



# **Audit Report**

Awarding body: The Royal Academy of Dance  
Date of audit: 18 July 2012

## Note

Restricted or commercially sensitive information gathered during SQA Accreditation monitoring activities is treated in the strictest confidence. However:

- ◆ The findings of this report will be presented to SQA's Accreditation Committee and made available to colleagues from the Welsh Government, the Council for the Curriculum, Examinations and Assessment (CCEA) and the Office of Qualifications and Examinations Regulation (Ofqual), with a view to the contents informing future accreditation and re-accreditation submissions by the awarding body.
- ◆ The report will be published on SQA Accreditation's website.

Please note that SQA Accreditation monitoring activity is conducted on a sampling basis. As a consequence, not all aspects of an awarding body's performance in quality assurance, contract compliance, implementation, awarding of certificates, and fee arrangements have been considered in this report to the same depth.

# Contents

Executive summary	1
Audit summary	2
Conclusion	3
Appendices	4
Appendix 1: Audit findings	5
Appendix 2: Risk rating of issues	7
Appendix 3: Table of awards	8
Appendix 4: Outstanding approval and accreditation conditions	10
Appendix 5: List of documents reviewed pre-audit and post-audit	11
Appendix 6: Signatures of agreement to audit report	13

## **Executive summary**

### **Purpose and scope of audit**

This was the first audit of the Royal Academy of Dance (RAD) since it was approved as an awarding body by SQA Accreditation. The audit was designed to review, evaluate and document RAD's strategies, policies and procedures and ensure compliance with the *SQA Accreditation Regulatory Principles (2011)*.

As this was a full audit of RAD, all principles were included within the scope of the audit.

### **Background**

RAD was approved by SQA Accreditation as an awarding body during 2011. RAD is an internationally recognised awarding body dealing with vocational and graded qualifications in dance.

### **Audit outcome**

As a result of the audit and post-audit activities, no issues have been recorded and five recommendations were noted. The five recommendations form the RAD Audit Findings, July 2012.

## Audit summary

The following sections detail issues raised and recommendations noted against the *SQA Accreditation Regulatory Principles (2011)* through the course of the awarding body audit.

### **Principle 5: The awarding body must promote a culture of continuous improvement within the organisation and throughout their approved centres, and have in place a system which allows them to manage risk.**

#### **Findings**

RAD does not currently produce a self-assessment report for its SQA-accredited qualifications and should consider producing one. The awarding body may use information that it supplies to other regulatory bodies but it must be relevant to its SQA-accredited qualifications. **Recommendation 1 refers.**

#### **Conclusion**

The evidence available confirms that RAD meets the requirements of Principle 5. One recommendation has been noted.

### **Principle 6: The awarding body and their approved centres must have the relevant expertise, quality assurance procedures, technological, financial, human resources and other physical resources, to carry out their regulated functions, during the life of the qualifications and Units they offer.**

#### **Findings**

The awarding body has systems in place which allow for examiners to feedback issues identified whilst conducting tours. The audit team noted that there was no structured process for how these issues were followed up and actioned by RAD. **Recommendation 2 refers.**

During discussion, it became apparent that the Regional Managers are key to organising tours for their respective areas. RAD staff adequately explained their duties that they carry out, however, further information on the Regional Manager role should be banked with SQA Accreditation. **Recommendation 3 refers.**

RAD requires its examiners to attend an annual training event. It holds details on those examiners who didn't attend but this is held by one individual via e-mail records. **Recommendation 4 refers.**

## Conclusion

The evidence available confirms that RAD meets the requirements of Principle 6. Three recommendations have been noted.

## **Principle 8: The awarding body must ensure that the identification, design, development and review of qualifications and Units, meet the needs of the users of qualifications.**

### Findings

Within the *Procedures for the Development, Delivery and Review of Units, Qualifications and Assessment Methods* document it states that training sessions are normally held twice a year. It became apparent that this was unrealistic and unlikely to be achievable and the awarding body was advised to review the frequency.

**Recommendation 5 refers.**

### Conclusion

The evidence available confirms that RAD meets the requirements of Principle 8. One recommendation has been noted.

## Conclusion

This was the first audit of the Royal Academy of Dance and the audit team was provided with full access to the awarding body premises, staff and documentation.

The audit team were satisfied that RAD has relevant and robust systems and procedures in place for the delivery of its SQA-accredited qualifications.

## Appendices

## Appendix 1: Audit findings

### Issues

An issue will be recorded where the Lead Auditor finds evidence that the awarding body fails to meet any of *SQA Accreditation Regulatory Principles (2011)* or any of the conditions attached to qualification accredited by SQA Accreditation at the time of accreditation. When recording any issue, the Lead Auditor will agree a timescale in which the issues must be resolved and the awarding body must produce an Action Plan which identifies how any issues will be addressed.

**Once agreed, the audit report is signed by representatives from both SQA Accreditation and the awarding body. This will inform the agenda for the next scheduled audit.**

Issues recorded and action dates	Principle	Risk rating
No issues were recorded.		

## Recommendations

Any recommendations will be noted to ensure that they are recorded for future reference. As recommendations are for awarding body consideration only, it is not necessary to agree a timescale.

<b>Recommendations noted</b>	<b>Principle</b>
1 RAD should produce a self-assessment report on an annual basis around its SQA-accredited qualifications.	Principle 5
2 RAD should formalise procedures to address issues raised by examiners during tour.	Principle 6
3 The roles, responsibilities and documents relating to the Regional Manager role should be banked with SQA Accreditation.	Principle 6
4 RAD should record the details of examiners who have attended annual training events as well as the details of examiners who have not. The awarding body should also hold this information centrally so that it is accessible by appropriate staff.	Principle 6
5 The awarding body should review the frequency of training for those involved in the development and review of its qualifications.	Principle 8

## Appendix 2: Risk rating of issues

SQA Accreditation assigns a risk rating to each issue recorded as a result of an awarding body audit or through our centre/provider monitoring activity. The table below illustrates how the rating for an issue is assigned, and identifies the possible impact of the issue on qualifications and/or the learner.

The assignment of a risk rating allows an awarding body to target their resources to areas that have been identified as having a major impact. The risk rating also allows SQA Accreditation to target its resources to support awarding bodies in improving their performance.

Rating	Risk	Impact of issue
1	Very Low	The issue is likely to cause minimal concern and would not threaten the integrity of the qualification or impact adversely on the learner. Any overall effect is likely to be small scale and/or localised, rather than widespread. The issue identified is unlikely to recur once resolved and no long lasting damage would be anticipated.
2	Low	The issue is of low impact but of sufficient importance to merit intervention, with a low threat to the systems or procedures associated with the qualification and/or impact on the learner. Disruption may not just be localised but more widespread and would possibly cause residual damage; however, this could be easily corrected without further consequence.
3	Medium	The issue could potentially damage the credibility of the qualification and/or be detrimental to the learner. There may be some impact to the systems or procedures that support the qualification or the operational effectiveness of the awarding body.
4	High	The issue could have a high impact on the integrity and reliability of the qualification or the effective operation of awarding body as a whole if corrective action is not quickly taken. There is a high probability that the qualification and/or learner will be negatively affected.
5	Very High	The issue will have a serious impact on the integrity and reliability of the qualification or the effective operation of the awarding body if corrective action is not immediately taken. There is a very high probability that the qualification and/or learner will be negatively affected.

In assigning a risk rating, each issue is considered on its own merit, taking account of the context in which it was identified.

## Appendix 3: Table of awards

### Accredited qualifications currently offered

Award title	Level	Code	Accreditation date	Re-accreditation date
Graded Examination in Dance: Grade 1 (Ballet)	N/A	R184 04	05/10/11	31/12/16
Graded Examination in Dance: Grade 2 (Ballet)	N/A	R185 04	05/10/11	31/12/16
Graded Examination in Dance: Grade 3 (Ballet)	N/A	R186 04	05/10/11	31/12/16
Graded Examination in Dance: Grade 4 (Ballet)	N/A	R187 04	05/10/11	31/12/16
Graded Examination in Dance: Grade 5 (Ballet)	N/A	R188 04	05/10/11	31/12/16
Graded Examination in Dance: Grade 6 (Ballet)	N/A	R189 04	05/10/11	31/12/16
Graded Examination in Dance: Grade 7 (Ballet)	N/A	R190 04	05/10/11	31/12/16
Graded Examination in Dance: Grade 8 (Ballet)	N/A	R191 04	05/10/11	31/12/16
Vocational Graded Examination in Dance: Intermediate Foundation (Ballet)	N/A	R192 04	05/10/11	31/12/16
Vocational Graded Examination in Dance: Intermediate (Ballet)	N/A	R193 04	05/10/11	31/12/16

<b>Award title</b>	<b>Level</b>	<b>Code</b>	<b>Accreditation date</b>	<b>Re-accreditation date</b>
Vocational Graded Examination in Dance: Advanced Foundation (Ballet)	N/A	R194 04	05/10/11	31/12/16
Vocational Graded Examination in Dance: Advanced 1 (Ballet)	N/A	R195 04	05/10/11	31/12/16
Vocational Graded Examination in Dance: Advanced 2 (Ballet)	N/A	R196 04	05/10/11	31/12/16

## Appendix 4: Outstanding approval and accreditation conditions

A condition will be recorded at the time of approval of the awarding body or at the time of accreditation for an SQA-accredited qualification. A condition is recorded when SQA's Accreditation Co-ordination Group finds evidence that the awarding body does not fully meet the *SQA Accreditation Regulatory Principles (2011)*.

Condition	Agreed action and date	Principle
No conditions outstanding		

## Appendix 5: List of documents reviewed pre-audit and post-audit

Document title	Date of issue, version number and comments
Administrators' Tour Evaluation Report Audition Guidelines for Examiners Board of Trustees terms of reference Candidate Registration Form Centre Registration Form Chair of the Panel of Examiners job description Communications Complaints, enquiries about results, and appeals Conflicts of Interest Policy Current complaints and appeals logs Customer Service Statement Data protection policy Director of Examinations job description Diversity and Equality policies and procedures Document Control Process Examination Annual Tour Planning Policy Examination Attendant Guidelines Examination Information, Rules and Regulations Examinations Board Operational Plan 2011–12 Examinations Board Strategic Plan 2010–15 Examinations department reporting lines Examinations External Affairs Consultant job description Examinations Information, Rules and Regulations Examinations Quality Assurance Committee Terms of Reference Examiner Allocation Policy Examiner application guidelines Examiner Handbook Examiner job description Examiner person specification Examiner self-evaluation form Examiners' Tour Quality Assurance Report Governance arrangements — narrative Guidance for completion of Examiner self-evaluation Head of Examinations job description Incident Management Flowchart Malpractice policy	

Document title	Date of issue, version number and comments
<p>Marketing and Communications — Strategic Plan</p> <p>Outline of audition requirements for Examiners</p> <p>Policy and procedures for issuing results and certificates</p> <p>Procedures for Monitoring the Work of Examiners</p> <p>Procedures for the development, delivery and review of units, qualifications and assessment</p> <p>Procedures for the recognition of centres to offer awards</p> <p>Procedures to ensure ongoing compliance with regulatory criteria</p> <p>Procedures to Monitor the Work of Examiners</p> <p>RAD Annual Review 2009–10</p> <p>RAD Committee structure</p> <p>RAD data return December 2011</p> <p>RAD organisational chart</p> <p>RAD Strategic Plan 2010–15</p> <p>Reasonable Adjustments and Special Consideration Policies and Procedures</p> <p>Records management and archive policy</p> <p>Sample Certificate</p> <p>Self-evaluation document 2011/12</p> <p>Self Assessment and Internal Audit Report and Action Plan 2010</p> <p>Specification Documentation (complete)</p> <p>Tour Scheduling Policy</p> <p>Training documents for National Administrators</p> <p>Vocational Graded Examinations venue requirements</p>	

## Appendix 6: Signatures of agreement to audit report

For and on behalf of the Royal Academy of Dance

For and on behalf of SQA Accreditation

Signature

Signature

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Designation

Designation

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Date

Date

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