

CENTRE DETAILS & CERTIFICATION**REPORT DETAILS**

Report Type	First Sampling
Centre Name	BRIT COLLEGE
Centre Number	04687
Standards Verifier (EE) Name	MR M HOPKINS
AA Number	956615
Has Been Submitted	Yes

VISIT DETAILS

Date Of Sampling	26/04/2018
Feedback Presented To	Chris Mabika
Designation	Vice Principle

PROGRAMME EVALUATION SUMMARY

Programme No.	Programme Title	No. of Reg.	Status
XFN69	BUSINESS	556	Released

External Examiner Online Report A

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

No issues from last years report.

Summary of Essential Actions

No essential actions raised by the external examiner.

Summary of Recommendations**Effectiveness of Assessment Instruments**

I would suggest the feedback given to the learner on completed assignment not only to be reflective of the work done but also to signpost how the learner could improve in future work. This would allow the learner to continually develop and show that progression is on-going.

By Date 03/09/2018

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.

This is a very well run college with very good administration and communications. My visit was well planned and I was made very welcome by all members of the college team.

Areas of Good Practice

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

The Centre operate a paperless policy and have supported this with a well developed VLE system that is accessible to all learners and staff. The VLE is well organised and maintained and provides an effective and efficient tool for programme delivery. The Centre employ a robust assessment process with a hierarchy of checking mechanisms to further verify learner outcomes which in turn leads to a robust assessment and verification process. here has been consistently good communication with the centre with information provided both prior to and on the day of the visit. The expectations of the QAA Code of Practice has been met with good cross-College QA systems in place.

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.

Tracking of assessment decisions is carried out electronically and managed by the Operations Manager who has overarching responsibility for recording learner progress. Grades achieved in individual assignments are initially recorded on the assessment feedback documentation and then transferred on to a spreadsheet for each unit. The overall grade achieved in the unit is then transcribed onto the record of achievement for the individual learner. The centre has clear expectations around internal verification procedures and a robust sampling plan is in place that ensures coverage of every unit, learner and assessor. All tutors undergo training as Internal Verifiers and the Lead Verifier is the Vice Principal. Learner work that has been assessed by new staff is generally subject to more rigorous internal verification. There are strong college-wide systems, policies and procedures in place. These are held electronically and easily accessible. Assignment briefs follow unit outcomes closely and in that respect are standardised in terms of format and easy to read and understand.

Of the assignments sampled by myself I would have to agree with the marks awarded. Exam board and student rep meetings happen often, minutes of which were made available to me on the day of my visit. The administration function is a strong area of the college. Assignments are clearly written with tasks identified and set in specific vocational scenarios. Most of the assessments are in the form of written reports, descriptions and interpretations. There is a good variety of assessment mechanisms in place to support each learner type. There are clear signposts to enable learners to address the specific criteria and to reach for Merit and Distinction levels. To that end contextualisation for higher grade development is a strong point.

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 authenticity of learner work is conducted via digital signature on submissions. The Centre has a clear assessment and verification policy and this is supported by assessment plans, schemes of work and lesson plans. All assessment documentation uses the Pearson format and is carried out electronically on the Centre VLE. Standardisation meetings are held to assure that marking is consistent across assessors and to share good practice. Assessment decisions are confirmed at an assessment board where each assessor presents their own results and highlights all key areas and indicators such as submission and achievement rates. This enables comparisons to be made per group. Sampled work showed that learners are achieving the aims and learning objectives of the programmes. Sampling suggests there is some very good teaching and learning taking place at this college. I feel the learners are working at the appropriate level of study.

Feedback to the learners on completed assignments is excellent in all cases with each learning outcome commented on. This is however, this can be somewhat reflective of the work carried out.

The internal verification process is excellent and a clear audit trail is visible.

Recommendation

I would suggest the feedback given to the learner on completed assignment not only to be reflective of the work done but also to signpost how the learner could improve in future work. This would allow the learner to continually develop and show that progression is on-going.

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Maintenance and Audit of Records

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

Detailed enrolment and registration files continue to be held electronically as is the assessment and Verification documentation. This was evidenced during the visit when the Course Administrator showed the appropriate records and files. The majority of learners are largely recruited from the surrounding area of East London and there is evidence that it does this with integrity. Attendance is taken very seriously with plans, policies and process in place to combat any issues. Support mechanisms for any at risk learners are excellent. Tutorials are a regular feature of the college both group and individual, all records are kept with viewing available. All meeting minutes are kept up to date, again I was able to view these. Certification and registration is carried out in accordance with the college policy.

Registration and Certification Claims

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

HND students can top up to a degree programme through the University of Northampton which is provided in the centre. The course handbook is available to each learner, this contains the college's stance on plagiarism. Registers and attendance records are clear and up-to-date. Formal and informal tutorials are a great strength at this college. There is a very good working relationship between tutors and learners. Certification and registration is carried out in accordance with the college policy.

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

I spoke with a number of learners during the day all of which were satisfied with the provision and the staff. One learner had some personal issues during the year which had resulted in him 'slowing down'. He informed me that the college were very supportive during that period and he was now back on track and is expected to complete on time. The general consensus from the learners was that the course was stretching and challenging and all had benefitted from attending. Ambitions from the learners on completion was varied, some were looking to start their own businesses whilst others were looking to progress their individual education. The learners described the tutors as 'knowledgeable, experienced and very supportive'. All felt they were better people as a result of doing the course and attending the college. All seemed to feel the induction process were well planned and well explained. Learners suggested they benefit from a VLE and an on-line college portal where course material can be accessed outside of normal college hours.

Staff CPD is on-going with the college funding staff development. Staff CV's support this comment. On the whole staff are very well qualified and very experienced.

Physical resources within the college are excellent with well with equipped and spacious classrooms being the norm. There is a very well stocked library on site.

Feedback to the learners on completed assignments is excellent in all cases with each learning outcome commented on. Generalised feedback is also a feature.