA. It is clear that Florence engages with the role of IQA extremely well, and that the course team work closely together with an active interest in quality assurance of the course.

A documented sampling plan and strategy is in place, with 25% of assessment of assessment decisions across 100% of learners being sampled at intervals throughout the course.

IQA commentary was extremely detailed, clearly presented and developmental. During the visit we discussed some of the development ideas and noted that these would be implemented in the next session. IQA commentary was named, signed and dated and made use of NCFE documentation.

It was noted that special assessment requirements are recorded in individual learner plans and support is in place. No disputes or appeals have arisen.

Florence has been allocated adequate time to undertake IQA duties and all IQA documentation was available during the EQA visit.

---

### Section 7: Learners Sampled

Batch No.	Session	Status	Learner	Assessor	IQA	Units sampled
805171558	2016/2017	Final	OSCAR CHURCH	Philip Burley	Florence Ellis	U1, U2
805171558	2016/2017	Final	JOSHUA DAVIES	Philip Burley	Florence Ellis	U3
805171558	2016/2017	Final	REECE DAVIS	Philip Burley	Florence Ellis	U1
805171558	2016/2017	Final	KAIESHIA ELSTON	Philip Burley	Florence Ellis	U2, U5
805171558	2016/2017	Final	JAKE SMITH	Philip Burley	Florence Ellis	U1, U5

**Reliability of Assessment:** A = Assessment is as expected and fully consistent: No remedial action required by Centre

**Section 8: Learner Feedback**

**Product Number and Name:**

**How many learners have been spoken to as a part of the visit?**

**Purpose – Has the product achieved its purpose for all learners interviewed?**

**Content – What did the learners interviewed think about the content of the product?**

**Support – Did all learners interviewed receive a reasonable and appropriate level of support?**

**Validity of Assessment – Were the learners able to provide evidence of knowledge and understanding to justify the outcome of assessments?**

**Section 9: Action Plan for Centre**

**Management Systems and Administrative Arrangements**

<b>3.6</b>	<b>Recommendation:</b>	Recommend that plagiarism and malpractice policies be updated upon the website.
<b>3.10</b>	<b>Recommendation:</b>	Recommend that the full course title is stated within web advertising.
<b>3.17</b>	<b>Recommendation:</b>	Recommend the use of end of unit surveys to capture learner feedback.
<b>By whom and when:</b>		PB/FE. To be reviewed during next EQA visit.

**Resources (Physical and Staff)**

<b>4.4</b>	<b>Recommendation:</b>	Recommend that the course team attend NCFE VCERT Assessor / IQA training as CPD.
<b>By whom and when:</b>		PB/FE. To be reviewed during next EQA visit.

**Assessment**

<b>Action:</b>	There are no actions required for this section
----------------	--

**Internal Quality Assurance**

<b>Action:</b>	There are no actions required for this section
----------------	--

<b>Action plan discussed and agreed with the centre?</b>	YES
--	-----

**Section 10: External Quality Assurer/Head Office**

Action For	Action Required	By when
External Quality Assurer	To continue to support the centre via telephone and email upon request.	Ongoing
Head Office		

<b>Do you recommend continued approval for this product?</b>	YES
<b>Do you recommend continued approval for the centre?</b>	YES

**Section 11: Additional Information Sheet**

**Any additional comments regarding the visit**

I would like to thank Philip, Florence and the centre for providing a comfortable working space and refreshments during the visit, and for taking time out during the summer to undertake discussion.

I would like to congratulate the learners upon their achievements in the qualification.

I look forward to visiting again in the next academic year.

**Section 12: Centre Feedback**

We really value centre feedback and this is a great opportunity for you to tell us what you think of the product. All feedback will inform the product evaluation and help our Product Development team ensure the product is meeting its intended purpose.

<b>Product Number and Name:</b>	
<b>Do you think the product meets its intended purpose? If so, what 2 specific features did you like most about the product and if no, what prevented it from meeting its intended purpose?</b>	N/A
<b>Do you think the product meets the needs of you and your learner? Please explain how.</b>	N/A
<b>Do you agree that the number of hours we have assigned to Guided Learning and Total Qualification Time for this product are appropriate? If not, please explain your reason.</b>	N/A
<b>What are the typical progression routes for your learners after studying the product? Please be as specific as possible, including if the learners progress within the same subject area or different, progress to further study or employment.</b>	N/A
<b>What are your thoughts about the content and assessment of this product?</b>	N/A
<b>Do you intend to keep running this product? Please state your reasons for and against.</b>	N/A
<b>Is there anything we could do to make the product better? If so please give examples.</b>	N/A