

CENTRE DETAILS & CERTIFICATION**REPORT DETAILS**

Report Type	Second Sampling
Centre Name	NORTH KENT COLLEGE
Centre Number	61159
Standards Verifier (EE) Name	MRS M MCGRORY
AA Number	573137
Has Been Submitted	Yes

VISIT DETAILS

Date Of Sampling	27/05/2019
Feedback Presented To	H.Turner
Designation	Course Leader

PROGRAMME EVALUATION SUMMARY

Programme No.	Programme Title	No. of Reg.	Status
BDGC4	HEALTHCARE PRACTICE FOR ENGLAND (INTEGRATED HEALTH AND SOCIAL CARE)	11	Released

SUMMARY OF ACTIONS**Action Points From Last Report****Summary of Essential Actions**

No essential actions raised by the external examiner.

Summary of Recommendations**Management of Academic Standards**

Minutes of progress board in June to be sent to EE following the meeting

By Date 30/06/2019

Effectiveness of Assessment Instruments

Consider where there are links between units and their LOs to explore the potential for reducing assessment burden

By Date 31/08/2019

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 was very helpful prior to the visit, responding promptly to communication and submitting the requested documents in a timely manner and confirming the visit plan. During the visit all required documentation including policies, minutes and IV records was available and accessible. There was not enough assessed student work completed to allow for full sampling as most units are not completed. The majority of the course team, exams officer and QN were available to meet.

The Quality Nominee and Head of HE were available to meet and confirmed that the centre complies with QAA and CMA requirements ensuring students are provided with accurate information during application and whilst on the course. The HE policies were available and are reviewed on a 2 yearly cycle, some are currently being updated and awaiting Governing Body approval. The programme marking regulations policy requires urgent update to ensure the RQF resubmission rules are reflected accurately. The centre has an annual development day to update staff and an induction programme for staff new to teaching HE.

Areas of Good Practice

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

The course team hold relevant qualifications in the health and social care field and are able to apply theory to the vocational context.

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.

No assessment board has been held yet for the RQF programme as yet.

Recommendation

Minutes of progress board in June to be sent to EE following the meeting

By Date 30/06/2019

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.

The course team sent two assessments for review prior to the visit for units 4 and 17. Unit 17 was identical to the sample brief on the Pearson site, and the team have since reviewed this. Unit 4 assessment also required revision to review the activities to ensure students can achieve at distinction level for all learning outcomes and provide clear guidance for each activity and these actions have been completed. During the visit the assessment briefs for units 1, 3 and 8 were reviewed. For unit 1, there is a clear vocational scenario and two tasks are set to produce an information leaflet and complete an observation log, there is a template provided for a witness statement also. For unit 3 there are two activities a report based on local services and an assessment/care plan. This brief has been adapted from the sample to meet local context and provides a clear scenario and guidance. For unit 8 there are three assignments, these could be included as 3 activities within one holistic assessment brief. The activities set are appropriate to the level of the qualification and students are generally given clear guidance. The centre should consider where there are links between units and their LOs to explore the potential for reducing assessment burden. All assessment briefs have been IVd and actions identified have been completed.

Recommendation

Consider where there are links between units and their LOs to explore the potential for reducing assessment burden

By Date 31/08/2019

Maintenance and Audit of Records

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

There is a programme file, and assessment briefs together with IV records are also maintained in an organised format. Student records are maintained with assessment decisions stored electronically and securely.

Registration and Certification Claims

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

The exams officer was available to meet during the visit. She ensures that students are registered within the required deadlines. The results are collated by the course team and reported to Pearson by the exams officer who checks for accuracy. The plan for online results reporting is that course team will provide results via a spreadsheet and this will be input on line by exams staff and certification claimed.

Student Support and Review

External Examiner Online Report A

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

The centre has good physical resources in appropriate classrooms, access to the library, required reading and programme resources via moodle. Learners on the programme often have complex social issue to deal with and team try to provide good support for this and flexibility to enable learners to achieve. There are childcare facilities available on site which are helpful for a number of students.

The CVs for the course team were available and all staff have qualifications relevant to the health and social care sector including nursing, social work, a biomedical degree and medical qualifications. Students are able to give feedback formally via surveys run by the college and informally in tutorials. The majority of the student cohort were available to meet. The students feel that it is a good course that will prepare them well for university and that they have learned a lot. They report that most teaching is good with tutors able to use examples from practice. They report good resources, a well stocked library and good resources available via moodle. They received good support when completing UCAS applications and some have used careers service in the College. Students feel well supported by the course team and are confident in approaching the course leader with any issues or for help when needed. They have found the course intense and feel that the assessment burden has become particularly difficult near the end of the year, and suggest that assessment could be better spread throughout the year. Students report that they receive formative feedback for assessment work that helps them to develop. There was some anxiety expressed regarding completion of the PLAD and again suggest that they would like to have received this much earlier in the year. Students feel that support for their course is not as good in placement settings as in College, and feel that this may be due to a lack of understanding of course requirements by placement supervisors. They suggest more contact between the college and placement settings may be helpful for them, and tutor visits much earlier in the year.

In discussion with the course team, they identify that they are considering teaching some units in either semester 1 or 2 rather than teaching all over the full year, this should ensure a more even spread of assessment over the year and additionally assist with ensuring there is a complete sample available for review earlier in the year. The team are also exploring the links between units and with the PLAD to reduce the overall assessment burden for students. The centre should also consider ensuring that tutor visits are completed earlier and the possibility of either an employer handbook or information session for placement supervisors to ensure adequate support for students in placement.