

**External Examiner Online Report A**
**CENTRE DETAILS & CERTIFICATION**

<b>REPORT DETAILS</b>	
<b>Report Type</b>	First Sampling
<b>Centre Name</b>	CHICHESTER COLLEGE
<b>Centre Number</b>	65409
<b>Standards Verifier (EE) Name</b>	MR PR SMITH
<b>AA Number</b>	986085
<b>Has Been Submitted</b>	Yes

<b>VISIT DETAILS</b>	
<b>Date Of Sampling</b>	24/02/2017
<b>Feedback Presented To</b>	Gerry Griffiths, Andrea Slater & Cath Pick
<b>Designation</b>	Quality Manager, Course Leader HND & Course Leader HNC

<b>PROGRAMME EVALUATION SUMMARY</b>			
<b>Programme No.</b>	<b>Programme Title</b>	<b>No. of Reg.</b>	<b>Status</b>
XN587	CREATIVE MEDIA PRODUCTION (QCF)	1	Released
XN589	CREATIVE MEDIA PRODUCTION (MOVING IMAGE) (QCF)	4	Released
XN593	CREATIVE MEDIA PRODUCTION (QCF)	7	Released
XN595	CREATIVE MEDIA PRODUCTION (MOVING IMAGE) (QCF)	128	Released

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

The previous report identified two recommendations and no essential actions.

The first recommendation that was identified encouraged the centre to 'develop a bank of anonymous exemplar material', which could be used to assist the centre in differentiating between Pass, Merit and Distinction work. Presently, the centre is in the process of creating a database of exemplar based work at different grading levels. The centre has called this the 'Matrix' and it is the intention of the centre to add to this, as the course progresses.

The second recommendation that was signposted in last year's report related to the centre utilising a 'summative unit assessment record'. The centre has employed this into their assessment feedback sheets and they are also looking to develop their assessment feedback/tracker documentation further. The new assessment feedback documentation that the centre is going to employ (was shown to me on the day of the visit) is clear, straightforward and provides the assessor opportunity to provide supportive and developmental comments to the student.

**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.**

Communication with the centre has been excellent. Administration of the programme is excellent, with all the relevant documentation made available.

All the required materials were provided electronically, via hard drive and written documentation on the day.

QAA code of practice is being followed and all the relevant information, practices and policies adhere to the requirements of the academic infrastructure.

**Areas of Good Practice**

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

All assessment materials and IV documentation are consistent and produced to a very good standard. The feedback, both formative and summative, by the assessor is extremely comprehensive. This is very good practice.

The application of a vocational scenario to traditional theoretical units has resulted in a very creative setting, which students have engaged in comprehensively.

**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 HND Creative Media Production pathways are run at Brighton Film School and Chichester College (who hold the registration for the students). Brighton Film School is supported by Chichester College and utilises their Higher Education policies and procedures and supports the College with Quality Assurance visits and attendance at boards. There is a very good relationship between the two centres who offer high quality, specialist Higher Education provision for students. During my EE visit it was evident that the resources, specialist staff, location, environment and quality of student work that both centres are running extremely effective programmes of study. Presently, I have been advised (via Pearson) that there is an ongoing discussion regarding the formularisation of an exceptional collaborative agreement between the two parties and that all outcomes are subject to this agreement being put in place.

Both centres supports the Higher National (HN) programme through their HE department. There is a rigorous, efficient and effective cross-college HE academic board that takes place twice during the academic year. Additionally, the HE team attends cross-college meetings on a regular basis to discuss student progress and the standardisation of grades.

The twice yearly HE academic board confirms student grades and progression. The academic boards comprise of unit reviews that identify actions to be implemented to improve, develop the programme and increase student performance.

The centre is running a Level 6 top-up degree where a large proportion of HND students progress on to a full degree awarded by the University of Brighton. It is expected that student numbers will continue grow and progress on to the top-up programme.

The centre has a strong student involvement strategy that leads to changes in access to resources and programme planning. A common room has been planned based on student feedback through this process, this year. Each term, student representatives collate information from their cohorts and meet with the Head of School to feedback. The Head of School creates an action plan that is disseminated through the student body following these meetings.

**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 centres assessment instruments were reviewed prior to the visit. They provide the students with guidance and support as well as accurate contextualisation of higher grades. The assignment briefs were appropriate for the nature of a level 4 and level 5 programmes. All assignment briefs are available to students electronically or paper based.

The assignment briefs sampled prior to the visit and on the day provided well designed vocational scenarios for students. The assignment brief tasks are thoroughly constructed and mapped both to the pass criteria and to the contextualised higher grades.

There are some interesting and innovative approaches to making the traditional theory based units of the qualification, as vocational as possible. This is very good practice and it is evident by the grades achieved by students that they have fully engaging with the assignments.

**Maintenance and Audit of Records**

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

The centre maintains their records of assessment in a secure and effective manner using the centre data management system.

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

Student registration is managed centrally and monitored by the centres administration team. The registration and certification claims are conducted at the Chichester College campus.

Student certification is also handled centrally and the programme leader and another member of the team complete the documentation to ensure accuracy. The centre is using an effective and robust approach to registration and certification.

**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 evidence of a wide range of assessment tools being used to support assessment. Comprehensive and supportive formative and summative assessment feedback is given to students and is linked to the assessment criteria, without being prescriptive. The quality of teaching is reflected in the quality of student work and in the positive feedback from students.

The centre provides students with a well-equipped facility, with individual access to workstations during timetabled sessions, a fully working TV studio, screening room and DVD library. Additionally, students also commented that access to resources outside of timetabled study was also possible.

There is clear evidence of support for students in the form of course related documentation and a warm, friendly and approachable assessment team. Students commented that if they ever have any concerns, question or need advice the course leader is always there to provide help and support. Tutorials are not timetabled into the programme and instead delivered on an individual basis. Students commented that even outside of tutorial times the course leader is always approachable.

Overall, students were extremely pleased with their course, the expertise of the course leader, support they receive and the resources and facilities available to them. However, the only development of the programme that the students identified they would like is course related trips. Furthermore, the students also were very pleased with the way that the head of school always discusses course related feedback, signposted through the student representative meetings.