

## External Examiner Online Report A

## CENTRE DETAILS &amp; CERTIFICATION

## REPORT DETAILS

Report Type	First Sampling
Centre Name	MACCLESFIELD COLLEGE
Centre Number	40517
Standards Verifier (EE) Name	MRS E TOMS
AA Number	900509
Has Been Submitted	Yes

## VISIT DETAILS

Date Of Sampling	31/03/2015
Feedback Presented To	FRAN PEOVER
Designation	COURSE LEADER

## PROGRAMME EVALUATION SUMMARY

Programme No.	Programme Title	No. of Reg.	Status
NNT31	PUBLIC SERVICES (QCF)	7	Released

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

No essential actions raised by the external examiner.

**Summary of Recommendations**

No recommendations made by the external examiner.

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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.

Macclesfield is a small FE college with a well established HE provision.

**Areas of Good Practice**

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

Weekly tutorials on a 121 basis.

Focus on academic writing and referencing.

## 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.

The HN Public Services is in the first year of delivery. The centre has previously offered a Foundation Degree in Public Services.

There are 6 active learners on the programme.

The Programme is effectively managed by the course leader and as part of the HE provision at the centre.

Assessment is fair and consistent across the units and students sampled.  
Assessor feedback is very detailed and supports learner development.

Assessment outcomes are clearly justified in the assessor feedback.  
All work sampled was authenticated and referenced.

The centre has a cross college process for managing HE programmes which includes a series of policies designed to support assessment and academic standards at L4-7. There are clear guidelines for submission of work; academic appeals process and a published malpractice policy.

The college has an annual programme review cycle which includes feedback from learners, staff, SVEE reports.

The college has a cross college HE Practitioners forum that meets on a regular basis which the Public Services staff take an active part in.

As a QAA Review is due the group is meeting every 2 weeks at present (usually meet monthly).

SVEE reports are reviewed by senior management and action plans drawn up where required. SVEE reports are available to all staff and learners and will be used to inform the annual Self Evaluation Document (produced in July each year and submitted in October to a college panel for approval and grading).

The evidence provided by the centre shows that effective management systems are in place to support the delivery, assessment and internal QA of the BTEC HN Public Services.

Staff CVs were checked and show that all staff are appropriately qualified to deliver and assess the units in the HND Public Services programmes.

**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 assignments were forwarded to the SVEE in advance and feedback provided.

All assignments use the standard Pearson BTEC format and are clearly presented with signposting to relevant unit content and links to relevant sources for research.

For each unit the assignments were set at the correct level, had contextualised Merit and Distinction criteria effectively, and had a variety of types of evidence required.

All assignments are authorised for use by IV sign off prior to issue to learners.

There is a published assessment schedule.

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**Maintenance and Audit of Records**

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

Records are maintained on Moodle and ProMonitor which record achievement at LO/AC level for each unit. These records are accessible to learners so they can track their own progress and will be used to inform the end of year outcomes at the Assessment Board meeting.

**Registration and Certification Claims**

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

There is a published policy.  
Class lists are checked by the course leader and registrations made by the exams office.  
All learners are registered with Pearson.  
Unit grades and certification claims will be made by the exams office on confirmation from the course leader and after the Assessment Board meeting.

**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 are well supported. The college has published policies to support learners (Learning Support; Academic Appeals; Malpractice) and guidance is given on effective referencing of work, study skills both during induction and as feedback on assessment (if appropriate).  
There is an end of unit survey and student perception survey (after induction and each year). This results in a 'you said/ we did' poster which highlights actions required. The post induction survey from this HNPS cohort was very positive as are the 2 end of unit surveys completed to date.

Students have access to resources via the VLE and Library and also have access to the Study Skills hub and to the college Learning Support team.

There is a programme handbook which includes all details of the programme - this is available via student log in on Moodle.

Unit resources are available on moodle as are copies of assignments and the assessment/IV schedule.

SV interviewed 2 learners who spoke highly of the support provided by the centre staff.