

**CENTRE DETAILS & CERTIFICATION****REPORT DETAILS**

<b>Report Type</b>	First Sampling
<b>Centre Name</b>	NORTH KENT COLLEGE
<b>Centre Number</b>	61159
<b>Standards Verifier (EE) Name</b>	MRS E NEWMAN
<b>AA Number</b>	900399
<b>Has Been Submitted</b>	Yes

**VISIT DETAILS**

<b>Date Of Sampling</b>	18/06/2019
<b>Feedback Presented To</b>	Dr Nuur Hassan; Mr Shiva Sivanesan,
<b>Designation</b>	Department Head; Programme Leader

**PROGRAMME EVALUATION SUMMARY**

Programme No.	Programme Title	No. of Reg.	Status
BDCW6	COMPUTING	9	Released

**SUMMARY OF ACTIONS****Action Points From Last Report**

--

**Summary of Essential Actions**

No essential actions raised by the external examiner.

**Summary of Recommendations****Effectiveness of Assessment Instruments**

Ensure that the process for formative feedback is aligned to Pearson guidance published in BTEC Centre Guide to Quality Assurance and Assessment 2018-19: Levels 4 to 7 (p65).

Provide a date for formative feedback on assignment briefs.

Ensure a consistent critical process underpins the internal verification of assessments.

By Date 31/07/2019

## External Examiner Online Report A

### General Comments

**Mention any points you may wish to make, including:**

**comments on administration; communication with the centre; access to material needed to carry out the external examination; and comments about how the centre is meeting the expectations of the QAA Code of Practice and addressing the Academic Infrastructure.**

The centre has been very responsive to providing essential documentation required for the external examining process, and the ready cooperation by staff is appreciated. Thank you to everyone involved with the EE visit.

### Areas of Good Practice

**Identify any areas of particularly good practice mentioned in other sections of this report.**

Strong, ongoing support for students.

**DETAILED COMMENTS****Management of Academic Standards**

**Comment on the presence of effective management procedures that are supported by appropriate systems and policies. Make specific reference to the management of any programmes run on a collaborative basis in other institutions.**

**Comment also on the operation of assessment meetings, including:**

- the fairness and consistency of decisions
- the decision making process
- administrative support for the meetings
- the scope of the minutes of previous meetings
- the organisation and conduct of the meetings.

Management of decision-making is facilitated through the activities of a number of senior college staff and committees which are formally convened.

An annual Assessment Board is convened by the HE Development Officer who circulated a schedule in advance of Board meeting clearly identifying preparations necessary by the HN Computing programme team for the Board meeting, such as complete trackers. The process this demonstrates is an example of particularly good practice.

Assessment Board minutes were available for the last meeting which occurred 6th June 2019 noting the head of HE chaired the meeting, and the HND Computing programme leader presented all students; grades, and there were two cases of mitigated circumstances which were considered and also a total of five students who have not yet submitted all required assignments. A final submission date of 2nd September was agreed after which another Board meeting will be convened. It was noted there were no student withdrawals this year, but three HND students are at risk of not achieving the Diploma because of non-submissions of work. Decisions relating to an approved extension to submissions was sent in formal letter style by the HE Development Officer, and a copy was available with the minutes. HNC (RQF) students; grades were also considered, and it was noted that this is a particularly strong cohort and all students are confidently expected to progress onto Yr.2.

A detailed assessment plan is provided at the beginning of each semester and this is accessible to students on the VLE. The schedule does not identify a date for formative feedback (though students confirmed they have received this during the year for all assignment work, and it is briefly recorded in the summative assessment documentation).

Minutes of the Higher Education Forum for 8th May were available chaired by the Head of HE and attended by the HE Development Officer and all HND programme leaders. Issues were discussed relating to students; progress, numbers on programmes, achievement patterns, and for Computing the programme leader indicated that for HND next year Gaming might be a viable pathway. Applications for all HN programmes was confirmed as low, with currently standing at 6 for Computing. A reminder was given to action students; feedback on the Induction survey; 2020 prospectus is available and preparation in hand for a Graduation Ceremony in July in the College Sport Hall. The Forum meets annually.

The course team comprises three staff ; two assessors and an internal verifier who does not deliver on the programme - and as a team they manage all course operations and delivery of all units.

The departmental meeting includes discussion of the Computing programme and apart from these occasions, there is informal daily discussion. Issues raised at departmental meetings include marketing the Computing programme, resources and students; progress. These meetings occur twice monthly.

**Effectiveness of Assessment Instruments**

**State, for each programme, whether the design and nature of the assessments permit the aims and learning objectives of the programme to be met and are of a standard appropriate to the qualification level.**

Assignment briefs are all internally verified and the centre has developed all those in use. For most units there are two briefs which address all required assessment criteria. Vocationally relevant scenarios are provided with roles appropriate to students working at Level 4/5 stages. Students met during the visit said that the assignments have been challenging but provided positive learning experiences and were enjoyable as such. A student in Yr. 1 who has progressed from Level 3 IT programme said that she noticed a distinct rise in expectation in the depth and quality of work for Level 4, and second year students expressed a view that the demands for Level 5 units have been substantially higher in terms of research required and extent of analysis and critical evaluation expected.

Assessment decisions are also internally verified and reports retained on file and these were readily accessible to the external examiner. Review of decisions appears to be thorough (as is checking of briefs) for some IV;s who provide feedback helpful and underpinning development. Greater consistency of a critical process is required especially for assessments.

Students receive formative feedback to drafted assignments, and this may be either verbal, written or both. It would be helpful to state a date (or short period of time) when formative feedback will be available to support students; time management of assignments. It appears that currently the feedback can be requested on any number of occasions, and the centre needs to ensure that the process is compliant with Pearson guidance published in BTEC Centre Guide to Quality Assurance and Assessment 2018-19: Levels 4 to 7 (p65).

## External Examiner Online Report A

**Recommendation**

Ensure that the process for formative feedback is aligned to Pearson guidance published in BTEC Centre Guide to Quality Assurance and Assessment 2018-19: Levels 4 to 7 (p65).  
Provide a date for formative feedback on assignment briefs.  
Ensure a consistent critical process underpins the internal verification of assessments.

By Date 31/07/2019

**Maintenance and Audit of Records**

**State whether the procedure for maintaining and auditing assessment records is secure and effective.**

There is an area on the secure staff server where assessment records are stored and only the programme leader and department head can view. The two tutors upload their assessment grades but any other tutors would not be able to do so. Audit of the achievement records involves discussion between the two course tutors and the records are also monitored at the departmental meeting. Records and students' work are retained at least three years; Moodle is updated each year and the programme leader oversees the development and uploading of new content for the HND.

**Registration and Certification Claims**

**Summarise the process for ensuring that student registration and certification is accurate and monitored effectively.**

The first year of RQF started in autumn 2018, started with 14 registrations and now all except one student have completed requirements and are expected to progress to year two. A meeting of the HE Progression Advisory Board is scheduled for 2nd September to review the outcome of the resubmitted work and progression by the student.  
After the Assessment Board has met, the head of department uploads certification claims and these are double checked by the programme leader. The HE administrator posts certificates by recorded delivery direct to students.

**Student Support and Review**

**Key areas to discuss include:**

- The assessment process, assessment feedback to students
- The quality of teaching, the expertise and experience of staff
- Physical resources and learning support for the programme
- Tutorial and pastoral support
- Opportunities for students to give feedback on their programme
- For HN programmes, summarise the views expressed by students, including favourable comments and any concerns raised
- Summary of discussions with staff

Students met were from the HNC and HND, and the course rep for each year participated in the meeting. Overall, students on both years are happy with their study programme, though in the first year the course textbook was only provided about four weeks ago. The programme leader also raised his concern about the lack of information about the HND Computing (RQF) course book for Yr.2 units and intention to contact Pearson for an update. Generally, resources have been adequate in terms of hardware/software, and college facilities are considered to be good. One student mentioned that he would like a cash point available on site. Tutors are very supportive and formative feedback (verbal and written) can be accessed whenever desired before assignments are due. The timetable comprises two teaching days and includes a weekly tutorial session; this has been used on occasions for individual progress reviews, but also for additional teaching sessions (e.g. HTML) and students working on assignments. Assignments are considered very helpful and support learning and practical skills. The projects for the second year and Yr.1 unit 6 were discussed with the students, and it is apparent that these were challenging assignments but also very rewarding. Providing a company with a copy of her Yr.2 project directly resulted in an offer of full-time employment for one student. Pastoral support is strong and this is available to FE and HE students. Students were unaware of HN Global. The VLE is considered useful and a convenient portal for submitting assignments and accessing teaching notes and presentations for revision. Students were unaware of the process for resubmitting referred work (none of them had referrals this year). Student reps have attended one meeting this year with the head of HE. For the purpose of providing feedback and making recommendations/requests for development. A hardcopy questionnaire was distributed at one stage this year

**External Examiner Online Report A**

in class and responses given to the course leader. Analysis of responses seen largely reflected students; comments during the visit.

The programme course team has not changed this year from the previous year, and remains a well-qualified and experienced staff regarding delivery and assessment tutors. The centre provides generic CPD training for all academic staff, and the most recent on 1st May provided a day of workshops relating to mental Health, Role of the Tutor, and for a Progression Audit Exercise. Staff have membership of professional institutes and as such make use of journals and webinars available to members.

The Computing HUB is an impressive open plan area which this year has been moved to a different floor; within this HUB with restricted use only to the HNC/D students, areas provide for dedicated practical work and extra cabling, computers and networking units and 2 Linux servers have been installed (for website uploads which the programme leader hosts), also a PC network which can be accessed by the IT administrator. The programme leader indicated that he open access from 7.30 am to allow students access and the facilities are available until 5.30 pm.