

## External Examiner Online Report A

## CENTRE DETAILS &amp; CERTIFICATION

REPORT DETAILS	
Report Type	First Sampling
Centre Name	ST PATRICK'S COLLEGE, LONDON
Centre Number	11191
Standards Verifier (EE) Name	MS L PILLING
AA Number	900796
Has Been Submitted	Yes

VISIT DETAILS	
Date Of Sampling	15/02/2017
Feedback Presented To	Mr Abu Bakarr Timbo
Designation	Associate Head of Business School

PROGRAMME EVALUATION SUMMARY			
Programme No.	Programme Title	No. of Reg.	Status
NJX66	BUSINESS (MANAGEMENT) (QCF)	378	Released

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

No actions were set by the previous External Examiner

**Summary of Essential Actions**

No essential actions raised by the external examiner.

**Summary of Recommendations****Management of Academic Standards**

It is recommended that the centre sets the amount, e.g. number of pages, that can be submitted for formative feedback and that this is reduced in year two.

**By Date** 31/03/2017

**Effectiveness of Assessment Instruments**

1. The centre must ensure that there is not too much scaffolding in assignment briefs.
2. The centre should review the use of table formats where written analysis/ evaluations are required.
3. Where PowerPoint presentations are used, it is recommended that learners are directed to use Speaker Notes pages and to submit these instead of slides.

**By Date** 31/03/2017

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**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.**

All requested information was made available prior to the visit and on the day of the visit. Additional sampling was carried out following the visit to ensure coverage of all units assessed so far this academic year.

The centre has had a positive reassessment by QAA

**Areas of Good Practice**

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

The centre has made many positive steps to continue to improve on previous problems encountered through certification blocks. Good progress has been made in assessment and quality assurance in the centre.

**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.

Assessment is accurate and consistent.

There is effective application of the assessment and grading criteria ensuring that national standards are met. Assessors report unit achievements to termly Unit Assessment Boards. These boards consider unit level learner achievement, attendance rates and any extenuating circumstances. Unit assessment records then go to Academic Administration who maintain central tracker spreadsheets. Minutes of these meetings were made available prior to the visit.

A formative assessment opportunity is available to learners. Learners can submit part assignments for feedback. It is recommended that the centre sets the amount, e.g. number of pages, that can be submitted and that this is reduced in year two.

**Recommendation**

It is recommended that the centre sets the amount, e.g. number of pages, that can be submitted for formative feedback and that this is reduced in year two.

**By Date** 31/03/2017

**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 cover the assessment criteria, they contain contextualised grading criteria. contextualisation varies between units in its effectiveness. The centre does try to use different evidence formats but must ensure that the formative is appropriate to the demands of the assessment criteria, e.g. table formats do not effectively support written analysis or evaluations. The centre must ensure that there is not too much scaffolding in assignment briefs.

Where PowerPoint presentations are used, it is recommended that learners are directed to use Speaker Notes pages and to submit these instead of slides. This, alongside the filming of presentations, removes the need for observation records.

**Recommendation**

1. The centre must ensure that there is not too much scaffolding in assignment briefs.
2. The centre should review the use of table formats where written analysis/ evaluations are required.
3. Where PowerPoint presentations are used, it is recommended that learners are directed to use Speaker Notes pages and to submit these instead of slides.

**By Date** 31/03/2017

**Maintenance and Audit of Records**

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

Academic Administration staff maintain central tracker spreadsheets. Student Services staff monitor attendance on a fortnightly basis. If attendance falls below 50%, learners are contacted by email. If there are extenuating circumstances, learners are required to meet the Academic Registrar. If attendance does not improve, learners are advised that they could be removed from the college. Learners submit all work through Turnitin for plagiarism checking. On average a similarity index of 30% is used, however a smaller 20% rate is the maximum similarity from one source. Learner work is assessed and stored on the Virtual Learning Environment (VLE).

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

There is termly updating of EdexcelOnline records. Learners are registered with Pearson Qualifications after four weeks of attendance at the college.

The Academic Administration Department uses information presented to the Assessment Boards to maintain results trackers and to provide the data for certification claims.

**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

There is a library that is open until 20.00 hours. Books and other publications recommended by staff are purchased. All books are made available to learners through the e-library hosted by the centre. Learners can access texts/ partial texts that are copyright agreed for access through the e-library. Access can be through mobile phone, laptop/ computer or tablet. Learners are informed about the e-library and access during their induction. There are three terms each year. In terms one and six the learners study two modules per terms. In each of terms two, three, four and five, learners take three modules each term. Learners attend classes on three days a week.

There is a student council with cohort student representatives attending. Further aspects of the Learner Voice and student services will be explored on the next External examiner visit.

All learners met want to transfer onto degree courses, some did express concern over having a period of months when they would not be in study due to cohort entry/ exit dates. Learners were positive about their experience in the college. They stated that they found staff accessible and helpful. They were also positive about improvements in their own confidence and self-esteem from studying the HND programme at the college.