

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DETAILS	
Report Status:	<input type="text" value="Submitted"/>
Centre Name:	<input type="text" value="POINT BLANK LTD"/>
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Centre Type:	<input type="text" value="Employer"/>
Centre Quality Reviewer Number:	<input type="text" value="900849"/>
Centre Quality Reviewer:	<input type="text" value="MR S ROSENBERG"/>
Date and Time Review Started:	<input type="text" value="03/02/2015 10:00"/>
Date and Time Review Completed:	<input type="text" value="03/02/2015 15:00"/>
Who was the Review With?:	<input type="text" value="Gordon Sweeney and colleagues"/>
First Year of Delivery?:	<input type="text" value="Yes"/>
Number of Subsites at Centre:	<input type="text" value="0"/>
Are there any collaborative, partnership or consortia arrangements recognised by the Edexcel System?:	<input type="text" value="No"/>
Does the centre operate any overseas provision?:	<input type="text" value="No"/>
If collaborative, partnership, consortia or overseas agreements exist, please provide details:	
<input type="text"/>	

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:

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

Quality Measures:

In order to achieve this, you will need to:

A.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:

A1. There are clear, robust and effective procedures for the internal verification of assignment briefs and the assessment of student work. A Lead IV for the QCF programmes has been trained and registered and supervises the work of five internal verifiers. Standardisation of grading is developed through sharing materials and discussion with assessors as to what constitutes required and sufficient evidence to support grading decisions.

Assignments are written by course managers and internally verified before they are issued to students. There is a Lead IV sampling plan that covers all programmes, assessors and internal verifiers and reflects the different levels of experience of staff. Records of internal verification were available for all programmes and it was possible to see where grading decisions had been amended through the verification process, feedback to assessors and adjustments to records.

The centre has responded to the changes in internal assessment and is fully aware of and responsive to the requirements regarding feedback and how to advise students of progress. Students receive reminders when assessments are set and when they are due in. Their progress is tracked by staff with responsibility and where support is needed the centre is responsive.

A2 The centre has effective procedures for the registration learners and for claiming outcomes once there are achieved. The Programme Administrator obtains expressions of interest from those learners who want to achieve a qualification and this then determines registration. There are clear systems in place for progressing learners from one qualification to another. Good security is maintained by restricting access on to Edexcel Online to a few named individuals.

A3. Staff use a good range of formative assessment techniques to better understand how learners are progressing and to ensure that students are well prepared to undertake summative assessment. Good use is made of questioning techniques, differentiation and observation so as to develop an appropriate methodology. A standard assignment sheet is in use by all assessors and is completed with the required detail. Good use of standardisation enables a common understanding of acceptable evidence in use by all assessors and reflects the requirements of the examining body. All briefs are produced in PDF format and this allows students to authenticate the evidence they are providing. Assignments are spread out over the programme and completion rates are generally very good.

A4 The administrator maintains the Learner Tracker assessment record which is updated on an on-going basis by tutors once learners complete assignments. Learners are able to obtain an online update of their progress once this has been recorded. The link between student tracking, registration and certification works well, it provides additional support to teachers and course managers and supports centre records being current and up to date. The centre intends to maintain records for the required period of three years. Good use is made by staff, managers and the administrator of on-line training to ensure consistency and quality.

A5 The centre has in place appropriate policies and procedures for malpractice and appeals that meets the needs of the examining body. The appeals policy has been recently revised to reflect the introduction of new qualifications and to incorporate best practice. Learners are required to specify the criteria for their appeal in the new procedure. One appeal has been raised in relation to assessment and the points raised informed assessors understanding of sufficiency of evidence.

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:

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:

Vocational Recommendation:

Monitoring Date:

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:

Vocational Recommendation:

Monitoring Date:

QUALITY REVIEW AND DEVELOPMENT REPORT

MANAGING LEARNING - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives:

Vocational Comments:

L1 The centre caters for a diverse range of learners and is sensitive to and supportive of individual needs. Course managers audit lesson plans and lesson observations for differentiated activities. The centre has appropriate policies and procedures for maintaining quality and these are disseminated to all staff online and, where necessary, raised at staff meetings. Policies and procedures are reviewed on a regular basis, most recently in June 2014 to ensure they are fit for purpose.

L2 The centre has a Quality Nominee with over arching responsibility for organisation, delivery and quality. New systems for tracking delivery and internal verification are effective and are supporting the introduction of new qualifications into the centre. The QN is also supported by other senior staff in the centre and by the team of assessors. The staff I met on the day of my visit were well motivated and confident in their role of assessors. The centre organises training on grading and assessment and maintenance weeks in July and December have been very effective in developing a consistent approach to assessment and understanding grading criteria

L3 Review and evaluation informs programme delivery and improvement. The voice of the learner is well articulated through the completion of module evaluation forms. Feedback does lead to change and the centre has, for example, shifted the balance of the Singing module from recording to performance. The centre is also fortunate in having very good external links with experts in their field. This ensure that modules and content are relevant and current whilst engaging learner interest and commitment

L4 The centre has a dedicated group of course advisors responsible for the recruitment of learners. They are in place 12 hours every day. Applicants benefit from staff who understand the particular needs of each programme, the recruitment criteria that apply and the progression routes available. Not all learners attending the centre are enrolled on courses and the centre exercises care on who is enrolled on programmes. There are strict vetting procedures in place for Tier 4 and this also supports the right student being placed on the right course or not at all.

L5 Learner progress is reviewed on an ongoing basis and learners are aware of how they are progressing and the targets they need to reach. Feedback is supportive and operates within the new guidelines for assessment. The centre encourages learners to take work experience where this would enhance their learning and understanding. The higher education programmes delivered at the centre in conjunction with Middlesex University provides a good progression route from the Level 3 programmes

QUALITY REVIEW AND DEVELOPMENT REPORT

RESOURCE OBJECTIVES	
Managing Resource: Staff resources	
<p>Quality Objective:</p> <p>R.1 The delivery and assessment of our programmes is enhanced by an appropriate programme team that is:</p> <ul style="list-style-type: none"> • 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. <p>Quality Measure:</p> <p>In order to achieve this, you will need to:</p> <p>R.1.1 demonstrate that staffing on programmes is continuously monitored in order to maintain adequate numbers of appropriately qualified and vocationally experienced personnel.</p> <p>R.1.2 have an effective recruitment and selection process which ensures the maintenance of adequate and appropriate staffing.</p> <p>R.1.3 give teaching and assessing staff sufficient time for programme planning, delivery, assessment, verification and evaluation activities.</p> <p>R.1.4 ensure that external experts who deliver and assess on programmes are familiar with the specification and assessment requirements.</p>	
Vocational Programmes:	All quality processes are in place and effective
Vocational Recommendation:	R1.1 The continued development of programmes would be facilitated by helping staff obtain appropriate professional teaching qualifications
Monitoring Date:	08/02/2016
Managing Resource: Staff induction and development	
<p>Quality Objective:</p> <p>R.2 Induction and continuous professional development ensures the staff is:</p> <ul style="list-style-type: none"> • 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. <p>Quality Measure:</p> <p>In order to achieve this, you will need to:</p> <p>R.2.1 induct all staff new to the centre and/or programmes in:</p> <ul style="list-style-type: none"> • local educational policies and procedures. • team and programme management structures and accountabilities. • vocational assessment philosophy. • regulatory and awarding body requirements. <p>R.2.2 ensure ongoing staff development that meets the needs of the organisation and the delivery and assessment of our programmes.</p> <p>R.2.3 evaluate staff induction and development provision to ensure:</p> <ul style="list-style-type: none"> • 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	
<p>Quality Objective:</p> <p>R.3 There is adequate provision of physical resources that will:</p> <ul style="list-style-type: none"> • support general learning and assessment. • enhance subject specific and technical learning and assessment. • ensure learner and staff safety. <p>Quality Measure:</p> <p>In order to achieve this, you will need to:</p> <p>R.3.1 have specialist and general resources available that are sufficient for learner volumes.</p> <p>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.</p> <p>R.3.3 have appropriate and fair access arrangements for all students regardless of ability or disability.</p> <p>R.3.4 monitor all resources regularly to ensure they are fit for purpose and safe to use.</p> <p>R.3.5 consider the provision of general and subject specific resources when planning the introduction of new programmes.</p> <p>R.3.6 ensure that, when used, external resources are fit for purpose, appropriate and safe.</p>	
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:

Vocational Comments:

R1 The centre benefits from an experienced and committed group of staff who are expert in their field, many combining their teaching with professional performance and production. These skills contribute directly to programme delivery and assessment. Staff meet during the year, participate in standardisation sessions and, from discussion on the day, had a sound common understanding of how to apply the assessment criteria in each module.

R2 The programmes on offer at the centre are at the forefront of industry and professional practice. The curriculum is updated on a continuing basis so as to develop student skills and prepare them for employment in the industry, if they should choose this route. The centre organises a tutor training day in January, staff are observed in the workshop, all are appraised and the outcomes of appraisal inform staff development. Staff in my meeting expressed an interest in further training to obtain a teaching qualification and the centre could usefully support staff in this area.

R3 The centre is exceptionally well equipped with up to date equipment and software to support a very effective learning environment. This provides a real stimulus for students to be inspired, creative and produce to their best. The learning environment mirrors exactly what is available in industry so that students can develop their skills and progress into employment. The facilities are open into the late evening and this supports students to fit their part time work around their practice and production.

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DEVELOPMENT PLAN	
Vocational Learning Recommendation L.4 (08/02/2016)	
L4.1 Take time at induction and at the first assessment to explain to students how they will be assessed and how grades are determined	
Vocational Learning Recommendation L.5 (08/02/2016)	
L5.2 The centre could usefully review how learners are supported on their programme, through tutorials and whether students would benefit from additional assistance, where appropriate	
Vocational Resource Recommendation R.1 (08/02/2016)	
R1.1 The continued development of programmes would be facilitated by helping staff obtain appropriate professional teaching qualifications	
General Comment	
Point Blank has developed an excellent reputation offering training and development in a number of aspects of music production, sound engineering, music business, singing, radio production and DJ skills. It has a very well established reputation with students leaving with enhanced skills they can apply in employment or merely their own interest and personal development. The introduction of Level 3 programmes has been developed using the experience gained from the delivery of HE programmes. Systems, policies and procedures are fit for purpose and the centre has developed a rigorous and effective assessment strategy that is understood and applied by all staff involved in delivery- teaching, management and administrative staff.	
Areas of good practice	
Date of Initial Submission:	08/02/2015