DQB

Designated Quality Body
in England

Assessment for New Degree Awarding Powers

Dyson Technical Training Ltd

Review Report

June 2020

Shortly after this report was finalised for consideration by the Advisory Committee for Degree-Awarding Powers, Dyson Technical Training Limited informed the DQB that it had made changes to its Articles of Association (of its own volition) with respect to the matters referred to in paragraphs 15 and 30. In its consideration of the report, the Committee noted that the changes offered clear and conclusive evidence that the Institution had addressed this adequately. Dyson Technical Training Limited asked the DQB to make this clear, and we are happy to do so.

Contents

Summary of findings and reasons

New DAPs test components	DAPs criteria						
	A	B1	B2	B3	C	D	E
The provider has demonstrated a full understanding of this criterion	Yes	Yes	Yes	Yes	Yes	Yes	Yes
The provider has a credible New DAPs plan for ensuring the criterion is met in full by the end of the probation period	Yes	Yes	Yes	Yes	Yes	Yes	Yes
The standards set for the proposed courses are at an appropriate level	Yes						
	Overarching New DAPs criterion						
The provider is an emerging self-critical, cohesive academic community with a clear commitment to the assurance of standards supported by effective (in prospect) quality systems	Yes						

About this report

This is a report of a New Degree Awarding Powers (New DAPs) assessment of Dyson Technical Training Ltd conducted by QAA in June 2020 in accordance with the process outlined in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA for Degree Awarding Powers, October 2019.*

Assessment of degree awarding powers (DAPs) is the process QAA uses to provide advice to the Office for Students (OfS) about the quality of, and the standards applied to, higher education proposed to be delivered by a provider in England under a New DAPs authorisation and on a provider's readiness to operate with a New DAPs authorisation.

Provider information

Legal name	Dyson Technical Training Ltd
Trading name	The Dyson Institute of Engineering and Technology
UKPRN	10067355
Type of institution	Private provider
Date founded	2016
Date of first HE provision	September 2017
Application route	New DAPs
Level of powers applied for	Taught degree (up to level 7)

Location of teaching	Malmesbury, Wiltshire
Subjects applied for	All subjects
Current powers held	Not applicable
Date current powers granted	Not applicable
Details of programmes	For the duration of its probation DAPs period, The Dyson Institute plans to offer two programmes: • BEng (Hons) in Engineering Degree Apprenticeship • BEng (Hons) degree in Engineering.
Number of students as at June 2020	116 (Full-time) registered on University of Warwick programmes
Number of staff as at June 2020	Academic: Head of Programme, three senior lecturers, and two lecturers Management and support: 15 staff

About Dyson Technical Training Ltd

The Dyson Institute of Engineering and Technology (the Institute) originates from a history of supporting and developing engineering education in the UK. In 2002, the James Dyson Foundation was established to encourage more young people to consider careers in engineering. This has been followed by several academic initiatives designed to improve engineering education in the UK including the creation of the Dyson Centre for Engineering Design at the University of Cambridge and most recently, the Dyson School of Design Engineering at Imperial College London involving collaboration between Dyson engineers and academics on curriculum development.

Since September 2017, the Institute has been working in partnership with Warwick Manufacturing Group (WMG), part of the University of Warwick, to deliver the WMG's BEng (Hons) degree in Engineering and a BEng Apprenticeship from the Dyson Technology campus in Malmesbury. The students currently studying at the Institute are employees of Dyson Technology, a separate company, and follow a programme delivered and awarded by the University of Warwick. The Institute's responsibilities for this programme include recruitment and admissions, health and wellbeing support, professional development support and student representation. This partnership between the Dyson Institute, Dyson Technology and the University of Warwick is currently governed by a tripartite agreement The Institute's financial sustainability is assured by its contractual arrangement with Dyson Technology, through which it receives payment for the education and training it provides to the Undergraduate Engineers. The Institute also benefits from a financial guarantee with its parent company, Weybourne Holdings Pte Ltd.

At present there are 116 students registered on the current University of Warwick programme: 33 students in the third year of the programme, 40 in the second year of the programme and 43 in the first year of the programme. The Institute plans to obtain New Degree Awarding Powers in order to replace this programme, from 2021-22, with its own two programmes: a BEng (Hons) in Engineering Degree Apprenticeship, and a BEng (Hons) in Engineering to be offered to Undergraduate Engineers at Dyson Technology. The Institute co-designed and legally co-owns the intellectual property for the degree on which students are currently enrolled and has used this as the basis for developing its own provision. Recruitment for the Institute's first cohort is planned to begin in September 2020 and for

delivery to commence from September 2021. The Institute plans to recruit up to 50 students each academic year between 2021-22 and 2024-25. The proposed programme is a four-year degree programme and the Institute has therefore proposed to the Office for Students a four-year probation period from September 2021 to Summer 2025.

Most of the Institute's planned staffing contingent are currently in post. The Institute is organised into teams that deliver the operations of the Institute, rather than formal academic or service departments. The Institute plans to deliver the activities of its teams within operational 'pillars' of activity. The details of each pillar structure are as follows:

Pillar	Pillar lead	Explanation of pillar
Governance	Director of The Dyson Institute	All activity associated with the effective governance of the Institute
Degree	Head of Engineering Programme	All activity associated with academic provision leading to a Dyson Institute academic award or apprenticeship certificate
Workplace	Head of Engineering Programme	All activity associated with the workplace rotations and apprenticeship development undertaken by the Institute's students
Professional development	Head of Professional Development and Undergraduate Experience	All activity associated with developing non-academic competencies and characteristics to support students' success
Health, wellbeing and student support	Head of Professional Development and Undergraduate Experience	All activity associated with providing health and wellbeing support to students
Operations and infrastructure	Head of Operations	All activity associated with the efficient running of the Institute's systems
Recruitment and admissions	Head of Professional Development and Undergraduate Experience	All activity associated with attracting, selecting and admitting students to study at the Institute

How the assessment was conducted

The QAA assessment team (the team) completed an assessment of the provider according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment for Degree Awarding Powers, October 2019.*

The team appointed to undertake this assessment was as follows:

Name: Jenny Hann
Institution: Swansea University
Role in assessment team: Institutional assessor

Name: Amanda Donaldson
Institution: Norland College Limited
Role in assessment team: Institutional assessor

Name: Richard Tong
Institution: Neath Port Talbot College
Role in assessment team: Institutional assessor

Name: Syed Mohyuddin
Institution: Nottingham Trent University
Role in assessment team: Institutional assessor

The QAA Officer for the assessment was Julian Ellis.

The size and composition of this team is in line with published guidance and as such is comprised of experts with significant experience and expertise across the higher education sector. The team included members with experience of a similar provider to the institution, knowledge of the academic awards offered and included academics with subject expertise. Collectively the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included at least one senior academic leader qualified to doctoral level. Details of team members were shared with the provider prior to the assessment to identify and resolve any possible conflicts of interest.

The team conducted the assessment by reference to a range of evidence gathered according to the process described in the Guidance for Providers. The criteria used in relation to this assessment are those that apply in England as set out paragraphs 215-216 and in Annex C in the OfS's regulatory framework. To support the clarity of communication between providers and QAA, the DAPs criteria and evidence requirements from the OfS's regulatory framework have been given unique identifiers and are reproduced in Annex 4 of the above Guidance for Providers.

Prior to referral, the Office for Students stipulated that the assessment take into account █ ███ ███████████████████. As a result, the timescales for requesting additional evidence were adjusted ██ ██ ██ ███████████████████████████████████. In the course of the assessment, the team considered a total of 246 items of evidence. The initial submission included 198 items of evidence. Following the initial stage of desk-based analysis, the team submitted requests for clarification and additional evidence, following which an additional four pieces of evidence were provided. During the assessment visit the team requested an additional 17 pieces of evidence and/or clarification on existing evidence. In addition, the Institute volunteered 31 pieces of evidence and/or notes of clarification. The substantive areas pursued through queries between the submission of additional documentation and the team forming its conclusions were evidence of: Senior Management Team actions; discussions about CPD requirements and skills; student support and professional practice workshops.

The assessment visit was conducted between 2-5 June 2020 through an on-line platform due to government restrictions in place at the time regarding travel. The assessment team held the following meetings: three meetings with the Senior Management Team (Director, Head of Engineering Programme, Head of Professional and Undergraduate Experience, Head of Operations, and Senior Regulatory Affairs Manager); one meeting with the Council (including the Chair of Council, a Non-Executive Director and a representative from Dyson Technology); nine students, covering all three year groups and student representatives from the existing University of Warwick programmes; all academic staff currently in post; and

professional support staff (including Programme Manager, Quality, Standards and Student Engagement Officer, Senior Academic Administrator, IT Manager, Student Support Advisor, Undergraduate line-manager, and recruitment and admissions partner).

The assessment team did not conduct any sampling of evidence as the volume of material available was such that all evidence could be reviewed by the team. Details of the evidence team considered are provided in the 'Explanation of findings' below.

Explanation of findings

A   Academic Governance

Criterion A1: Academic governance

1   This criterion states that:

A1.1 An organisation granted degree awarding powers has effective academic governance, with clear and appropriate lines of accountability for its academic responsibilities.

A1.2 Academic governance, including all aspects of the control and oversight of its higher education provision is conducted in partnership with its students.

A1.3 Where an organisation granted degree awarding powers works with other organisations to deliver learning opportunities, it ensures that its governance and management of such opportunities is robust and effective and that decisions to work with other organisations are the result of a strategic approach rather than opportunism.

The evidence considered and why the team considered this evidence

2   The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission. The team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraphs 232 of the regulatory framework, namely, to assess the provider's understanding of this criterion and to test the credibility of the provider's New DAPs plan in relation to this criterion.

3   The team considered the Institute's New DAPs plan [0001a], Criterion timeline [0164] and supporting evidence to test whether the Institute understands this criterion, its plans are credible and the criterion is likely to be met by the end of the probation period. Specifically, the assessment team considered or assessed:

a   Whether the Institute's higher education mission and strategic direction and associated policies are coherent, will be published, understood and applied consistently and whether its academic policies support its higher education mission, aims and objectives. To do this, the team considered the New DAPS plan [0001a] and strategic and operational documentation namely the Blueprint 2020 [0001b; 0002] and strategic overview [0003], the draft Academic Regulations [0012], the Programme Design, Development and Approval policy [0019], and update status of this document [0238], the Admission Policy [014], the Mitigating Circumstances Policy [0015], Academic Misconduct Policy [0016] and the Selection of External Examiners Guidance [079b]. The team also met with the Council [M3], the Senior Management Team [M1, M5, M7], professional support staff [M6] and academic staff [M4].

b   Whether there is clarity and differentiation of function and responsibility at all levels in the Institute in relation to its academic governance structures and arrangements for managing its higher education provision, and whether the function and responsibility of the senior academic authority is clearly articulated and will be consistently applied. To do this the team considered the New DAPs plan [0001a], the Articles of Association [0180], the Parental Guarantee [0054], the Council Code of Governance, including terms of reference for the governance committees [0181], Board of Examiners terms of reference [0079a], proposed changes to the Academic Board [0230], a Governance outline [0020] and a Summary Council Skills Matrix

[0231]. Also minutes of the Academic Board [0-29a-d], Council [0030a-d], and Senior Management Team meetings [0233, 0243-0244], CVs for the Director, Head of Engineering Programme and Senior Regulatory Affairs Manager [0023; 0024; 0229a; 0229b] and a letter on the line management responsibilities of the Director [0025b]. The team also met with the Council [M3] and the Senior Management Team [M1, M5, M7].

c   Whether there will be appropriate depth and strength of academic leadership and whether the Institute will manage successfully the responsibilities vested in it were it to be granted degree awarding powers. The team considered the New DAPs Plan, Senior Management Team meetings [0233, 0243-0244], 0229b, 0039] and the CPD Plan for the Director [0232], the Council Code of Governance, including committee terms of reference [0181] and a Governance outline [0020]. The team also met with the Council [M3], senior staff [M1, M5, M7] and academic team [M4].

d   Whether the Institute will develop, implement and communicate its policies and procedures in collaboration with its staff, students and external stakeholders. To form a view on this the team considered the New DAPs plan [0001a], the Programme Design, Development and Approval policy [0019] and the status of this policy [0238] and the VLE implementation plan [0102]. The team also met with senior managers [M1, M5, M7], the academic staff [M4], students [M2] and support staff [M6].

e   Whether students at the Institute will be engaged in the governance and management of the organisation and its higher education provision, with students supported to be able to engage effectively. The team considered the New DAPs plan [0001a], the Guide to the Undergraduate Experience Committee (UEC) [0048] and its structure [0049], the activity calendar [0046], details of UEC members' training [0049c] and training schedule [0197c], the UEC annual report [0049d], UEC Values and Blueprint [0050; 0051]; and a governance outline [0020], minutes of Board and Council meetings [029c, 029d, 0030c] and programme approval documentation [068ad, ae, am, ao]. The team also discussed the matter with the Council [M3], senior staff [M1, M5, M7], professional support staff [M6] and students [M2].

f   Whether the arrangements with Dyson Technology for workplace settings will be clearly defined and subject to robust oversight and governance. The team considered the New DAPs plan [0001a], the Blueprint document [0002], the Supply of Services agreement [0053], the Dyson Institute Strategic Overview [0003], Guidance for Undergraduate Line Managers [0222], a flow diagram explaining how workplace rotations are monitored [0241], documentation on project proposals [0228a-b] and student rotation feedback [068k, 068g]. The team also discussed the matter with senior staff [M1, M5, M7], and professional support staff [M6].

How any samples of evidence were constructed

4   The team assessed evidence about the entirety of the Institute's academic governance and did not need to engage in any sampling of evidence in this area as the volume of available documentation was such that all evidence could be considered.

What the evidence shows

5   The provider's plans in relation to this criterion are as follows:

6   The New DAP plan [0001a] outlines the Institute's plans for its academic governance structure which focuses on a Council (the governing body of the Institute) and

the Academic Board as the senior academic body. Both the Council and Academic Board are currently in operation although the Institute does not expect Academic Board to exercise its full powers until quarter 2 of year 4 of the probation period. In order to approve its BEng degree and degree apprenticeship in Engineering, Academic Board established a Programme Approval Panel which has undertaken approval of the proposed programmes. Looking forward, Academic Board plans to establish the following two additional sub-committees: the Board of Examiners and the Student Staff Liaison Committee (SSLC) [0079a]. The Board of Examiners will be supported in its work by a Mitigating Circumstances Panel, Academic Misconduct Panel and Academic Appeals Panel, all of which will be operating from year 1, quarter 2. The Institute has a draft set of Academic Regulations which are scheduled for review in June 2020, approval by Academic Board in August 2020 and implementation thereafter. The policies and processes supporting the academic governance arrangements are at different stages of development with some complete, some under review and others in draft form.

7   The New DAP plan sets out how the Institute plans to work with students in academic governance. The plan includes the continuation of the current arrangements for a Staff Student Liaison Committee (SSLC) and Undergraduate Experience Committee (UEC) that operate for the University of Warwick provision and report to the Academic Board and Council respectively. The Institute has introduced student membership of Programme Approval Panels and plans for the introduction of formal student representation at Council and Academic Board from September 2021 [0001a].

8   The Senior Management Team is in place comprised of the Director, Head of Engineering, Head of Professional Development and Undergraduate Experience, Head of Operations and Senior Regulatory Affairs Manager. Five academic staff [0001a] have been appointed, three of which are already in post, with two others to arrive over the summer of 2020. By the end of 2021-22 (year 1, quarter 4) there are plans to have 12 academic members of staff in post.

9   As all students at the Institute must also be employed by Dyson Technology as Undergraduate Engineers, the New DAP plan includes provisions for working with other organisations, in this case Dyson Technology. The Institute's existing relationship with Dyson Technology is formalised in a legal agreement and the Institute intends to review this in preparation for delivering its own higher education. Overall, the Institute expects to meet Criterion A1: Academic Governance in full by year 2, quarter 4.

10   The assessment team's analysis of the evidence led to the following observations:

11   The Institute's vision is 'to become the best engineering university in the world, which develops the engineering leaders of the future'. This vision is outlined in its Blueprint [0001b; 0002], a visual representation of the Institute's Strategic Mission for 2020. This mission is to 'build challenging and enriching educational experiences, which are free, student-centric and aligned with the needs of industry and to do so while upholding the values of Dyson Technology and Dyson Institute – those values being Different, Authentic, Better' [0003]. To achieve its strategic mission, the Institute focuses its work on seven Pillars, which are used as a basis for critical self-evaluation, review, reporting and action planning [M1]. These Pillars are Governance; Degree; Workplace; Professional Development; Health, Wellbeing and Student Support; Operations and Infrastructure; and Recruitment and Admissions [0003]. An important aspect of the strategy is the Institute's relationship with Dyson Technology, and the team heard from the Institute's Director and members of the Council [M1; M3] how this underpins the strategic mission to integrate work-based experiences and academic learning. The team found that the vision, strategic mission and values articulated in the documentation [0001b, 0002, 0003] provide a clear and comprehensive strategic framework that is credible as responsibility for delivering on each

Pillar is clearly assigned to, and led by, a member of the Senior Management Team (SMT) [M1]. The Institute continues to review progress against its strategy and has moved through stages, from its primary focus on establishing itself as a higher education institute to its application for New DAPs. The Council and SMT informed the team that plans for an away day to develop the next stage of its strategy have been delayed due to the current restrictions on travel but would be scheduled as soon as possible [M3; M7].

12   Academic policies and procedures that support the Institute's higher education mission and strategic direction are in various stages of development. The Academic Regulations [0012], the Programme Design, Development and Approval policy [0019], the Admissions policy [0014], the Mitigating Circumstances policy [0015] and the Academic Misconduct policy [0016]] have been developed internally by the SMT to date with reference to the UK Quality Code and FHEQ [M3; M5; M7], and with scrutiny from an educational solicitor to ensure compliance with legislation. These policies set out the requirements and frameworks for admission, progression, achievement and award, and are intended to support the higher education mission, aims and objectives of the Institute. The SMT recognises that wider engagement in policy development would be beneficial and a full review of all policies is underway, to be completed by August 2020. The newly appointed academic staff have been deployed in this review and are expected to bring perspectives from other higher education institutions to this process [M1; M4-M7]. Existing students are also contributing to this review process and external academic expertise is also being utilised. For example, the Programme Design Development and Approval Policy has been reviewed internally with both the new academic staff and students, and is now with an external academic quality manager from an established higher education provider for further input and comment [0238; M1]. The team considered this a credible approach to policy development and for providing assurances to SMT that its academic policies and procedures are fit for purpose and reflect established higher education practice.

13   The Academic Regulations and Admissions Policy are currently in draft form and the New DAPs Plan sets out the intention is for these to be considered in June and August 2020 by Academic Board and Council respectively [0001a]. The team was informed that the development of further regulations and policies will follow the same approach: it is the responsibility of Academic Board to consider the details and approve the draft regulations and policies, and the role of Council to sense check the documents and assure itself that due process has been followed in their development, including the involvement of external expertise [0181, M3, M5]. Members of SMT and Council met by the team were consistent in articulating this approach [M3, M5] and cited the benefits of involving the new academic staff in this review in terms of ensuring these are understood by staff and applied consistently in the delivery of the provision. The team was also told that the Institute plans for all policies, procedures and regulations to be published on the virtual learning environment (VLE) with links available from the website, so that they are accessible to all students, staff and applicants [M7]. The implementation plan for the VLE [0102] states that it will be ready to be populated from August 2020, which will ensure that all policies, regulations and procedures will be available to students for the recruitment cycle for 2021 entry. The team considered the plans demonstrated a timely and transparent approach to the approval and publication of key information on its higher education.

14   The Articles of Association [0180] outline the Institute's purpose and the regulations for its operation. They set out the constitution and authority of the Council, the governing body of the Institute. The Council's primary functions include the approval of the mission and strategic vision of the Institute and to ensure that these meet the interests of stakeholders. It is also responsible for ensuring that processes are in place to monitor and evaluate the performance and effectiveness of the Institute against its strategic plans and for approving key performance indicators. The Council delegates authority to the Director of the Institute, as chief executive, for the academic, corporate, financial, estate and human resource

management of the Institute. The governance overview document [0020], Governance Code [0181] and meeting with Council members [M3] confirmed that the role of Council was consistently articulated and understood.

15   As explained in the New DAPS plan [001a], the Institute is wholly owned by the Weybourne Group, which is the corporate shareholder and which provides a financial guarantee as set out in the 'Parental Guarantee' document [0054]. Although the Institute is a separate, autonomous company limited by shares, the Articles of Association [0180] allow the Shareholder to direct the Council to take, or refrain from taking, any action. In theory, this has the potential to influence the decision-making of the Institute and ultimately influence the way in which degree-awarding powers are enacted, should they be granted. It is the view of the Council [M3] and SMT [M7] that no such authority would ever be exerted by the Shareholder because it supports the Institute financially and the success of the Institute is seen as a priority by the parent company. Furthermore, the New DAPs Plan [0001a] and governance overview document [0020] confirm that significant external representation on the main decision-making bodies within the Institute is planned; the Council already has four external members with a wide-range of experience from other higher education institutions, government departments, the Student Loans Company and management consultancy [0001a, 0020]. The Academic Board already has an external engineering academic from another University as a member and is considering proposals to further increase the externality of its membership. The team was told by Council members [M3] and SMT [M7] that external membership of these bodies will provide rigour and challenge to support the Institute in making robust decisions and there will therefore be no need for the parent company to involve itself in the enactment of the New DAPs. Finally, a member of the parent company Board sits on the Council and therefore provides clear lines of communication between the two separate organisations, which the team was told would reassure the parent company of effective decision-making. The team was reassured through discussion with the Council [M3] and the SMT [M7] that, as a separate company, the Institute intends to have sole authority over the enactment of its New DAPs; nevertheless, the Articles allow for decisions made by the Council to be directed by the shareholders, however unlikely that may be [0180].

16   The governance overview document [0020] and meeting with Council members [M3] confirmed that the Council comprises eight members, consisting of the Chair and three non-executive directors, the Director of the Institute, two representatives from Dyson Technology and one representative from the Weybourne Group. The team's scrutiny of the summary skills matrix [0231] and the New DAP plan [0001a] demonstrate that, between them, Council members have extensive and relevant experience and knowledge, for example, the independent Chair is a Council member at another higher education institution and a Non-Executive Director at the Student Loans Company and another external member is also Vice-Chancellor of a university and a Director of the Universities and Colleges Employers' Association. As the Institute has developed, and business sensitive decisions have been made, the Council has not felt it appropriate to include a student member up till now, although the New DAPs plan [0001a] states that the head student member of UEC is invited to attend Council meetings to discuss the activities of the UEC and the student experience, and also submits an annual report to Council. The Chair of the Council indicated in the meeting with the team an intention to have a student member from September 2021 [M3], meaning that a student member of Council would be in place as the Institute starts to deliver its own degree programme. The New DAPs plan [0001a] indicates that the Council intends to hold an external review of structure and effectiveness of governance arrangements every three years, with the first of these reviews to take place in the first half of 2021 prior to enrolment of the first cohort of students. The plan also indicates an intention to consider the arrangements through which governance is reviewed at the June 2020 meeting, and changes may be made in the light of these discussions [0001a]. The team considered that overall, the plan for academic governance is likely to enable effective

membership of Council, and the inclusion of students and commitment to review the arrangements demonstrates a robust and credible approach.

17   The Director's responsibilities are outlined in the job description for the role [0023] with the two primary responsibilities being to safeguard the experience of undergraduates and to lead the Institute to become an independent higher education institution with degree awarding powers. While not explicitly stated in the job description [0023], meetings with the Director [M5, M7] and Council [M3] confirmed that the Director is Accountable Officer and Chair of the Academic Board, and is therefore responsible for academic quality and standards of the proposed programme. As set out in the governance structure diagram [0020] and Governance Code [0181], being a member of the Council allows the Director to provide a secure link between the operational and strategic functions of the Institute. As described in the meeting with the Council [M3] and set out in written confirmation [0025b] the Director is line managed by two members of the Council; the Chair (an independent member) oversees the Director's role as Accountable Officer and the Vice President from Dyson Technology oversees the responsibilities related to the training of Dyson Technology apprentices [M3; 0025b]. The inclusion of the independent Chair as one of the line managers, with the support of three other independent members on the Council itself, mitigates the risk of conflict of interest. The co-line managers conduct quarterly reviews of performance against objectives [M3; 0025b] and the team was told [M3] that there is an intention to establish 360 degree reviews of performance in the future. The team considered that the co-line management approach reflected the ethos of the Institute itself, whereby the model is one of academic learning integrated with work-based experience, and noted that the Institute has taken measures to manage any potential conflicts.

18   The Code of Governance [0181] states that the academic authority of the Institute lies with the Academic Board, and this understanding was confirmed by Council members [M3]. The Code of Governance [0181] states that the Academic Board is required to conduct an annual review of its activity, and to report formally to Council each year on its oversight of academic standards and quality. A Scheme of Delegation is planned to be in place by September 2021 to provide absolute clarity at all levels within the Institute as confirmed by the New DAPs plan [0001a], the future Governance Structure diagram [0020] and in the meeting with Council [M3]. As the senior academic authority, the Academic Board is responsible for promoting the academic and professional work of the Institute and safeguarding the standards of its awards (as set out in Article 11 of the Institute's Articles of Association [0180]) and keeping under review the standard of education provided (as described in the Governance Code [0181]). The Academic Board is also responsible for overseeing the Institute's academic management, including the curriculum and all aspects of quality and standards associated with the Institute as a higher education institution. The Academic Board's terms of reference [0181] detail clearly that it has the power to make regulations and policies including the delegation of its responsibilities, subject to the approval of the Council.

19   As set out in the New DAPs Plan [0001a] the Academic Board currently consists of the Director, the Head of Engineering Programme, the Senior Regulatory Affairs Manager and an external academic. The internal members of the Academic Board have experience of developing and managing higher education programmes at the Institute as demonstrated, for example, through the CVs for the Head of Engineering Programme [0229a] and the Senior Regulatory Affairs Manager [0229b]. The presence of an external academic provides further assurance to decision-making. Nevertheless, the SMT and Council intend to further strengthen Academic Board's membership to ensure more robust challenge and a greater breadth of academic experience. A draft report on proposed changes to the Academic Board [0230] is to be presented at the Academic Board meeting in June 2020 and this proposes that the Head of Professional Development and Undergraduate Experience joins the Academic Board to represent the practice-based elements of the programme including the

workplace rotations (which give students the opportunity to spend four months in three different areas during the first two years of the programme) and the Summer Series (a compulsory professional development module), both of which are integral to the programme. The report also proposes that an experienced academic member of staff joins as a member, alongside two further new external members: one higher education expert with knowledge of degree apprenticeships and one expert in the professional development of students, for example a head of careers from another HEI. The team considers that these changes are likely to provide greater assurance that the academic and professional aspects of the programme are represented through internal and external membership. A final version of the report on changes, including consequent changes to the Board's Terms of Reference, will be presented to the Council for consideration in August 2020, although the report does not set out a timescale for the new membership arrangements to be implemented. The team considered that the plans to strengthen Academic Board demonstrates a credible approach for further strengthening its academic leadership capacity in academic governance.

20   The team scrutinised minutes from Academic Board meetings [0029a-d] and found that members engage in meaningful and robust discussion about the issues under consideration. The team saw examples of evidence-based decisions which take account of external expertise. For example, minutes of the meeting in April 2020 [0029d] show that the Board discussed proposals to improve the Programme Design, Development and Approval Policy and the Appointment of External Examiners guidance, resulting in several suggestions for changes including a further consideration of the process of approval of programmes with conditions and the requirement for a full re-approval of any programme every five years. The Academic Board agreed [0029d] to refer these policies to an external adviser for review before final rewriting. Examples of the current Board in operation demonstrate that it works within its terms of reference and it likely to be an effective oversight body during the probation period.

21   As described in the New DAPS Plan [0001a] and confirmed in meetings with SMT [M1, M5, M7] responsibility for the Institute's activities is spread across several Pillars, and the Heads of each Pillar, all members of SMT, are expected to work with the Director to deliver a strong academic and vocational programme which fulfils the mission of the Institute. The Director is responsible for the Governance Pillar. Responsibility for degree delivery within the Degree Pillar, led by the Head of Engineering Programme, who is also responsible for the workplace rotations and apprenticeship development. Responsibility for developing non-academic competencies and characteristics to support students' success sits within the Professional Development Pillar, led by the Head of Professional Development and Undergraduate Experience, who is also responsible for the Health, Wellbeing and Student Support Pillar and Recruitment and Admissions Pillar. Finally, the Head of Operations leads the Operations and Infrastructure Pillar, overseeing all activity associated with the efficient running of the Institute's systems [0001a; M1; M5; M7]. Each Pillar lead is supported by a small team of staff who work on particular aspects of the Pillar aims; for example, within the Professional Development team, there are four Student Support Advisors, a Professional Development Project Manager and a small Recruitment and Admissions team. The structure is in place and is planned to continue as part of the New DAP plan. The team considered that this organisational design is likely to provide a structure that enables effective delivery of the programme during the probation period. A new appointment of Programme Manager was made in January 2020 to oversee the management activities required to support DAPs and ensure that key activities are delivered as planned during the probation period [0001a]. The arrangements for this role are set out in the Programme Management Plan [0039], which includes clear deliverables and responsibilities for the implementation of New DAPS.

22   The SMT meets regularly, both formally and informally, to monitor and develop the Pillars' activities, and the team saw evidence in the records of SMT meetings [0243; 0244;

0233] of clear action points and follow up activity recorded. SMT members met by the team [M1] described how their multiple roles and responsibilities are organised to capitalise on the skills and dynamics of the staff involved. SMT minutes [0243, 0244] demonstrate that members of the SMT act effectively, cohesively and decisively and that, due to the small size of the organisation, key decisions can be taken with full consideration of the impact on other areas of the Institute. For example, in the meeting in April 2020 [0243], members of SMT discussed how to generate key performance indicators (KPIs) to inform self-evaluation. A decision was made that each Pillar lead would form a small working party to devise their own KPIs for consideration at the SMT meeting in September 2020. The team considers that the institution's size facilitates collaborative leadership across the strands of activity and that individual roles and responsibilities are understood.

23   Members of SMT bring different skills and sector experience to the leadership team. ███ ███ ███ ██████████████████████   ██████████████████████████████████████ ██ ███ ███ ███ ██ ██ ██
Following discussions with the SMT [M1; M5; M7] and consideration of minutes of meetings [029a-d; 0233; 0243; 0244] the team formed the view that the Institute's senior leaders have the capacity to demonstrate sound academic leadership in the enactment of its powers.

24   The New DAPs plan [0001a] sets out how partnership with students is an important focus for the Institute. Students on the University of Warwick programme currently engage with managers through a Staff Student Liaison Committee (SSLC) and an Undergraduate Experience Committee (UEC). The New DAPs Plan [0001a] and governance structure [0020] confirms that this approach is planned to continue, supplemented by further methods to enable students to have greater input into governance and decision-making. These include: utilising the formal representative structures: the creation of a new, student-led steering group: use of email or in-person polls; conducting online surveys; requesting informal feedback in 1:1 or group meetings; and holding drop-in sessions, focus groups or workshops [0001a]. These engagements are intended to support the Institute in moving from a transactional model of interaction (reporting and answering questions) to a fuller partnership model as confirmed by SMT [M1, M6]. The Head student representative on UEC is currently invited to present reports to Academic Board meetings [0001a] and the most recent [0049d] provides a detailed account of student-related issues and activities. As noted in paragraph 16, the Institute plans [0001a] to have its own enrolled students as full members of the Academic Board and Council once New DAPs are operational [0020; M1]. Staff and Council members met by the team noted that the timing of this is still under discussion due to the confidentiality of business at this stage of its application for DAPs [M1, M3]. The Chair of Council [M3] assured the team that the matter was expected to be resolved by June 2021 and that formal student membership of Council would be in place before the start of the first academic year.

25   Student representatives currently play a central role in the development and review of Pillar activity, including contributing to the formal annual review of Pillars, as demonstrated in meetings with staff [M1] and students [M2] and the student engagement activity calendar for 2020-21 [0046]. The New DAPS plan [0001a] confirms that current arrangements for student engagement, as articulated in the activity calendar [0046] are to continue in the

future. Minutes of Academic Board meetings during 2020 [029c, 029d] demonstrate that current students have contributed views on careers guidance, the summer series, rotation reviews, website and SharePoint reviews, library and admissions through discussion with staff and focus groups. Student representatives also attend and report to Council meetings [0030c], and students met by the team reported attending line manager meetings, estates meetings and professional development meetings, among others [M2]. The New DAPS plan [0001a] explains that students will be supported in these engagements through training. A full day's induction training is currently provided for student members of the UEC, and the training materials reviewed by the team [0049c, 0197c] shows a comprehensive training session covering issues such as the importance of student engagement, guidance and advice on the role, effective student representation, boundaries regarding confidentiality, and collaborative working on specific topics. This is supplemented by further detailed guidance on UEC's values, guiding principles, terms of reference and responsibilities which collectively provide clear guidance on student engagement and gives confidence that the Institute's own students will be appropriately supported to participate effectively [0048, 0049, 0050, 0051].

26   Students met by the team considered their contributions to decision-making at the Institute to be appreciated and acted upon [M2]. Several examples of changes to the current University programme were cited as resulting from student feedback or requests. For example, report writing support sessions have been included earlier in the programme for the benefit of students in years one and two in response to feedback from third year students. Similarly, plans to introduce workshops on writing laboratory reports in 2020 have directed resulted from student feedback. Two students were also part of the approval panel for the proposed degree and programme approval documentation [068ad, ae, am, ao] demonstrates that suggestions from students led to conditions being set on programme approval. Actions taken as a result were reported back to the students who were given the opportunity to contribute to the decision process on whether the conditions had been addressed. The team heard from the students involved that they appreciated this engagement and the development opportunities it provided [M2]. Based on this evidence and the arrangements outlined in the New DAPs plan, the team was confident that student engagement would continue to be effective under its own DAPs.

27   A key element of the Institute's programme is work-based learning. The commitment to ensuring that students experience hands-on, real-world work experience is embedded at a strategic level in its vision, mission and blueprint and is consistently demonstrated through the New DAP plan [0001a], the Blueprint [0002] and strategic overview document [0003]. All students studying at the Institute are employed by Dyson Technology as Undergraduate Engineers and close working relationships between the Institute and Dyson Technology ensures that student work-placements are effectively and robustly managed [0001a, M1]. A Supply of Services agreement [0053] governs this arrangement under the current University degree and changes are currently being drafted to accommodate the new arrangements, should the Institute be granted New DAPs. As part of their induction as students and employees, all students are required to read the policies of the workplace and Institute, receive a Health and Safety briefing and be introduced to the employee Code of Conduct [M7].

28   The workplace learning Pillar is led by the Head of Engineering Programme. In meetings the SMT [M1, M7] explained to the team that Undergraduate Line Managers (UGLMs) are Dyson Technology staff, selected for their enthusiasm for developing students and their ability to communicate and support effectively. The Guidance document for UGLMs [0222] demonstrates that training is provided to ensure managers understand their role and responsibilities, including the objective that managers will develop each student by providing a project that delivers against the learning outcomes for the work placement rotation. As set out in a flow diagram [0241], the learning outcomes are set by the Institute and the UGLM

then produces a project proposal [0228a-b] for the student, which is checked and signed off by the Institute and a plan for supporting the student to achieve is outlined. Meetings with SMT [M1] and professional services staff [M6] confirmed to the team that the future arrangements for work-based learning would generally operate as currently, although there would be a more formal process for reviewing the appropriateness of the project learning outcomes, which had not previously been necessary within the University degree. Monthly UGLM meetings with the Institute facilitate the sharing of good practice and a discussion of emerging challenges [M6; M5]. The Institute plans to continue monitoring the standards and quality of workplace learning by training the UGLMs, by monitoring student satisfaction and achievement through mid and end of rotation feedback [068k, 068g] and through reporting from engineering tutors who monitor and support student progression within the workplace [0241]. The team considered that the current arrangements for the academic governance of this partnership activity give confidence that its future plans for oversight are robust and credible, and will enable it to demonstrate the criterion during the probation period.

Conclusions

29   The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers.

30   The team concludes that the Institute has set out effective academic governance arrangements with clear and appropriate lines of responsibility which it intends to operate during the probation period. The lines of responsibility between Academic Board and Council are understood with clear differentiation of function and responsibility. The relationship between the Institute and its parent organisation is set out in the Parental Guarantee, the Articles of Association and New DAPs plan. Although, in theory, it is possible under the Articles of Association for the parent company to influence the Institute's decision-making regarding the enactment of New DAPs, in practice the principle of the Institute as an autonomous organisation is clearly understood by the Council (on which sits a member of the parent organisation) and the staff team. The Pillar approach to strategic and operational management sets out clear responsibilities within the team and is appropriate for the size and nature of the organisation. The Institute's academic framework has been drafted and there are clear timelines for its review through self-critical reflection, demonstrating an understanding of the importance of sound academic governance frameworks for its higher education provision. The planned addition of a Scheme of Delegation has the potential to provide further clarity. The Institute's plans for the review of all policies, including externality and student input, are likely to ensure effective policy development and external benchmarking. Based on the evidence seen and meetings with staff, the team consider the plans for academic governance and management to be credible.

31   The Institute has a clear intention to secure student engagement in the governance and management of the organisation and its higher education provision, with students supported to be able to engage effectively. The process of moving student engagement from a transactional process to a full partnership has already begun, with students fully involved in the recent programme approval event. Plans for full student membership of the Academic Board and Council are in progress and the Institute expects this to be achieved by September 2021 in time for the first cohort admitted under New DAPS. The Institute has experience of managing a student representative system through which students have opportunities to formally engage in consultative committees and annual Pillar Reviews which cover all aspects of the provision including governance, the degree programme and the workplace, which provides credibility to its plans in this respect. The Institute's plans for partnership with students indicate that it understands the value of engagement and that it intends to fully embrace the opportunities for critical self-reflection that this will afford.

32   Partnership with Dyson Technology forms a central plank of the strategy and mission of the Institute and the governance and management of work rotations, and the support of students while they are working, is considered a strength in the provision. Robust processes and effective partnerships with staff at Dyson Technology already exist and there are plans in place to ensure that contracts are adjusted accordingly, that learning outcomes are delivered in an appropriate and rigorous way, and that students are able to benefit from the application of theory to practice.

33   Overall, the Institute's plans for meeting this criterion in full by the end of the probation period, in order to manages the new responsibilities incumbent in a degree awarding power, are comprehensive and realistic. The team concludes, therefore, that the Institute understands this criterion and that the New DAPs plan is credible.

B Academic standards and quality assurance

Criterion B1 – Regulatory frameworks

34   This criterion states that:

'B1.1 An organisation granted degree awarding powers has in place transparent and comprehensive academic frameworks and regulations to govern how it awards academic credit and qualifications.

B1.2 A degree awarding organisation maintains a definitive record of each programme and qualification that it approves (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.'

The evidence considered and why the team considered this evidence

35   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission. The team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraphs 232 of the regulatory framework, namely, to assess the provider's understanding of this criterion and to test the credibility of the provider's New DAPs plan in relation to this criterion.

36   The team considered the Institute's New DAPs plan [0001a], Criterion timeline [0165] and supporting evidence to test whether the Institute understands this criterion, its plans are credible and the criterion is likely to be met by the end of the probation period. Specifically, the assessment team considered or assessed:

a   Whether the Institute's academic framework and regulations that will govern its higher education provision are appropriate to its current status and will be implemented fully and consistently. The team considered the Institute's New DAP Plan [0001a], draft Academic Regulations [0012], Admissions Policy [0014], Mitigating Circumstances Policy [0015], Academic Misconduct Policy [0016], Academic Appeals Policy [0017], Credit Structure [0070], Academic Board [0181] and Board of Examiner's Terms of Reference [0079], External Examiner Framework [0082], and met with senior management and academic staff [M1, M3-5, M7].

b   Whether the Institute has created, in readiness, academic frameworks and regulations which will be appropriate for the granting of its own higher education qualifications. The team considered the Institute's New DAP Plan [0001a], draft Academic Regulations [0012], VLE implementation plan [0201], BEng Programme Specification [0068a], Academic staff handbook [0084] and met with senior management, academic and support staff [M1; M4; M6]. The team also reviewed minutes of the Academic Board responsible for the oversight of the development of the framework and regulations [0029 c and d].

c   Whether the Institute has plans to maintain definitive and up-to-date records of each qualification to be awarded and each programme being offered and to use these as the basis for the delivery and assessment and whether students will be issued with records of study. The team considered the Institute's New DAP Plan [0001a], draft Academic Regulations [0012], Programme Design, Development and Approval Process [0019], approval decision form [0068b], Skills Matrices [0056], Job Descriptions for all staff [0130], Infrastructure Summary and Sourcing Strategy

[0105], Information Management and Strategy [0161 a and b] and associated documents [0105, 0169]. The team also met with senior management, academic and support staff [M1; M4-M7]

How any samples of evidence were constructed

37   The team assessed evidence about the entirety of the Institute's regulatory frameworks and did not need to engage in any sampling of evidence in this area as the volume of available documentation was such that all evidence could be considered.

What the evidence shows

38   The provider's plans in relation to this criterion are as follows:

39   The New DAP plan [0001a] sets out the Institute's plans for ensuring academic frameworks and regulations are in place to govern how it awards academic credit and qualifications. To support the implementation of the academic framework and associated policies, the Institute has developed a project plan and timeline [0165] showing the typical lifecycle of a cohort from anticipated recruitment in September 2020 to graduation in summer 2025.   The plan includes milestones and timelines for the annual review of academic regulations and arrangements for publishing these on the website starting in September 2020 ahead of the proposed opening of admissions. The New DAP plan includes proposals for training staff on the academic framework and the Institute plans to develop further guidance for staff and students to support their understanding of how academic credit and qualifications are awarded. This will include a marking matrix, curriculum map and marking guidance which will be available by year 1, quarter 1.

40   The Institute has developed its own Academic Regulations which set out the approach to assessment and classification which will be finalised through Academic Board in June 2020 and then approved by Council in August 2020. The Academic Regulations are supplemented by the Academic Misconduct Policy, Mitigating Circumstances Policy and the Academic Appeals Policy to assist with the award of academic credit and qualifications. The New DAP plan makes clear that the Board of Examiners is central to the award of academic credit and qualifications for which terms of reference are already in place.   The New DAP plan [0001a] states that the Institute expects its draft Academic Regulations [0012] and supporting policies to be finalised and available ahead of the opening of the recruitment and admissions process planned for Autumn 2020. The Institute plans to conduct reviews of all its policies annually by the Academic Board starting from Year 1, Quarter 4. It also plans to hold a full review of all policies every five years.

41   The New DAP plan also states how the Institute will maintain a definitive record of each programme and qualification that it approves (and any subsequent changes). This includes definitive programme records which consists of the Programme Specification (including Module Specifications), the Programme Handbook, Apprenticeship Logbook and approval documentation, details of minor amendments and a programme re-approval record. The New DAP plan also explains how the Institute is in the process of introducing a new student records system by September 2021 that will generate the information required for degree certificates or other exit award certificates, on request. The New DAP plan states that while the main components of the regulatory framework have been put in place, the evidence for meeting the Criterion in full would be available after the final Board of Examiners meeting in year 4, quarter 4.

42   The team's analysis of the evidence led to the following observations.

43   The New DAP plan [0001a] states that the Institute is on track to finalise its draft Academic Regulations [0012] and supporting policies by Autumn 2020, ahead of the

opening of the admissions cycle. The Academic Regulations 2020-21 [0012] are comprehensive in that these cover a breadth of higher education functions including Admissions and Enrolment, Programme Structure, Assessment Management, Assessment Decisions, Awards, Complaints and Appeals, and Degree Apprenticeship requirements. The Academic Regulations [0012] and supporting policies provide a clear framework for the award of academic credits and awards through Board of Examiners [079a], assured by Academic Board [0181]. The team heard from SMT that the framework has been developed using the UK Quality Code for Higher Education as well as the FHEQ [M3; M5; M7] and minutes of Academic Board to date demonstrate its input and oversight of this process [029c-d].

44   The Academic Regulations [0012] set out a clear credit framework for the provision and states that a definitive programme specification must be in place which details the award title, award structure, curriculum, teaching and learning approach, and the assessment and progression requirements for the programme. The programmes of study are organised into modules which are set out in terms of credit volume, either 15 or 30 credits with each module requiring an approved module specification. The draft Academic Regulations reference the credit approach to be used, namely the Credit Accumulation and Transfer Scheme (CATS) and the Credit Structure [0070] determines that 360 credits are required for an honours degree and that qualifications are available at each level from certificates at FHEQ level 4 to an honours degree at FHEQ level 6.

45   The Academic Regulations [0012] set out in details the provisions for managing the security and integrity of assessments and external examining (see paragraphs 106-108 for further detail). The student complaints and academic appeals sections of the Regulations direct students towards more detailed policy information in the students' complaints policy [0124] and the academic appeals policy [0126]. The team noted that the Institute's academic regulations currently have no provision for Recognition of Prior Learning (RPL), although the team were told in meetings with SMT [M5, M7] that this position is under review. The team considered that with the exception of RPL which may be included in the future, the Institute's draft Academic Regulations are comprehensive in coverage and are likely to deliver reliable outcomes for the award of academic credit and qualifications. The provisions in the Regulations demonstrate an understanding of the criterion and a credible plan for the award of degrees.

46   The Academic Regulations [0012] are supported several existing policies such as the Admissions Policy [0014] which the team analysed. This Policy refers to being informed by the Office for Students' Regulatory Framework, the UK Quality Code for Higher Education, Supporting Professionalism in Admissions (SPA)'s good practice guidance and the Schwartz report's principles of fair admissions [0014]. The policy includes details on Equality and Diversity and takes account of the Equality Act 2010 and the UK Quality Code in this respect. Other areas included in the policy include support for applicants with a disability, responsibility for admissions that includes setting entry requirements and staff training; information for applicants, details of the selection process, data protection and making complaints and appeals against admissions decisions [0014]. The policy also makes clear the reasons for any future policy amendments such as changes in the law or regulation, to meet professional body or accreditation requirements, to improve the quality of provision, or in response to stakeholder feedback. There is also a commitment to inform applicants of changes at the earliest opportunity so that they can if they choose to withdraw their application before enrolment. The team considered the Admissions Policy to be comprehensive and suitable for use in the first round of recruitment planned for Autumn 2020 because it takes account of regulatory requirements, is comprehensive in its scope and is likely to deliver a fair admissions process.

47	According to its Terms of Reference [079a] the Board of Examiners is responsible for validating final assessment marks and reviewing marks to reflect any outcomes following academic misconduct and/or mitigating circumstances, in addition to considering and approving all module and programme results. Separate panels dealing with mitigating circumstances, academic appeals and academic misconduct are planned to meet in advance of Boards of Examiners in order that outcomes are reported to the Board and any credits and awards conferred are appropriately safeguarded. The Mitigating Circumstances [0015], Academic Misconduct [0016] and Academic Appeals [0017] policies are intended to support the Board of Examiners in the award of academic credit and qualifications, which is consistent with the Board of Examiners terms of reference [079a]. The Mitigating Circumstances Policy covers definitions, extensions to assessment deadlines, and processes for application based upon accepted grounds for mitigation and in situations where students already benefit from reasonable adjustments [0015]. The Academic Misconduct Policy [0016] determines academic misconduct penalties, and includes definitions, classification of academic misconduct, processes for investigation and appeals against a decision. The Academic Appeals Policy [0017] enables students to make appeals both on the ground of mitigating circumstances and academic misconduct and sets out each stage of the academic appeals process. The team considered that these policies provide a level of detail that demonstrates an understanding of the need for transparent academic frameworks to govern its awards. These contain comprehensive details about the processes which, once finalised are likely to be suitable to govern how awards of academic credit and qualifications are made.

48	The Academic Regulations [0012] and Admissions Policy [0014] are currently labelled as draft and the Institute is undertaking a review of all policies to be presented to the Academic Board before final approval by the Council in August 2020. Meetings with staff [M1, M5-M7] confirmed to the team that the review of policies is expected to allow the new academic and support staff (who have extensive experience within the sector on information management, programme development, academic management, quality assurance and teaching [0056]) to contribute and in doing so, to obtain a detailed understanding of the framework. The Institute is also seeking input from current students on these policies and procedures and in the past has had the services of a legal team to ensure compliance with any legal requirements: this is planned to continue in the future [M1].

49	The Academic Regulations and associated policies are currently disseminated among the staff by Pillar Heads and an abridged version is also included within the Academic Staff Handbook [0084]. As confirmed in meetings with staff [M6, M7] and by the project plan [0165], this practice is expected to continue going forward and additionally the Institute plans to publish these online on the Institute's VLE. The VLE implementation plan [0201] confirms that links would be available to staff and students by year 1, quarter 1 of the plan in 2021-22. In summary, the team considered that the Institute's academic framework development timescales, and plans for publication to staff and students, are realistic considering the progress demonstrated to date.

50	The Institute has created a new job role with responsibility for maintaining records of the approved qualifications at module and programme level. The Senior Academic Administrator role, as described in the job description [0130], is to take responsibility for all records for the engineering programme and oversee the updating of key documentation including the staff and student handbook, programme and module information and for recording results and degree classifications. ████████████████████████████████
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The Institute has also appointed an IT manager to ensure that systems work effectively and are fully integrated [0105].

51   The Institute generates definitive programme documentation as part of its programme and module approval processes [0001a]. One of the Programme Design, Development and Approval Process [0019] main objectives is to ensure the development of a comprehensive and secure set of definitive documents for each programme developed by the Institute. The secure storage of records makes up the final stage of the programme approval process which requires the Quality Team to ensure that all definitive documentation, including the programme specification, module specifications, programme approval decision form and programme handbook are completed and secured centrally. The team were also informed of the intention to keep the documentation on a secure drive with a lock-down facility to ensure version control [M5]. As a consequence, the definitive programme documentation forms a secure basis for the delivery, assessment and monitoring of the programme of study. The team considered that the approach to producing and securing definitive documents as set out in the Programme, Design, Development and Approval Process is comprehensive and the appointment of staff with specific responsibilities for this give confidence that plans to maintain such records during the probation period are sound and realistic.

52   To provide an accurate and complete record of students' learning and achievements the Institute is planning to use an established management information system used by other higher education providers to produce transcripts [0001a]. The system is expected to retain a permanent record of study for all students and alumni and generate the information required for degree certificates or other exit award certificates [0105]. The Senior Academic Administrator is being trained on the new student information systems and there are plans [0169] to test all the systems before the first cohort starts in September 2021 [M5]. Integration of the system with the VLE is expected during 2021, followed by a fit for purpose review in 2022. The Institute also plans to implement a data retention scheme based upon advice from the Joint Information Systems Committee (JISC) [0001a] in order to support decision making around data retention in relation to student records, including records of study. This approach is intended to form part of a broader strategy to information management outlined in the Information Management Strategy [0161a] and is supported by a current and future IT and physical infrastructure strategy and plan [0105] which describes how training on the new system began in March 2020 and will be ongoing until August 2020 (see paragraphs 161-164 for more detail). In meetings with staff [M6, M5], further clarity was provided about staff roles and responsibilities relating to information management and the team was assured by plans for testing and training. The New DAP plan [0001a] does not include details about the issuing of transcripts and certificates other than to say that transcripts will be generated by the new student records system. It does however include a commitment that the evidence to be made available during the probation period will include examples of transcripts and records of degree certificates and transcripts will be available at the end of each academic year from 2020.

Conclusions

53   The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers.

54   To support the implementation of the academic framework and associated policies, the Institute has developed a detailed project plan and timeline for the probation period and the interval leading up to the delivery of its programme. The plan confirms that all regulations and policies will be available on the VLE prior to programme delivery and includes detailed milestones for the approval and review of its academic regulations and frameworks. The Institute has developed academic frameworks and regulations to govern how it will award academic credit and qualifications, and while these are still in draft form, they are at an advanced stage and are undergoing refinement which is likely to produce coherent and transparent documentation. The academic framework includes academic regulations for the

award of academic credit, qualifications and classification of awards; regulations covering deferrals, extensions and mitigating circumstances; academic malpractice; and policies and procedures relating to student admissions, academic appeals and complaints and are therefore comprehensive in coverage. The regulations and associated policies are to be disseminated to staff by Pillar Heads and through the Staff handbook.

55   Responsibilities for the implementation, monitoring and review of regulations, policies and procedures are clearly set out and understood by the staff met by the team. The regulations are currently under review seeking input from external experts, current students and the newly appointed academic and support staff. The Institute plans to review the effectiveness and fitness for purpose of the academic and regulatory framework on an annual basis in the last quarter of each academic year so that any changes approved can be implemented at the start of the new academic year.

56   The Institute has clear and credible plans for keeping definitive, secure and up-to-date records of all approved programmes and qualifications as it has procedures in place to process and securely record any changes made at the module or programme level. The programme definitive documentation forms the basis of delivery and assessment as well as any monitoring activities and achievement records. The Institute has started an extensive staff development programme on its new student records system, supported by an IT infrastructure and information management strategy. This demonstrates an understanding of the need for effective information management systems to be in place before the first cohort starts. There is a clear approach to ensure that the definitive records are available to supply transcripts of study to students and the alumni.

57   Overall, the Institute has demonstrated that their plans for meeting this criterion in full by the end of the probation period are comprehensive, coherent and realistic. The team concludes, therefore, that the Institute understands this criterion and that its New DAPs plan is credible.

Criterion B2 – Academic standards

58   This criterion states that:

B2.1 *An organisation granted degree awarding powers has clear and consistently applied mechanisms for setting and maintaining the academic standards of its higher education qualifications.*

B2.2 *Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that meet the threshold academic standards described in the Framework for Higher Education Qualifications (FHEQ). Organisations with degree awarding powers are expected to demonstrate that the standards that they set and maintain above the threshold are reliable over time and reasonably comparable to those set and achieved by other UK degree awarding bodies.*

59   The team conducted an assessment of this criterion according to the process set out in Guidance for Providers.

The evidence considered and why the team considered this evidence

60   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission. The team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraphs 232 of the regulatory framework, namely to assess the provider's understanding of this criterion, to test the credibility of the provider's New DAPs plan in relation to this criterion and to test the academic standards of the proposed programmes.

61   The team considered the Institute's New DAPs plan [0001a], Criterion timeline [0166] and supporting evidence to test whether the Institute understands this criterion, its plans are credible, the academic standards of the proposed programmes are appropriate and the criterion is likely to be met by the end of the probation period. Specifically, the assessment team considered or assessed:

   a   Whether the setting and maintaining of academic standards takes appropriate account of relevant external points of reference and points of expertise. To do this, the team considered the Institute's New DAP Plan [0001a], the Programme Design Development and Approval Process [0019] and status of its review [0238], Evidence of external involvement and students in course approval [0068 ac, ad, ae, af], UEC guidance [0048], BEng Programme Specification [0068A], Assessment Matrix [0068 ag], External Advisors Guidance on appointment [0078], Board of Examiners Terms of Reference [0079], External Examiner framework [0082], and draft report changes to Academic Board [0230]. The team also met with senior managers [M1, M5], students [M2] and academic staff [M4].

   b   Whether its programme approval arrangements will be robust, applied consistently, and ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with their own academic frameworks and regulations. The team considered the Institute's New DAP Plan [0001a], draft Academic Regulations [0012], the Programme Design Development and Approval Process [0019], Governance structure [0020], Academic Board minutes [0029c-d] and sign off [0068b], the Continuous Improvement Framework [0043], Assessment Matrix [0068 ag], the update of approval conditions [0068z] and sign off [0068f] and met with senior management team [M5] and academic staff [M4]. The team also reviewed the above to ascertain if monitoring and review arrangements will

be robust, applied consistently and explicitly address whether the UK threshold academic standards, and those of the Institute are achieved and maintained.

c   Whether its higher education qualifications will be offered at levels that correspond to the relevant levels of the FHEQ. ██████████████████████████ ██████████████████████████ and also considered the BEng Programme Specification [0068A] and Assessment Matrix [0068 ag].

d   Whether credit and qualifications will be awarded only where the achievement of relevant learning outcomes is demonstrated through assessment, and both the UK threshold standards and the Institute's academic standards have been satisfied. The team considered the Institute's New DAP Plan [0001a], Assessment Guidelines [0203], Credit Structure [0070], Board of Examiners Terms of Reference [0079], External Examiner framework [0082] and met with senior management team [M5] and academic staff [M4]**.**

e   Whether in establishing, and then maintaining, threshold academic standards and comparability of standards with equivalent level qualifications, it will make use of appropriate external and independent expertise. The team considered the Institute's New DAP Plan [0001a], Evidence of external involvement in course approval including external advisors and students [0068 ac, ad, ae, af], Board of Examiners Terms of Reference [0079] and the External Examiner framework [0082].

How any samples of evidence were constructed

62   The team assessed evidence about the entirety of the Institute's academic standards and did not need to engage in any sampling of evidence in this area as the volume of available documentation was such that all evidence could be considered.

What the evidence shows

63   The provider's plans in relation to this criterion are as follows:

64   The New DAP plan [0001a] sets out the Institute's approach to ensuring it has clear and consistently applied mechanisms for setting and maintaining the academic standards of its proposed higher education qualifications. Alongside the New DAP Plan, the Institute has developed criteria timelines which include activities and milestones to ensure that the Institute delivers on its plans [0166]. The Academic Board plans signed off its BEng (Hons) in Engineering Degree Apprenticeship and BEng (Hons) in Engineering in February 2020 having implemented its own mechanisms outlined in its Programme Design, Development and Approval process. The programme is similar in design and structure to the current programme delivered with the University of Warwick. The Institute is not planning to deliver any additional provision during the probation period but states that its process for future course design would similarly involve desktop research relating to academic standards in other higher education providers.

65   Aside from the Programme Design, Development and Approval process, the Institute has already established its other core policies relating to academic standards including the Academic Regulations, Mitigating Circumstances Policy, Academic Misconduct Policy, Academic Appeals Policy, Principles of Assessment Statement, External Examiner Framework and Board of Examiners terms of reference, which are due to be approved by August 2020 and implemented once the programme commences. The New DAP plan outlines the intentions to provide staff training by Spring 2021 so that the Institute's approach to academic standards are understood by all those with responsibilities for setting and maintaining standards. Assessment of student work will begin from September 2021 with the first Boards and Panels convening in year 1, quarter 2.

66   The New DAP plan [0001a] sets out how the Institute will demonstrate that courses and qualifications meet the threshold academic standards in the FHEQ and are reasonably comparable to those set and achieved by other UK degree-awarding bodies. The plan includes; the use of external examiners (the first of which will be in place by Spring 2021) to ensure continued comparability of standards; training and support for staff on assessment practices by Spring 2021; the use of Boards of Examiners to finalise grades, credits and qualifications (supported by assessment-related panels); and use of Pillar Reviews including Annual Programme Review, a template for which is expected to be completed by December 2020. The New DAP plan shows that evidence to demonstrate the Criterion is fully met will be available in year 4, quarter 4 when the external examiner reports for final year graduating students will be received.

67   The assessment team's analysis of the evidence led to the following observations.

68   The Institute's Programme Design, Development and Approval process [0019] has been deployed to set the standards of the proposed programme. This process consists of five stages, namely design, proposal, verification, submission and final approval. The design process includes the requirement (amongst other elements) for alignment to sector-wide reference points such as FHEQ level descriptors, characteristic statements, subject benchmark statements, and any anticipated professional body accreditation requirements. The proposal stage requires the completion of the Programme Proposal Form and supporting evidence such as evidence of wider consultation and a draft handbook. Altogether the proposal and evidence are submitted for external consultation as part of Stage 3. Stage 4 is where the proposal is submitted to Academic Board whose responsibility it is to confirm that an Approval Event can take place. Finally, Academic Board convenes an approval panel which makes use of input from external advisors as highlighted in the Guidance for the appointment of external advisors [0078]. The Approval Panel also includes a student representative. The outcome of the event is either an approval decision with or without conditions or declining the proposal. The responsibility to oversee the process in full, rests with the Quality, Standards and Student Engagement Officer who works in collaboration with the Regulatory Affairs and Compliance Manager [M5]. This iterative approach to programme design and approval, and use of externality throughout, demonstrates an understanding of the importance of setting appropriate academic standards and of external benchmarking.

69   The team reviewed the evidence generated through the approval of the proposed programme [068a-068ap]. For example, the team reviewed documents that considered and determined the programme learning outcomes, and that mapped these against the FHEQ, module outcomes and against Institute of Engineering and Technology (IET) outputs [0068ag]. Detailed records of actions taken throughout the approval process, including as a response to conditions, were provided and demonstrated consideration of academic standards, for example in the update of conditions [0068z, 0068b] where changes to the reassessment methodology were enacted. The documentation confirmed scrutiny and approval of the proposed academic standards by an external verifier. ███████████ ██ ██ ███████████████████the team reviewed the available evidence and verified that programme and module level outcomes were in accordance with the FHEQ. The team also confirmed that the programmes had been designed to align with the UK Standard for Professional Engineering Competence (UKSPEC), Subject Benchmark Statements, Characteristics Statements, the apprenticeship standard for manufacturing engineering, the Engineering Councils' UK Standards for Professional Engineering Competence (SPEC) and the Accreditation of Higher Education Programmes (AHEP) criteria.

70   The approval panel included experienced external members to help assure academic standards at the event and through verifying whether conditions of approval were met [M1]. Guidance on the appointment of external advisors has been produced to ensure the independence and experience of such panel members [078]. Two students met by the team [M2] were also part of the approval panel [0068ad, 0068ae] and confirmed that their input had directly informed conditions of approval and that they were consulted as part of the sign off, demonstrating that the Institute involves students as partners in this process [0001a]. The Institute plans to continue to engage students in the maintenance of standards through the Undergraduate Experience Committee (UEC), through which student representatives and the Director meet monthly [0048] and through formal membership of the Academic Board where they would be able to provide input into the policies for setting and maintaining academic standards [M1; M2; 0230]. The Institute has also approached an external academic consultant with suitable and relevant expertise to seek advice on improving the current programme development and approval processes [0238]. The team concludes that the Institute takes account of external expertise and students in its approach to setting academic standards.

71   As noted in paragraph 6, academic authority is vested in the Academic Board [M3, Governance Structure 0020] and the membership is being reviewed to include external academic members to reinforce decision-making [M1, M7]. There are also plans to include both an internal member of staff as well as having externals with experience of managing apprenticeship programmes. The team considered this would provide additional assurance that the Academic Board has a good balance of vocational and academic expertise. A Board of Examiners will operate as a sub-committee of Academic Board to determine awards and qualifications. Panels dealing with mitigating circumstances, academic appeals and academic misconduct are to report to the Board of Examiners [001a] enabling it to ensure that credits and awards are only conferred where all programme requirements have been met and achievement has been demonstrated through assessment. The terms of reference for the Board of Examiners [0079] are clearly articulated and set out the membership, attendance requirements, conflicts of interest protocols, frequency of meetings, responsibilities of members and the role of the Chair.

72   There is a clear structure for the award of credits and qualifications provided through an academic framework (see also Criterion B1, paragraphs 43-46 for more details). The Academic Regulations [0012] set out clearly the arrangements for assessments and awards. These include the approach to marking using a numerical scheme based on weighted percentages, the threshold pass mark, the classification approach to be used to determine student achievement above the threshold, and credit and qualifications to be conferred [0012]. The team considered that the design of the academic regulations [0012], the credit framework [0070] and the arrangements for Boards of Examiners [0079a] provide clear and consistent internal reference points for assessment and assuring academic standards. These demonstrate that the Institute understands the requirements for ensuring the security and integrity of academic standards and for awarding credit and qualifications only where the achievement of relevant learning outcomes has been demonstrated through assessment, and both the UK threshold standards and the academic standards of the Institute have been satisfied.

73   The External Examiner Framework [0082] requires that external examiners comment on the maintenance of academic standards in their annual report to the Institute in a standard report form. The form requests comment on threshold academic standards, the comparability of academic standards with equivalent programmes, programme design, marking and moderation of assessed work and the conduct of the Board of Examiners [0043, 0082]. External examiner reports will be used as part of the Annual Programme Review and Pillar Review and form a key assurance tool for the Institute (see paragraphs 106-108 for more information). The Continuous Improvement Framework sets out the

approach to annual review [0043] which will provide a mechanism for the formal review of the programme and its outcomes. The annual review is to be presented to the Academic Board and expected to form part of its annual report to Council [0001a]. The template for the review is due to be completed by the end of 2020 [0001a]. The team considered the Institute's plan for its annual review process and its use of external examiner input to be appropriate for assuring standards and are credible as they are likely to enable timely oversight and reporting of any issues relating to academic standards.

74   To support the implementation of programme monitoring and review, a detailed plan showing the typical lifecycle of a cohort from recruitment to graduation has been produced by the Institute [0166]. The plan includes various activities and milestones such as the sign-off of programme level assessment criteria by Academic Board by the end of 2020, academic programme reviews to be completed in 2022 and programme re-approval to be scheduled in 2023. The plan also has clear timelines for marking, assessment and feedback as well as staff training on academic standards and assessment practices [0166]. The team considered the timeline to be thorough and credible as it detailed all key activities in a cycle of delivery with realistic timescales and gives the Institute a clear overview of planned activity which would demonstrate achievement of the criterion by the end of the probation period.

Conclusions

75   The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers.

76   The team concluded that the Institute has appropriate structures and mechanisms in place to design courses that align with the threshold academic standards of the FHEQ. The team scrutinised documentation generated through the implementation of its Programme Design, Development and Approval process, and found it comprehensive and credible as it contained clear stages in the process, details about staff, student and external input into standards setting, and formal procedures for the sign-off of conditions and confirmation of oversight by Academic Board. The Institute makes good use of external expertise and there are plans to further strengthen this through additional Board appointments. Arrangements for external examiners to report on academic standards and comparability with equivalent programmes elsewhere are well developed and should enable clear and timely advice to be obtained on standards at and above the threshold level. The Institute has chosen to give students a significant role in the approval process for its programme and intends to involve students in formal bodies that have a role in the oversight and maintenance of academic standards. The evidence demonstrates that the Institute's plans to meet the criteria in full and deliver it within achievable timescales are credible.

77   The team concurred that the standards of the proposed programme meet the threshold academic standards described in the FHEQ and are reasonably comparable with those set and achieved by other UK degree-awarding bodies. Examination of the Academic Regulations [0012], and associated policies, and discussion with staff, demonstrates to the team that the Institute is likely to have clear and consistently applied mechanisms for setting and maintaining academic standards and that credit and qualifications will only be awarded where the achievement has been demonstrated through assessment. The Institute demonstrates an understanding of the responsibilities vested in degree awarding bodies for academic standards and has developed a credible plan covering the lifecycle of the first student cohort which identifies when evidence from external examining and annual review processes will be available.

78   Overall, the Institute has demonstrated that their plans for meeting this criterion in full by the end of the probation period are comprehensive, coherent and realistic. The team

concludes, therefore, that the Institute understands this criterion, that its New DAPs plan is credible and that the academic standards of the proposed programme are appropriate.

Criterion B3 - Quality of the academic experience

79   This criterion states that:

'B3.1 Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that provide a high quality academic experience to all students from all backgrounds, irrespective of their location, mode of study, academic subject, protected characteristics, previous educational background or nationality. Learning opportunities are consistently and rigorously quality assured.'

The evidence considered and why the team considered this evidence

80   The QAA assessment team (the team) assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission. The team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraphs 232 of the regulatory framework, namely, to assess the provider's understanding of this criterion and to test the credibility of the provider's New DAPs plan in relation to this criterion.

81   The team considered the Institute's New DAPs plan [0001a], Criterion timeline [0167] and supporting evidence to test whether the Institute understands this criterion, its plans are credible and the criterion is likely to be met by the end of the probation period. Specifically, the assessment team considered or assessed:

a   Whether the Institute will operate effective processes for the design, development and approval of programmes, provide guidance and support to staff involved and maintain close links between learning support services and programme planning and approval arrangements. In addition to the New DAPs plan [0001a], the team reviewed the draft academic regulations [0012], and the revised Programme Design Development and Approval Process [0019], and its current status update [0238], evidence detailing the programme approval and consultation [0068a - 0068w], the process description summary [0172] and the Institute's approach to internal communications [0091]. The team also met with staff [M1, M4, M6] with Council [M2] and students [M3].

b   Whether responsibility for approving new programme proposals will be clearly assigned, including the involvement of external expertise, and subsequent action carefully monitored. The team reviewed the Programme Approval Decision Form [0068b], Guidance on the Appointment of External Advisors [078] and the summary of the BEng development [0172] to review the range of stakeholders involved and whether relevant external reference points are used.

c   How coherence of programmes with multiple elements or alternative pathways will be secured and maintained. To scrutinise plans, the team reviewed the BEng Proposal [0168f], the New DAPs plan [0001a], the draft Academic Handbook [0143], and various components of the approval documentation, [068a- 0068ah] and information about workplace rotations [0241].

d   Whether the Institute will articulate and implement a strategic approach to learning and teaching consistent with its stated academic objectives. The team reviewed the New DAPs plan [0001a] the Blueprint 2020 [0001b], the Strategic Overview [003], the Learning and Teaching Strategy [0121], the Guidance on CPD for the Institute

[0058], the academic specific CPD framework [0059], the Staff Handbook [0084] and met with SMT [M1, M5], students [M2] and academic staff [M4].

e   Whether the Institute will maintain appropriate physical and social learning environments, and will have robust arrangements for virtual learning opportunities should students study at a distance, the team reviewed the New DAPs plan [0001a], the Campus Insight publication [0174], the Teaching and Learning Spaces information [0106] and the related implementation plan [104], Infrastructure Strategy [105], the VLE Implementation Plan [0103], annual student survey template [0045], Library catalogue [0103], and meetings with staff [M1, M4-6] and students [M2].

f   Whether the Institute will operate valid and reliable processes of assessment, which enable students to demonstrate the extent to which they have achieved the learning outcomes. Also, whether processes for marking assessments and for moderating marks will be clearly articulated and consistently operated by those involved. The team assessed the New DAPs plan [0001a] Statement Principles of Assessment [0085], Assessment Guidelines [0203], Board of Examiners terms of reference [079a], Operational plan for Undergraduate Assessment [0179], Annual review process [068h], the Academic Handbook [0143] and Staff Handbook [0084], Academic Regulations [0012], Programme approval related evidence [068a-w] and programme approval event follow up action [068ab-0068ap], assessment matrix [0068ah], Academic Delivery Framework [0121], evidence relating to meetings with the SSAs [02361, 0236b, 0236d] and meetings with students [M2], and staff M1-M7].

g   how students will be enabled to monitor their progress and further their academic development and how staff will engage in dialogue to promote a shared understanding of the basis on which academic judgements are made. The team reviewed the New DAPs Plan [0001a], the academic handbook [0143] the Assessment matrix [0068ah], the three-way Apprenticeship Review Form [0068k], Academic Delivery Framework [0121], Student Support Advisor meetings [0236a-d and 0237], the Statement of Principles of Assessment [0186] and meetings with staff [M1, M4, M6] and students [M2].

h   Whether students will be provided with opportunities to understand, develop and demonstrate good academic practice and how the Institute will address unacceptable academic practice. The team assessed the New DAPs plan [0001a], Academic Regulations 2020-21 [0012], Board of Examiner terms of reference [0079a], the academic handbook [0143], Academic Misconduct Policy [0122], Assessment Guidelines [0203], Job Description for Student Support Advisors [0146], Statement Principles of Assessment [0186], Academic Framework Delivery [0121] and the Operational plan for Undergraduate Assessment [0179] The team also met staff [M6, M7].

i   How the Institute will use external examiners and respond to the comments and recommendations contained in external examiners' reports. The team reviewed the New DAPs plan [0001a], Academic Regulations [0012] External advisor guidance on selection [0079b] and appointment [0078], Board of Examiner terms of reference [0079a], Continuous Improvement Framework [0043], External Examiner Framework [0082], Operational plan for Undergraduate Assessment [0179] and the draft academic handbook [0084].

j   How the Institute will handle academic appeals and student complaints about the quality of the academic experience and whether these procedures will be fair, accessible and timely, and enable enhancement. The team assessed the New DAPs plan [0001a], Academic Appeals Policy [0126], Concerns log [0233], Concerns

Report for Council December 2020 [0194], Student Complaints Policy [0124], training information [0125], Continuous Improvement Framework [0043], Mitigating Circumstances Policy [0015], the Academic Misconduct Policy [0016], job descriptions [130],and The Pillar Reviews completed in 2019 [0182-1088]. The team also met with students [M2] and professional staff [M6].

How any samples of evidence were constructed

82   The team assessed evidence about the entirety of the quality assurance of the academic experience and did not need to engage in any sampling of evidence in this area as the volume of available documentation was such that all evidence could be considered.

What the evidence shows

83   The provider's plans in relation to this criterion are as follows:

84   The New DAPs plan [0001a] outlines the Institute's approach to the design and delivery of courses and qualifications that will provide a high quality academic experience and how it will ensure that learning opportunities are consistently and rigorously quality assured. When operating independently, the Institute intends to largely replicate the current model, maintaining its current responsibilities for the student experience in terms of recruitment, admissions, health and wellbeing support, professional development support, complaints, learning environment and student representation. Additionally it will take on responsibility for all elements previously addressed by the University of Warwick such as programme approval, assessment, teaching and learning, external examining and managing student complaints and appeals [0001a].

85   The Institute has already developed its Programme Design, Development and Approval Process and has implemented this to date in the development and approval of the programmes it intends to deliver. The New DAP plan [0001a] sets out the Institute's plans for reviewing this approach and offering further training and development for staff as determined by the skills audit undertaken every Autumn. The on-going health of programmes is intended to be monitored through Annual Programme Review and pillar reviews. The monitoring of the quality of the academic experience is to be informed by the use of student feedback, an annual survey to be conducted in quarter 4 each year, and feedback from the Undergraduate Experience Committee. From 2026, the Institute will start considering feedback from alumni and employers. In addition, the New DAP Plan includes other mechanisms for ongoing and periodic monitoring through mid-module feedback, end of module feedback starting in 2021-22, undergraduate representative feedback, external examiner reports and the monitoring of student concerns and complaints through the Concerns log, which is to be submitted to Council on an annual basis in December. The New DAP plan also sets out the support already in place such as its lecturing staff, technical engineers, engineering tutors and Student Support Advisors.

86   The Institute has Principles of Assessment and draft Academic Regulations in place to establish the approach to undergraduate assessment which are subject to further review and final approval by August 2020. There is also a draft staff handbook providing guidance on assessments. All these materials are intended to be available for implementation by the start of the programme in September 2021 with staff training completed. The New DAP plan confirms that an External Examiner Framework has been developed that covers roles, appointment and reporting. The selection, recruitment and appointment of the first external examiner will be concluded by Spring 2021 with further appointments in subsequent years. Boards of Examiners are scheduled to be held each trimester with the first planned for February 2022. Policies for academic appeals and mitigating circumstances have been drafted which will come into effect from September 2021, with panels convening from year 1,

quarter 2 of the probation period if required. The Student Complaints Policy has been completed and complaints panels are expected to meet from year 1, quarter 1 if needed. The Institute expects to have evidence to demonstrate all aspects of Criterion B3 by the end of the probation period in year 4, quarter 4.

87   The assessment team's analysis of the evidence led to the following observations:

Design and approval of programmes

88   The New DAP plan [0001a] and summary of the approval process [0172] demonstrates the steps that the Institute has gone through to design and approve its proposed programme. The approval event was held in June 2019 and the programme approval conditions update dated September 2019, [068z] provides a clear summary on progress towards meeting the conditions of approval. Conditions of approval were met and signed-off by December 2019 as planned, with the exception of a condition regarding the academic staff recruitment mitigation plan, which was approved in March 2020. The Programme Approval Form [0068f] and Programme Approval Decision Form [0068b] shows that relevant parties were involved in programme approval sign off process including external reviewers, students and members of Academic Board and Council. Documentation relating to approval [0068a-am] and an ongoing review of the process [0238] demonstrate to the team that the Institute is using appropriate external expertise and external reference points for the design, development and approval of its programme. The team held meetings held with staff [M1, M4-6] and were satisfied that staff understand their respective roles and responsibilities in the design, development and approval processes. For example, the team heard from the SMT about measures to ensure clarity and differentiation of responsibilities between the team proposing the programme and the members of Academic Board responsible for approving the programme.

89   The meeting with students [M2] confirmed students' involvement in the programme approval process, where students were present at the approval event and helped formulate the conditions and verify action had been taken in response. While students have not yet actively engaged with course design, future involvement of students as partners in course development is planned in future iterations of the programme design process currently under review [M1]. The New DAP plan [0001a] states that evidence of student involvement in the design and implementation of new initiatives that impact on their academic programme will be available by the end of the probation period. The need for future amendments to the programmes are expected to emerge in response to students' feedback and the Pillar Review process [0001a]. Several aspects of the design and approval process were strengthened in the time between the first iteration of the policy in 2019 and the revised policy presented to the team [0019]. The team noted that advice on further improvements are expected in June 2020 from an external academic consultant with significant experience in programme design and approval processes in other higher education settings [0238]. The Institute plans to use this advice to continue refining its process, including giving further attention to module development and what constitutes major and minor modifications. The team noted in the New DAPs plan [0001a] and was informed by members of SMT [M1, M5] that the Institute plans to record and approve any agreed amendments to the policy at the August 2020 Academic Board. In the view of the team, the steps outlined demonstrate that the Institute is able to design courses, and demonstrates an understanding of the requirements for assuring the quality of the academic experience through programme approval and modification.

90   The Institute is introducing several steps as part of its plan to ensure new academic staff are provided with advice and guidance on the programme design and approval process [0019]. This includes staff training on aspects such as implementing the staff recruitment and development strategy [0132], ensuring staff have appropriate understanding of programme

design, development and approval process, the appointment of external advisors [0078], and the role of students in course design, development and approval. The timeline [0167] also shows a range of staff training to prepare for delivery that includes working with external examiners, understanding annual monitoring and focusing on learning outcomes. Information around the appointments process including the interview guide for Senior Lecturers [068ah] and the job descriptions of academic staff [0130] demonstrate to the team that engagement with module design and delivery is part of their role. Academic staff who met with the team [M4] confirmed this to be the case, although noted that, since proposed programme is already approved, the focus of teaching staff has shifted to the detailed design and delivery of teaching sessions and assessment.

91   The team explored whether responsibility for approving new programme proposals is clearly assigned, includes the involvement of external expertise and whether subsequent action is carefully monitored. The Programme Design, Development and Approval Process [019] clearly sets out the Institute's expectations, which includes Academic Board convening a programme approval event comprised of members of Academic Board, an external advisor, student representatives and a representative from another institution. The choice of external advisors is informed by the Guidance on the Appointment of External Advisors [078] which provides direction on the experience and qualifications expected and any potential grounds for conflicts of interest. The validation of conditions makes clear the role of the Quality and Standards Team in ensuring that documents are circulated, timescales are adhered to and in securing agreement that approval conditions have been met before the final approval decision is taken by Academic Board. The team considered that the roles and expectations are clearly assigned in the documentation and that externality is assured within the process, which gives confidence that any future programme development would be approached in the same way.

92   The team explored how the coherence of programmes with multiple elements or a choice of pathways will be secured and maintained. The Institute plans to deliver a BEng (Honours) degree in Engineering both as a standalone qualification and with the option of Degree Apprenticeship training [0168f]. The student handbook describes [0143] how students study a general engineering syllabus and then specialise in years three and four in mechanical engineering, electronic hardware, electronic software or electromechanical engineering. The specialist areas are led by Stream leads and overseen by the Head of Engineering. The explanation of the setting, monitoring and reviewing of workplace learning [0241] outlines how streams are based on the degree apprenticeship standard. The Institute plans to keep the experience of students on both the BEng and Apprenticeship routes closely aligned. For example, all students will be required to keep a log [068j] to record and reflect upon their work-based learning outcomes: this is a requirement of apprenticeship training, although the Institute plans for all students to maintain this log, irrespective of the route being followed. The team considered that the careful management of specialisms and the plans in place for a common delivery experience are likely to ensure the alignment and coherence of the programmes.

93   Learning support services were involved in the planning and approval arrangements for the proposed programmes through the Pillar team approach that allows managers to work closely on the integrate of academic and support elements of the programme.   For example, the Institute has built independent study and study skills into the programme design [0168f] and allowed provision for revision skills, for critical writing skills and for extra mathematics support [M3]. Going forward, the New DAPS Plan [0001a] includes several initiatives to maintain links between support services and academic delivery including provisions in the Internal Communications document [0091] which outlines weekly meetings for staff across pillars, to provide updates and discuss challenges or changes. This current practice is expected to continue throughout the period of the New DAP plan. In meetings, staff indicated that learning services currently, and will continue to, feed into programme

review and redesign through the routine pillar reviews [M4]. The team considered that the links between learning support services and the programme planning and approval process had been effective to date and the pillar approach provides a credible plan for maintaining this input in future programme development and delivery.

Teaching and learning

94   The Dyson Institute Strategic Plan [003], the Blueprint 2020 [0001b] and the Learning and Teaching Strategy [0121], set out the planned relationship between academic and vocational/professional aspects of the programme. In particular, the Blueprint document and the Strategic plan emphasise the relationship between a high quality teaching environment and the experience gained in workplace rotations. The Learning and Teaching Strategy highlights key principles that support its overall vision: including student centered learning; industry- and research-informed teaching and curriculum design; embedded employability to enable students to apply their learning to industrial settings; and professional development opportunities.

95   The Learning and Teaching Strategy [0121] sets out its approach before and during the probation period. The Institute plans for a joint teaching model delivered with the University of Warwick during 2020-21 to prepare for delivery in September 2021, whereby the Institute would support undergraduates on the University programme by running tutorials, seminars and recapping content covered by University lecturers. Another aspect of the Strategy is enhancing the delivery model by spreading teaching delivery out over a number of days rather than compressed into two days as it is now, providing complementary tutorials and undertaking pedagogic research into integration of work based learning and academic delivery [0121]. The Strategy indicates the desire to improve consistency of workplace experience and provide integrated professional development and industrial relevance by bringing projects from engineering into the classroom, and work on this is planned during 2020-21. In meetings with academic staff [M5] it was confirmed that the development of teaching materials, coursework briefing sheets and VLE materials are to be in place for September 2021. The Institute has developed CPD guidance for staff [0058, 0059] to outline the support and expectations for staff to develop their teaching practice which are consistent with the strategic approach. The team considered that the strategy is comprehensive and will support the Institute to deliver an approach to learning and teaching that is consistent with its academic and vocational aims. Plans to prepare for delivering a high-quality student experience in September 2021 are timely and realistic.

96   The team explored how the organisation maintains physical learning environments. ██ ██ ████████████████████████████ In place of seeing the facilities first-hand, the team was able to scrutinise the New DAPs Plan [0001a] and the Campus Insight publication [0174] which provide a comprehensive overview of the campus facilities, demonstrating the high quality of the facilities currently available to support students' learning, and clearly explaining future developments with appropriate timescales. Campus Insight allowed the team to gain an appreciation of the extensive facilities available to support the provision and the scale and scope of the organisation including the Institute labs and teaching facilities, the student village, where undergraduates live in specially designed pods, and the sports and recreational facilities [0174]. Students [M3] and academic staff [M4] reported in meetings that the facilities for learning and teaching are outstanding and that co-location of teaching spaces and the Dyson Technology workplaces encourages dialogue and engagement across the academic and vocational boundaries. The New DAPs Plan includes the intention to consult students through undergraduate focus groups on the development of the Institute's newest teaching and learning spaces during the probation period [0001a]. Plans for the development of the library are set out in the Library expansion plan [0104] which

include the acquisition of new physical learning resources, resources for academic research and securing the services of a consultant librarian, with a detailed timeline leading up to 2021-22 and beyond.

97   Currently, all programme delivery takes place on the Institute's campus and it will continue to provide all teaching and learning spaces and associated facilities for its own programme. The document on Formal Teaching and Learning Spaces [0106] provides information about the learning environment and how suitability is planned to be monitored, reviewed and improved. The dedicated study spaces already available at the Institute include: two Lab spaces; three lecture spaces; a library; common room; small study/meeting room; and student breakout zone and there is an intention to increase the number of spaces available. Students will continue to feedback on their experience of the physical spaces via the regular UEC and Staff-Student Liaison Committee (SSLC) meetings providing a facility for ongoing monitoring. As currently, any requests for changes are passed to the SMT for consideration and action [0106]. The UEC and SSLC will continue to meet with the Operations Officer on a bi-annual basis to review the overall usage. This meeting is expected to also consider feedback from students, including data obtained through an Annual Student Survey [0106].

98   The meeting with SMT [M5] confirmed that all learning and teaching spaces are fully accessible and that a Reasonable Adjustments Policy is being developed. This policy is expected to address the needs of students with disabilities and other special requirements to ensure that individual assessment arrangements can be made. This policy is expected to be approved by the end of August 2020 and will be published on the Institute website ahead of the admissions cycle in September 2020 (see paragraph 173 for more details).

99   The Institute does not plan to deliver its programmes on a distance learning basis but expects students to use its VLE to access materials. The Infrastructure Summary and Sourcing Strategy document [105] sets out plans to ensure that digital learning resources are stored on the VLE, including lecture notes, links to additional reading material, recorded lecture capture recordings, guidance on assessments and report writing, and materials relating to professional development. In order to assure the quality of content the learning resources uploaded to the system are expected to be produced and owned by the lecturers and reviewed annually. The Integrated Library Solution [0001a] is expected to provide accessible E-resources and the Institute is planning to invoke a system of interlibrary loans [M6]. The academic staff met confirmed [M4] the plans to record teaching sessions and noted the intention to allow remote discussion through the VLE.

100   The Institute plans to put in place a system of Student Support Advisors to support students in their academic development and enable them to self-monitor their progress [0001a]. The academic staff and engineers currently provide, and are expected to continue to offer academic and workplace support to students, including running small group tutorials (typically 4-6 students), leading seminars, and answering student queries on their progress, either face to face or through the VLE. The Institute provided detailed information regarding student support meetings [0236a], an anonymised example of a student support tracker [0236b], a student support risk matrix with definitions and potential actions [0236c], and a diagrammatic representation and explanation of the monthly student support review [0236d] which demonstrate a thorough approach. The Institute plans to use these mechanisms, as currently, to allow students to monitor their progress at all stages of their journey and to access assessment grades through the VLE. In meetings with current students [M2], the effectiveness of these mechanisms was outlined which gives confidence that the continuation of this approach will provide a realistic and credible mechanism for enabling students to monitor their progress.

Assessment

101   To ensure assessment processes are valid and reliable the Institute has set out its Principles of Assessment [0085]. Key features include: utilising the programme and module approval process to ensure that all learning outcomes are assessed, achieving a balance between modes of assessment, engaging external subject specialists in evaluating the appropriateness of assessment at both programme and module level through approval and ongoing monitoring, and the continuous review of assessment practice through formal mid and end of module feedback processes and annual programme review [0085]. In addition to the principles, the Institute is currently developing Assessment Guidelines [0203] which are currently at an early draft stage and has in place an Operational Plan [0179] which outlines planned assessment activity. Evidence provided by the Institute supports these principles. For example, the definitive programme documentation [0068a-w] [0068ab-0068ap, 0070, 0068a] clearly aligns assessment with appropriately determined course and module learning outcomes both for the academic qualification and for the degree apprenticeship training. A clear credit structure has been approved [0070] and is outlined in the programme specification [068f]. An External Examiner Framework is in place [0082] and the terms of reference for the Board of Examiners are drafted [0079a]. In respect of the latter, the Institute plans to do more work on the constitution to see whether the Board would benefit from a greater range of experience. The Board currently comprises the external examiner, Technical Director, teaching stream leads and the relevant teaching leads/lecturers: the outcome of this review is expected in July 2020. Staff met by the team spoke confidently about the guiding principles for assessment [M5]. The team considered that the Institute takes a considered approach to assessment and that the principles and practices for assessment as currently presented were coherent and are likely to provide a sound basis for implementation.

102   The Academic Regulations [0012] and the operational plan for assessment [0179] indicate that the Institute plans to carry out appropriate moderation processes. The development of programme level assessment criteria, assessment tariffs, assessment feedback templates is to be concluded by 2020 and staff assessment training is expected to be complete by the beginning of the 2021-22 academic year. The team sought clarification in the meetings with SMT members [M5] on whether the approach to moderation, where all work is to be double blind marked, was realistic and achievable in light of the size of the initial staff base. The Institute confirmed that double blind marking would be kept under review and that it may operate moderation on a sampling basis in the future, however it considers double blind marking of all student work to be an aspiration. The academic handbook [0143] and the staff handbook [084] articulate the plan for assessment and the moderation of student work clearly. The engagement of external examiners in overseeing marking and moderation practices is also consistently articulated in documentation [0179, 0082]. The team was of the view that the Institute has considered how to safeguard the assessment processes through internal and external moderation processes and that the approach has the potential to ensure validity and reliability and, as a such, is credible.

103   The team considered how staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgements are made. The draft staff handbook [0084] makes clear an expectation that academic staff provide opportunities for discussion and dialogue with students regarding assessments. The handbook states that this should include pre-assessment and post-assessment discussion on learning outcomes and the provision of written feedback. The Handbook [0084] also includes information for staff on marking criteria which the Institute intends to be published in module information as well as on the VLE. This approach is to be reviewed regularly to ensure that criteria are being applied consistently, transparently and in such a way that considers the full range of marks. Information on Grade Bands are also included in the Handbook with detailed information on grades, classification and a qualifications descriptor. Other evidence reviewed

by the team includes the assessment matrix for the BEng programme [0068ah]. This provides students with an understanding of the expectations for a programme accredited by the professional body (the Institution of Engineering and Technology), helping to provide a collective understanding of the basis on which academic judgments are made. Current students met by the team [M2] gave assurances that opportunities were provided to discuss the basis for academic judgments, and academic staff [M4] confirmed that the development of teaching materials and assignments required clarity around module learning outcomes and assessment. The three-way apprenticeship form [068k] reviewed by the team provides an example of dialogue between the undergraduate student, Institute staff and a member of the existing awarding body. This demonstrates that students are encouraged to evaluate their learning, identify any barriers to success and discuss assessment to enhance learning and performance. The team therefore considered that the Institute understands the need to engage students and has credible plans in place to enable students to obtain a shared understanding of how academic judgements are made.

104   The Academic Misconduct Policy [0016] provides evidence that the Institute has considered academic practice issues and been able to define its approach to academic misconduct clearly. The policy includes the Institute's definitions of poor academic practice, minor academic misconduct and serious offences. The job description for Student Support Advisors (SSA) [0146] confirms their role in developing students' study skills, and the meeting with professional services staff confirmed this includes advising students about good academic practice [M6]. The role of academic staff includes providing guidance to students on assessment protocols and good academic practice. The New DAPS plan [0001a] confirms that the Institute intends to provide staff training to make sure that staff understand their roles and responsibilities prior to the start of programme delivery [0167]. The SMT confirmed [M7] that the Academic Misconduct Policy [0016] is subject to review alongside other policies and the Academic Regulations in June and July 2020 which will enable all current academic staff to engage with the proposed approach and definitions.

105   The New DAPS plan [0001a] outlines the approach to implementing systems to prevent, identify, investigate and respond to unacceptable academic practice. The responsibility for this is clearly outlined in the terms of Reference of the Board of Examiners [079a] and described in the Academic Framework Delivery document available to staff [0121]. The Academic Misconduct Policy [0016] sets out the process for investigating and referring cases to an Academic Misconduct Panel. The Institute plans to use its Undergraduate IT Steering Group to support the development of electronic submission mechanisms to enable staff to check for similarity in student work and to guard against plagiarism and collusion [0001a]. The New DAPs Plans [0001a] confirms that all staff will receive training in order to prevent, identify, investigate and respond to unacceptable academic practice. In the context of addressing academic malpractice, the plan [0001a] states that 'the Institute recognises that its limited staff numbers, while appropriate to its provision, may pose a challenge in in terms of finding appropriate staff to serve on its committees and conduct investigations'. To mitigate the risk the Institute plans to use external expertise to support these areas if necessary, drawn from its developing network of sector contacts and advisors, including its local higher education provider the Royal Agricultural University. The team considered that the Institute is adopting a comprehensive approach to this area and that its plans to operate processes for preventing and addressing unacceptable academic practice are credible based.

External examining

106   The New DAPs plan [0001a] indicates that the Institute plans to appoint three examiners by the end of the probation period. In years one and two (2021-22 and 2022-23) there will be one external examiner followed by two more as students enter the specialist streams in years 3 and 4 (2023-24 and 2024-25). The first examiner is expected to be in

post by Spring 2021. The Institute has been working closely with the current awarding body and with representatives of other higher education providers to develop its knowledge on operating effective external examining systems and has taken account of advice and guidance in the UK Quality Code. The External Examiner Framework [0082] describes in detail, how external examiners are to be appointed, selected and inducted. The appointment criteria are detailed and comprehensive and includes a list of appropriate exclusions from the role. The selection process is expected to involve a detailed appointment process in order that the Institute can assure itself that a candidate meets common sector expectations and the Institute's own criteria. The Framework includes details of the induction process, which will involve a session at the Institute to cover the roles and responsibilities and also explain terms of office, fees and expenses and contract termination.   The team considers that the Institute has developed clear guidance on the selection [0079b] and appointment [0078] of external examiners that is comprehensive and convincing. This demonstrates understanding of the role and should provide a credible basis for appointing externals examiners.

107   The Institute plans to take a robust approach in the initial years of delivery and seek external examiner input into all aspects of assessment practice. For example, in the Staff Handbook [084] and the External Examiner framework document [0082] it makes clear that External Examiner(s) must verify the form and content of all examination papers for every module which contributes to an award, and this must be audited. Also, the External Examiner scrutiny of examination papers and reassessment examination papers should be undertaken at the same time and must be completed before the examination takes place. All briefs for coursework/practical assignments for modules which contribute to an award must be made available for review by the External Examiner. The External Examiner is entitled to review an amended assessment brief on request if substantial changes were suggested in the external verification process [0082]. The terms of reference for Boards of Examiners confirm that external examiners are full members in overseeing the application of academic standards and award of credit and qualifications [0079a]. Explanation of the proposed use of external examiners in its Framework [0082] and operational plans [0079a] is consistent and demonstrates a realistic approach to their engagement during the probation period. The team considered that the approach demonstrates an understanding of the role of external examining in safeguarding standards and has the potential to enable external examiners to engage fully in overseeing assessment practices.

108   In its New DAP plan [0001a] the Institute outlines its commitment to give full and serious consideration to the comments and recommendations contained in external examiners' reports and provide external examiners with a considered and timely response to their feedback. The External Examiner framework [0082] states that the External Examiner must submit an annual written report which will be considered by the senior academic authority, the Academic Board. The reports will also make up part of the Institute's Continuous Improvement Framework [0043] with these reports expected to feed into the Pillar Review for the degree, alongside student course and module reviews, planned to take place at the end of each academic year. The proposed external examiner report form and the Institute's response form are included in the External Examiner Framework document [0082] and demonstrate a comprehensive approach that prompts comment on key areas including comparability of academic standards, programme and assessment design, assessment practices and the quality of academic experience. The framework also includes detail around the publishing of external examiner reports, and the Institute's response, in full on the Institute's intranet demonstrating a commitment to transparency [0082]. In summary, the team considers that the Institute has a credible approach in place for obtaining, considering and responding to comments from external examiners.

Academic appeals and student complaints

109   Currently students enrolled at the Institute are subject to the University of Warwick complaints and appeals process. In preparation for New DAPs the Institute has approved its own academic appeals [0126] and student complaints [0124] policies. The student complaints policy comprises three stages. Stage 1 is an informal approach with the emphasis on conciliation and local resolution. Stage 2 is a formal process which may include mediation and Stage 3 is a request for the review of the previous stages made to the Director of the Institute [0124]. Before raising a concern or making a complaint a student will be encouraged to address the matter through existing mechanisms, including raising the matter with the member of staff responsible for the area in question; or talking to their Student Support Adviser or a member of the Quality and Standards Team [0124]. Students are also to be advised that they can use the formal representative mechanism such as the SSLC. Each stage of the process is detailed in the policy, as is support information to guide students through the process particularly if the complaint is about a member of staff or of a sensitive nature. The procedures are phased and designed to allow timely resolution or escalation to the next stage, including provision for a Complaints Panel to be convened, chaired by the Stream Lead. The Institute has set timescales for its response in the formal stages which should enable an outcome within 20 days. The team considered that the complaints process is comprehensive in design and accessible and is likely to provide a suitable mechanism for receiving and resolving student complaints.

110   Similarly the Academic Appeal Policy [0126] is clear about the grounds for an academic appeal and sets out the procedure, includes timeliness of action, details the constitution of the Academic Appeals Panel and refers to other relevant policies including the Institute's Mitigating Circumstances Policy [0015] and the Institute's Academic Misconduct Policy [0016]. The Institute has planned staff training on the Academic Appeal and Student Complaints procedures that is designed to help staff act on appeals and complaints in compliance with the relevant policies [0125]. The training is planned to be completed before the first intake of students in 2021-22. The team considered that the policies for complaint and appeals demonstrate an understanding of effective processes that are fair, accessible and timely, which provides credibility to the planned approach.

111   The New DAPS plan [0001a] includes plans to produce records of Academic Misconduct Panels, Academic Appeals Panel and Student Complaints Panels (if held). The Institute plans to produce an annual summary of complaints, concerns, action taken and response times to be reported to Council. The Institute expects to work with the Office of the Independent Adjudicators in cases that cannot be resolved satisfactorily internally. The New DAPS plan [0001a] shows clear plans to record actions taken by academic staff in response to end of module feedback and following a review of concerns, complaints and appeals. Accumulated evidence of performance across the full range of the Institute's work is then expected to feed into the Pillar Reviews as outlined in the Institute's Continuous Improvement Framework [043] (see paragraphs 187-190 for more details). The framework is intended to ensure that lessons learnt are systematically reviewed with the intention to address any matters that may threaten academic standards and the student experience. The Pillar Reviews completed in 2019 [0182-1088] provide evidence of the Institute taking seriously how its draws on all sources of information, including complaints, appeals and concerns, to bring about enhancement of its operations. The team considered that the plans to record appeals and complaints and use these in the Institute's continuous improvement framework has the potential to support improvements across its provision during the probation period.

112   A Concerns log is currently kept [0233] and an annual report sent to the Council [0194] and the Institute plans for this practice to continue. The 2019 report provides a summary of complaints, concerns and feedback received and outlines how long each took to

be resolved [0194]. The majority of concerns were resolved within 10 working days ███████ ██ ██████████. The Quality, Standards and Student Engagement Officer collates information from the complaints log and student surveys, in order to identify any trends that can feed into the continuous improvement plans [0130; M6]. The complaints log [0233] is also considered quarterly by SMT. In meetings with the team, one student informed the team that he had lodged concerns and that these had all been addressed [M2]. He also confirmed that, due to his experience, he had been asked for feedback on the complaints process by the Quality, Standards and Student Engagement Officer in order to help improve it in the future [M2]. The current practices in place provides confidence that the Institute understands how to use academic appeals and student complaints data to improve its processes and gives credibility to its plan.

Conclusions

113   The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers.

114   The Institute operates effective processes for the design, development and approval of programmes. Staff understand their role and responsibilities in relation to programme design development and approval and are clear on the upcoming requirements with regards to the design of module details and assessment. The Institute has undertaken thorough research, consulted widely and developed credible plans for the operation of programme design, development and approval processes in the future. There are clear plans to keep the Degree Apprenticeship and BEng qualification closely aligned and to allow students to specialise in three distinct areas of engineering subject provision in years three and four.

115   The Institute's Learning and Teaching Strategy articulates its strategic approach to teaching and learning, and supports the Institute's objective of delivering a high-quality academic experience. The physical facilities to deliver the programme are considered outstanding by staff and students and the Institute has robust plans in place to develop the IT infrastructure to support its learning objectives. The Institute plans to continue to consult students on its resources and infrastructure development plans and the Institute understands the need to use its quality processes to maintain physical, virtual and social learning environments that are safe, accessible and reliable for all students. The Institute has plans to ensure robust arrangements for students who wish to access online resources. Provisions are currently in place to enable students to monitor their progress and further their academic development and are well evaluated by current students, giving confidence that the plans for applying this support structure to its own programme is realistic and likely to be effective. The team concludes, therefore, that the Institute understands the teaching and learning aspects of the criterion and that its plans are credible.

116   On assessment, the New DAPs plan and associated documentary and verbal evidence supports the conclusion that the Institute understands this aspect of the criterion. The Institute has appropriate plans for assessment to ensure that outcomes are valid and reliable, supported through comprehensive documentation including the Staff Handbook and Principles of Assessment. The Institute has appointed experienced staff with knowledge of the design and delivery of assessment processes. In addition, a commitment to continuous dialogue, is likely to ensure that students and staff have a shared understanding of how academic judgments are made. Staff met by the team were able to explain their respective role and responsibilities for assessment to the team in a confident and credible manner. The Institute has a range of plans that demonstrate, collectively, a sound understanding of the need to provide students with the skills to demonstrate good academic practice. The proposed methods in this regard are relevant, appropriate and have been largely tested

through current practice. The Institute's plans are on track and the team concludes that the measures in place prior to, and during, the probation period are credible.

117   The Institute understands its responsibility for the selection, appointment and use of external examiners and has appropriate plans in place to deploy them in the moderation of assessment tasks and student assessed work. The Institute has detailed plans to select, appoint, train, engage and deploy external examiners which provide confidence in the integrity of the process. Plans to use comments and recommendations in external examiner reports to enhance its higher education provision are outlined. Therefore, the team is confident that the Institute understands the role of external examiners and its plan for the effective use of their expertise and reports is credible.

118   The Institute has rigorous processes planned to conduct fair academic appeals and student complaint hearings. The evidence reviewed demonstrates that the Institute has given this aspect of its work serious thought and understands its responsibilities to hear complaints and appeals and act fairly and appropriately in any case brought to its attention. The policies are robust in that the operational plans align to its stated policy. The Institute's plan complies with requirements of the sector to respond in a fair and timely way to concerns, complaints and academic appeals. The Institute acknowledges it may need to use external support in some cases and this self-critical reflection confirms that the Institute understands this aspect of the criterion. The team finds the Institute's plans to conduct coherent and transparent processes on appeals and complaints to be credible.

119   Overall, the Institute's plans for meeting this criterion in full by the end of the probation period are credible, comprehensive and realistic. The team concludes, therefore, that the Institute understands this criterion and that the New DAPs plan is credible.

C Scholarship and the pedagogical effectiveness of staff

Criterion C1 – the role of academic and professional staff

120   This criterion states that:

'C1.1 An organisation granted powers to award degrees assures itself that it has appropriate numbers of staff to teach its students. Everyone involved in teaching or supporting student learning, and in the assessment of student work, is appropriately qualified, supported and developed to the level(s) and subject(s) of the qualifications being awarded.'

The evidence considered and why the team considered this evidence

121   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission. The team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraphs 232 of the regulatory framework, namely, to assess the provider's understanding of this criterion and to test the credibility of the provider's New DAPs plan in relation to this criterion.

122   The team considered the Institute's New DAPs plan [0001a], Criterion timeline [0168] and supporting evidence to test whether the Institute understands this criterion, its plans are credible and the criterion is likely to be met by the end of the probation period. Specifically, the assessment team considered or assessed:

    a   Whether staff involved in teaching or supporting students learning and assessment will be appropriately qualified, have relevant academic and professional experience will have opportunities for reflection and evaluation of their profession, subject and scholarly activity in order to inform their learning, teaching and assessment practices. To assess this the team considered the New DAP plan [0001a], Continuous Improvement Framework [043], Skills Matrices for Staff [0056], Framework Skills Matrix Objectives [0057], Academic staff strategy and recruitment approach [0132], Dyson Recruitment guidance [0131], Academic Recruitment Mitigation plan [0133], staff contracts [0135a, 0135b], Academic Specific CPD Framework [0059], CPD Events attended [0060], Staff handbook [0084], and held meetings with academic staff [M1, M4, M5].

    b   How staff will engage in their pedagogic development of their discipline knowledge, maintain current research and participate in advanced scholarship to inform their teaching. To assess this the team considered the New DAP plan [0001a], Skills matrices for staff [0056], CPD Framework Skills Matrix Objectives [0057], Academic specific CPD framework [0059], CPD events attended [0060], Skills matrices for staff [0056], Recruitment guidance [0132], staff contracts [0135a, 0135b] and held meetings with academic staff [M4, M5].

    c   Whether staff will be able to gain experience of curriculum development, assessment design and feedback on assessment and be able to gain external experience through work with other higher education providers. To assess this the team considered the New DAP plan [0001a], framework skills matrix objectives [0057], Academic specific CPD framework [0059], CPD events attended [0060] and meetings with academic staff [M4]

d   How the Institute will assess the skills of staff and ensure that it has appropriate staff recruitment practices and staff: student ratios. To assess this the team considered the New DAP plan [0001a], Organisational Diagram [0129], Academic staff recruitment approach [0132], job descriptions [0130, 0135a, 0135b], Recruitment guidance [0131] and staff contracts [0134]. The team also held meetings with senior staff [M5] and academic staff [M4].

How any samples of evidence were constructed

123   The team assessed evidence about the entirety of the Institute's environment for scholarship and the pedagogical effectiveness of staff and did not need to engage in any sampling of evidence in this area as the volume of available documentation was such that all evidence could be considered.

What the evidence shows

124   The provider's plans in relation to this criterion are as follows:

125   The New DAP plan [0001a] sets out the Institute's plans for assuring itself that it has appropriate numbers of staff to teach its students and that those involved in teaching or supporting student learning, and in the assessment of student work, are appropriately qualified, supported and developed. The Institute has developed its strategic approach to a staff recruitment and development [0132] and the academic staff recruitment process is in progress. The Plan provides a timeline for the appointment of staff over the probation period including contingency plans if recruitment is unsuccessful. Five academic staff [0001a] have been appointed, three of which are already in post, with two others to arrive over the summer of 2020. By the end of 2021-22 (year one, quarter 4) there are plans to have 12 academic members of staff in post. The New DAPs plan includes a commitment that before the enrolment of the first cohort of students, academic staff will be trained in the Institute's polices, processes and agreed approaches to teaching and learning. Refresher training will take place in year1, quarter 4.

126   The Institute plans to undertake skills audits of its academic, management and support staff annually in the first quarter of each probation year which will feed into collective and individual training plans. To ensure that the knowledge and expertise of its staff are current, the New DAP plan sets out how the Institute is already supporting its staff to benefit from external training and how this will continue throughout the duration of the plan. This includes attending conferences, networking events and developmental qualifications as well as support to engage with other institutions, for example as external examiners, validation panel members, or external reviewers. The Institute has already developed and introduced an employment contract for academic staff that ensures protected time in their workload to dedicate to subject or pedagogic research. The Institute expects to meet the criterion in full by Year 2, Q4 at which point it plans to have sufficient information to assess the functionality and effectiveness of its recruitment practices, performance management practices and the outputs from its Continuous Professional Development framework.

127   The assessment team's analysis of the evidence led to the following observations.

128   The Institute's Organisational Diagram [0129] sets out clearly the Institute's view of the staffing required to deliver and support its proposed academic provision. The Institute has undertaken an assessment of the staffing numbers needed for delivery of the programme which included benchmarking against the teaching provision offered by the University of Warwick for the current programme and undertaking a scoping exercise [0132a] to calculate the number of staff required to deliver elements across all four years of the programme. To deliver the first year of the programme the Institute requires six staff (a lecturer and senior lecturer in Mathematics, Mechanical Engineering and Electrical

Engineering). Five of the six academic staff required for the start of the probation period are in post. The number of academic staff in post is expected to rise to eight by the end of 2021 and 12 by the end of 2022.

129   The Academic Recruitment Migration plan [0133] provides detailed information on the number of staff required, the status of recruitment and the contingency plans if the appropriate number of staff cannot be recruited. This includes assessing whether any Dyson Technology engineers have the experience, knowledge and qualifications to deliver modules on the programme or by employing contract lecturers to deliver against gaps in the curriculum [0133]. However, to date recruitment of academic staff has been successful and the recruitment plan and timelines meet the expectations set out in the New DAP plan. The team consider that the Institute has taken a considered approach to assessing staffing requirements and that the New DAP plan [0001a] provides a realistic plan to secure a suitable number of qualified staff on a phased basis.

130   In terms of managerial and support staff, the Institute's assessment of need through the skills audit [0056] has led to the recruitment of one Student Support Advisor per cohort, a Head of Operations, who is responsible for all activity associated with the efficient running of the Institute's systems, a Head of Professional Development and Undergraduate Experience responsible for admissions, student wellbeing and professional development, a Senior Programme Manager whose role is to manage the activities required to operate effectively as a degree awarding body, and a Senior Academic Administrator to manage the planning and delivery of the programme and provide specialist administrative support for the Head of Engineering Programme. A review of the staffing structure [0129] and job descriptions of staff [0130] confirmed that these roles are likely to provide the necessary support for the delivery of the programme.

131   The Institute's approach to staff recruitment is set out in its Recruitment Guide [0131] and the Academic Staff recruitment approach [0132] which outlines the aims and strategy. These documents clearly demonstrate an understanding of the importance of recruiting good experienced staff and outline the Institute's plans for securing appropriate appointments. These include undertaking a skills audit [0056], designing appropriate job descriptions, examples of which were seen by the team [0135a, 0130], and providing clear guidelines for those involved in the recruitment process [0132]. The essential skills identified for teaching roles include experience of teaching in higher education, a master's qualification and ideally a PhD in a relevant discipline, a track record in developing and delivering curriculum and a good understanding of quality assurance processes. The New DAPs plan states that 'recruitment of [academic staff] has and continues to focus on passionate educators rather than researchers'. However, the Institute also recognises the benefits that research brings to the student experience and academic staff are expected to ensure they are up to date with research and advanced scholarship in their subjects and to integrate these into their teaching (for further details see paragraph 135).

132   The appointment process, supported by the Recruitment Guide [0131] and the guidance for Academic Staff Recruitment [0132] is intended to ensure that staff have the relevant learning, teaching and assessment experience including professional expertise and pedagogic knowledge related to their discipline. The appointment process adopts a four-staged approach which includes initial screening, an interview, assessment of students' work and delivery of a lecture. The appointment process is supported by role descriptors [0135a], an essential and desirable skills matrix [0135b] and lecturer contracts [0134]. At Stage 1 the Head of Engineering Programme and Human Resources (HR) undertake an initial CV screening exercise followed by an interview with HR, the Institute Director, the Technical Director and the Technical Manager. The next stage involves the marking and provision of feedback on a piece of undergraduate student work. Finally, the candidate undertakes a lecture to undergraduate students and the technical team from which student feedback

contributes to the decision-making process [0132]. The application of the recruitment process for academic staff to date has been successful: all have postgraduate qualifications (four of the five appointments have a PhD) and all have relevant teaching experience from UK based higher education providers [0001a]. The Skills Matrices [056] also record details of research undertaken. The team considered the approach to be robust and realistic and is likely to enable the Institute to appoint staff with the relevant experience and qualifications required to undertake the role.

133   As noted above, the Institute uses a skills audit approach to ensure that staff have the necessary skills and knowledge to deliver the programmes [0056]. Where gaps are identified by the skills audit, managers, Pillar Leads and SMT consider whether new roles are required or whether the gaps can be addressed through staff training [M1, M5]. The skills audit completed by current staff demonstrates the collective staff experience and qualifications across a variety of areas, including experience of higher education teaching, curriculum and assessment design, policy, governance, student support, quality assurance, professional experience and engagement with other higher education institutions [0056]. The audit also offers staff the opportunity to identify areas of practice which they wish to develop further. Management and administrative post are also included in this skills audit to ensure a comprehensive approach to the analysis of skills and training needs. The audit is part of an ongoing process and is updated by all staff members annually (the next update due in October 2020), so that the data can be used in each employee's End of Year Review with their manager.

134   The Institute is committed to supporting and investing in CPD for all its staff as outlined in its Continuous Professional Development framework [0057]. The New DAP plan [0001a] includes a generous budget for CPD activity with separate funds allocated in 2020 to cover central training and conferences, lecturer training and conferences and line manager training, in addition to a sizeable Director's discretionary fund, which can be used to support staff development opportunities. The budget for staff training and development is expected to be reviewed annually and signed off by Council at its December meeting each year [00001a]. Teaching staff who met with the team described an integrated approach to staff development and confirmed that there was the high level of commitment and financial investment provided by the Institute for staff development [M4]. All staff are supported by an internal online platform that provides users with access to over 1,000 items of online content relating to a wide variety of themes including leadership, goal setting, project management and resilience as well as more technical themes [0057, 0001a]. A staff training plan, (including training on policies) is due for completion by Spring 2021 with refresher training planned every year after that during the probation period [0168]. It team considered there to a coherent framework to support CPD activity and the plans provide a clear outline of the resources available to support staff training during the probation period.

135   A complementary CPD framework [0059] has also been developed to specifically cover academic staff. The academic CPD framework emphasises the opportunities offered by the wider Dyson network for academic staff to work with engineers and research teams at Dyson Technology. This offers both an opportunity to contribute to applied research being undertaken but also to apply the learning through research in the classroom. The Institute's academic staff currently attend regular 'Pizza and PhD' sessions where staff and students from the Institute hear directly from the researchers at Dyson Technology and these are expected to continue [0001a]. The framework also sets out the expectation for staff research activity, formalised in the lecturer contracts, where no less than 10% of contracted time is available for scholarly activity and/or research aligned to the teaching subject matter. The New DAP plan includes the expectation that during the probation period the Institute will encourage the sharing of knowledge and expertise with the sector through published articles, as part of building its academic community.

136   The senior management team support academic staff, both with time allocation and financially, to engage in CPD promoting engagement with Advance HE and accredited HEA (Higher Education Academy) teaching qualifications and attending pedagogic workshops [M1, M5]. Academic staff [M4] and professional support staff [M6] met by the team confirmed that termly internal staff development activities take place which provide opportunities to feedback from recent conferences and key issues in higher education. A template to support knowledge sharing is completed following attendance at conferences and examples of knowledge sharing in professional practice in higher education, developing student support, health and student wellbeing [00239a - 0239h, 0240] were provided to the team. Records of staff involvement in CPD activities and attendance at events from 2019 to the present were provided to the team [0060] and demonstrate that the Institute attends a wide range of relevant events covering topics that are designed to improve the pedagogical effectiveness of staff such as enhancing student experience, innovative teaching in STEM subjects, and assessment practices. In addition, academic staff provided examples of activities they had, or planned, to undertake [M4].

137   The New DAP plan [0001a] and the Academic CPD Framework [0059] demonstrates how the Institute's professional development is aligned with the UK Professional Standards Framework and is mapped to the HEA fellowship categories. The Framework [059] is designed to support all staff involved in teaching or supporting student learning and to: 'maintain appropriate and current practitioner knowledge and an understanding of the subject they teach; maintain necessary skills and experience to facilitate learning in the students they interact with; and are enabled engage in self-reflection to appropriately inform their learning, teaching and assessment design and practice'. Staff are actively encouraged, and supported, to undertake accredited HEA courses to develop their pedagogic skills, undertake research and advanced scholarship and are supported to achieve HEA fellowship [M1, M4, 0132]. One member of staff is due to register on a teaching qualification in September 2020 , another was pursuing Senior Fellowship of the HEA [M4] while two others are preparing their submissions for HEA fellowship [0001a]. The Framework also makes clear that staff are expected to engage in personal reflection and evaluation and is designed to satisfy Brookfield's four lenses for reflective practice, including reviewing current theory and research (pedagogic and discipline specific) and comparing with their own practice [059]. The team considered that the framework demonstrated an understanding of CPD priorities for higher education staff and will provide a suitable mechanism for staff to reflect on their approach to pedagogic practice during the probation period.

138   In addition to formal training programmes, conferences and events, academic staff are encouraged and supported to engage with other institutions, for example as external examiners, validation panel members, or external reviewers to expand their experience and knowledge of current issues in the higher education sector [0001a, M3]. The academic staff who the team met were experienced in curriculum development and one member of staff has experience as an external examiner and is starting a new external examiner post in September 2020 [M4]. The team considered that while there are limited appointments among the current academic team such as external examining and panel membership, provisions are in place in the CPD framework to encourage and support such engagement during the probation period.

139   The Institute's CPD framework [058], which applies to all staff, clearly explains how performance is managed and rewarded, and uses the skills audits to determine internal and external training needs [0057]. The Institute's specific approach to the development of academic staff is demonstrated in the Academic CPD Framework [0059] which ensures all staff are involved in both subject based and pedagogic activities to provide a high-quality student learning experience. Academic staff are expected to record their performance conversations and agreed goals on the Institute's HR records system with these

conversations taking place at least once per quarter. The Institute observes a standard approach to performance conversations [0057], goal setting and recording [0234a, 0234b] a which demonstrates a clear understanding of self-reflection and critical evaluation as part of this process [0057, 0234a, 0234b]. The team reviewed a completed record of a staff performance conversation [0234c] which showed that these conversations are aligned to employee's individual goals and include clear actions and timescales for development. The New DAP plan [0001a] explains, how at the end of year review, individuals are asked to reflect on their most recent skills audit and discuss how their personal and professional development plans for the next year could align to the areas for development identified by this skills audit. The teams review of the skills audit, and the guidance and templates for performance conversations, demonstrate an understanding of the CPD needs of staff and is likely to provide a suitable mechanism to ensure that the skill sets of staff are suitable to deliver and support the curriculum, and to enable ongoing scholarship and pedagogical development of staff.

Conclusions

140   The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers.

141   The Institute has allocated significant investment in creating an infrastructure to support learning and has appointed well-qualified and experienced staff to teach its students to date. The Institute ensures that staff have the academic and professional expertise required through a robust staff recruitment and professional development process. The appointment process has been implemented effectively to date and is likely to ensure that further academic staff appointments demonstrate relevant learning, teaching and assessment experience, including professional expertise and pedagogic knowledge related to their discipline. Students are involved in the appointment process providing feedback on the quality of teaching. The Institute has undertaken a realistic assessment of its staffing needs over the probation period and adopted a phased approach to increasing staff capacity to meet the subject requirements and increase in student numbers. The skills audits and annual performance reviews provide a regular and structured approach that, based on current experience, is likely to enable effective identification of individual development needs and to identify common areas to address in staff, recruitment training and support. With regards to the recruitment of academic staff the team considered that the Institute has a full understanding of the requirements of the criterion and has credible and robust plans which will enable it to demonstrate this in full by the end of the probation period.

142   The Institute demonstrates a strong commitment to supporting its staff through continued professional development via annual performance reviews, undertaking skills audits, and supporting internal and external training. The Institute's CPD framework is aligned to the UK Professional Standards Framework and clearly explains how routine skills audits will be used as a management and development tool to ensure staff take measures to maintain a professional understanding of current developments in their subject area. The Institute's specific approach to the development of academic staff is designed to ensure all staff are involved in both subject based and pedagogic activities to provide a high-quality student learning experience.   While the Institute prioritises 'educators over researchers' it nevertheless plans to provide opportunities, resources and time allocation for staff to engage with current research both within the Dyson network and externally.

143   Engagement with staff development activities was evident from the meetings with staff, and from the staff workshops, where staff share information from their recent CPD events. Staff are actively encouraged to undertake accredited HEA courses to develop their pedagogic skills and are supported to achieve HEA fellowship. In this way the team considered that the Institute is likely to ensure that teaching and assessment practices are

informed by reflection and evaluation of professional practice. Academic staff confirmed that they are allocated time and financial support to undertake scholarly activity/research and also have the opportunity to engage with vocational/pedagogic development opportunities.

144   Overall, the Institute's plans for meeting this criterion in full by the end of the probation period are credible, comprehensive and realistic. The team concludes, therefore, that the Institute understands this criterion and that the New DAPs plan is credible.

D Environment for supporting students

Criterion D1 – Enabling student development and achievement

145   This criterion states that:

'*D1.1 Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.*'

The evidence considered and why the team considered this evidence

146   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the providers submission. The team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraphs 232 of the regulatory framework, namely, to assess the provider's understanding of this criterion and to test the credibility of the provider's New DAPs plan in relation to this criterion.

147   The team considered the Institute's New DAPs plan [0001a], Criterion timeline [0169] and supporting evidence to test whether the Institute understands this criterion, its plans are credible and the criterion is likely to be met by the end of the probation period. Specifically, the assessment team considered or assessed:

   a   Whether the Institute will take a comprehensive strategic and operational approach to determining and evaluating how it will enable student development and achievement and whether its approach will be guided by a commitment to equity. To assess this the team considered the New DAP plan [0001a], Continuous Improvement Framework [0043], Organisational diagram [0129], VLE implementation plan [0102], Library Expansion plan [0104], Library catalogue [0103], the note on library provision [0245], Infrastructure Strategy [0105], the pastoral care framework [0202], the student wellbeing and support framework [0086], the Joining Fund application [0189]. and Pillar Reviews [0182, 0184, 0185. The team met with senior management [M1 and M5], professional support staff [M6] and students [M2].

   b   How students will be advised about and receive induction into the programme in a manner which takes in to account different students' needs. To do this the team reviewed the New DAP plan [0001a], Framework for Consistency of Pastoral Care [0202] the student wellbeing and support framework [0086], the Student Handbook [0143] and the accessing student support document [0148]. The team met with students [M2] and professional support staff [M6].

   c   How the Institute will monitor the effectiveness of its student and staff advisory, support and counselling services and how it plans to resource this area to support the new programme. To assess this the team considered the New DAP plan [0001a], strategic overview [0003], organisation structure [0129], the student wellbeing and support framework [0086], Framework for Consistency of Pastoral Care [0202], and the 2019 pillar reviews infrastructure [0185], health, wellbeing and student support [0184], professional development [0182] and workplace [0187] service agreements and contracts [0175, 0176]. The team met with the senior management team [M1, M5] and students [M2]**.**

   d   Whether the Institute's proposed administrative support systems, including the student records system will allow effective monitoring of student progression and

performance capable of providing timely, secure and accurate information to satisfy management information needs. The team considered the New DAP plan [0001a], the Infrastructure and Sourcing Strategy [0105], the student information system contract cover sheet [0177], the VLE contract cover sheet [0175], the 2019 infrastructure pillar review [0185], the VLE implementation plan [0102] and the student record system features [0163]. The team met with the professional services staff [M6].

e   Whether the Institute will provide opportunities for students to develop skills that enable their academic, personal and professional progression. To assess this the team considered the New DAPs Plan [0001a], the strategic overview [0003], the organisation structure [0129], the pastoral care framework [0202] and the student wellbeing and support framework [0086], the workplace pillar review [0187], the job descriptions [0130, 0146], documentation from the student support review meeting document [0236a, 0236b, 0236c, 0237], performance review report [0047], the cohort level data report template [009a], the student support advisor training programme [0152], Accessing Student Support [0148] and Summer Series information [0204, 0205], the list of staff development events [0060], the professional development plan [0142], the professional development pillar review 2019 [0182]. The team met with the professional services staff [M6] and current students [M2]**,**

f   Whether the organisation will provide equality of opportunities for students to develop skills to make effective use of the learning resources provided, including the safe and effective use of specialist facilities, and the use of digital and virtual environments. To assess this the team considered the New DAP plan [0001a], Student Wellbeing and Support [086], Infrastructure Summary and Sourcing Strategy [0105], Formal Teaching and Learning Spaces [0106]**,** Student Support Advisors' Training [0152] and the Institute Joining Fund Application [0189]. The team met with current students [M2], academic staff [M4] and professional staff [M6].

How any samples of evidence were constructed

148   The team assessed evidence about the entirety of the Institute's environment for supporting students and did not need to engage in any sampling of evidence in this area as the volume of available documentation was such that all evidence could be considered.

What the evidence shows

149   The provider's plans in relation to this criterion are as follows.

150   The New DAPs Plans [0001a] sets out the Institute's plans for the establishing, monitoring and evaluating its arrangements to support students academically, professionally and personally. The Institute plans to support students using its current model of academic and pastoral support and professional development. Most academic and support staff are already in place and the remaining academic posts are expected to be filled by 2020. The Institute already employs one Student Support Advisor per cohort to support the Warwick programme. These Student Support Advisors will transfer to support The Dyson Institute's independently delivered programme on a phased basis, as the cohorts they support graduate from the Warwick programme [0001a]. Professional development support comes in the form of a professional development plan for all students and is supported by initiatives such as its Summer series of events which are in place and designed to reinforce academic and workplace learning in a more informal setting. The effectiveness of support arrangements is expected to be monitored on an annual basis through pillar reviews in the second half of each probation year starting from 2021 [0169].

151   As with the current University programme, the Institute plans to deliver its own programme at its dedicated teaching and learning facilities and through use of workplace resources and settings available through Dyson Technology. The teaching and learning spaces are already fully in place and will be used for the duration of the plan. The Institute has already procured a student information system and a virtual learning environment and testing for both systems is expected to be completed in 2020. The systems are planned to go live in 2021 when the planned programmes commence and to be subject to regular update and review during the probation period [0105; 0102]. The New DAPs Plan [0001a] identifies valid evidence that would be available during the probation period emerging from the activities described above, including records of activities and review reports. The Institute expects to meet criterion D1 in full by the fourth quarter in year one of the probation period and evidence of this would be available from the first quarter of year two [001a New DAPs Plan].

152   The assessment team's analysis of the evidence led to the following observations:

153   Examining the New DAPs Plan [001a] the team found that the Institute adopts a strategic approach to determining and evaluating student development and achievement because its student support infrastructure and wellbeing provision are built from the Institute's recognition 'that every student should be given the support that they need in order to succeed and reach their potential'. It has therefore decided to place students' teaching and learning spaces within the Dyson Technology campus which is home to more than 3,000 professional engineers and supplements the Institute's dedicated teaching and learning facilities with a cutting-edge research and development workplace [001a]. The Institute has also made several senior appointments to lead on aspects of student support including the Head of Professional Development and Undergraduate Experience, Senior Academic Administrator, IT Manager and Workplace Manager [0001a] and has an operational structure appropriate for the size and nature of its planned provision [0129].

154   The Institute's strategic approach to the development of a learning support infrastructure is set out in the Infrastructure and Sourcing Strategy [0105], Continuous Improvement Framework [0043], annual review of its Operational Pillars and the library expansion plan [0104]. These demonstrate a considered and sustainable approach to the development of learning resources and support systems such as the VLE. The team examined the library extension plan [0104] and found that the learning resources strategy allows for a predominance of electronic materials with a selection of supplementary resources available in the physical on-site library. The VLE Implementation Plan [0102] confirms that it will serve as a repository of information to support student learning such as teaching materials, study skills materials [0169] and revision materials as well as a vehicle for the submission and marking of assessed work and the provision for feedback (see paragraph 163 for details). The Institute plans for annual updates of the VLE to take place in the second half of each probation year which the team considered regular and timely. Overall, the plans for the provision and development of an appropriate learning environment are considered realistic based on the facilities currently in place for existing students and the commitment of the Institute to conduct regular reviews.

155   The Institute has established a small physical library [0103 library catalogue] to provide both physical and digital reference material. It expects additional books and resources to be requested through discussion with the academic, workplace and wellbeing teams [0001a] and the library expansion plan [0104] sets out how it plans to ensure the appropriate updating of the library as the programme progresses. The Institute intends to update the library catalogue with core texts based on the reading lists starting from September 2020. The Institute also plans to put in place an inter-library-loan request system [0001a]. In addition, the Institute has a contract with an e-book provider, granting access to over 250,000 academic and professional titles, with device agnostic access and built-in

accessibility tools. The Institute anticipates that journal access will be requested by a relatively small number of students in the first two years of the programme. It has therefore chosen, for reasons of good financial management, not to fully implement its own journal access solution for research purposes until September 2023. It plans to keep this decision under review and could bring forward the implementation date if staff and student feedback suggest that this would be desirable [0245 Note on library provision]. To maintain the currency of the collections an annual review of holdings is planned [0104]. The team deemed these plans to be appropriate both for the nature of the provision and the planned student numbers as they are likely to ensure sufficient access to current and relevant learning resources by all students. The planned academic provision is not journal-based for years 1 and 2 and students would also be able to gain journal access through their vocational position. The team therefore considered the timeline for the phased implementation to be realistic. Senior staff met by the team were able to articulate the Institute's strategy and plans outlined above and expressed confidence that all required resources would be in place by the launch of the programme in September 2021 [M5].

156   The Institute's plans for the development and implementation of academic and pastoral support structures is clearly articulated in the Framework for Consistency of Pastoral Care [0202] and Student Wellbeing and Support Frameworks [0086]. The team found them to be well considered, demonstrating a holistic approach to student development and an awareness of the need to ensure consistency of approach. The New DAPs Plan [0001a] clearly articulates the planned lines of responsibilities for the management and oversight of student support with the Head of Professional Development and Undergraduate Experience, a member of the senior team, already in post and overseeing the professional development activities for students' non-academic competencies and the health and wellbeing support to students [0001a]. The Institute plans to review the effectiveness of its student support arrangements on an annual basis (see paragraph 160 for details). The team considered that the frameworks and resources to deliver the approach demonstrates an understanding of the need to support and develop students to their full potential and are underpinned by a credible plan.

157   The Institute's approach to student development and support is guided by a commitment to equity as the Institute aims to improve the gender imbalance in engineering and technology disciplines by addressing access and participation issues [0001a]. It aspires to secure 50 percent recruitment from prospective applicants who are female. It currently uses female ambassadors in outreach activities and has removed A level physics as an entry requirement thereby dismantling a potential barrier to entry for many female applicants. To encourage potential students without a physics background the Institute has designed a physics summer school with the University of Warwick to supplement the knowledge of candidates who show great potential. If candidates pass a viva and pending their A-level grades, they are offered a place at the Institute. The School plans to maintain the strategy outlined above and the physics summer school during the probation period [0001a]. The commitment to equity is also evident in the Institute's plans to support students financially by offering a dedicated bursary fund of £1,000 per applicant to support those from lower-income households in receipt of benefits, or who are estranged from their parents [0001a; 0189 joining fund application]. The team considered this to be a credible approach for the future due to its current activities in facilitating wider participation in engineering, and demonstrates a commitment to equity.

158   The team examined the Institutes' student wellbeing and support framework [0086] and found that it plans to provide a comprehensive three week induction programme. Induction is expected to cover a wide range of academic, pastoral and life skills support and is to be accompanied by a social programme [0086]. The Institute plans that students will discuss their learning needs with the student support team staff during induction who will work with the academic delivery team to develop bespoke learning support plans [0001a].

The team deemed these plans to be appropriate as they are likely to help foster independence and self-direction in students. The student handbook for 2021-22 [0143] examined by the team only provides a brief overview of academic support and professional service structures, however, it provides very detailed information on the programme and modules including learning outcomes, teaching and learning modes, assessment, grading and feedback. It also includes the Institute's policies on mitigating circumstances, academic misconduct, appeals, concerns and complaints [0143]. In addition, detailed information on accessing student support is contained in a document for students [0148]. The team therefore consider that students are likely to receive the necessary information they need about their programme and any support arrangements in place. This was reinforced in a meeting with current students who [M2] reported that they had received appropriate information through induction and that the student handbook provided them with appropriate information to support their needs [M2].

159   The Student Support and Wellbeing Framework [0086] outlines the intention to provide academic support through its academic and technical staff, including Engineering Tutors and Technical Engineers. Pastoral support is expected to come primarily through a system of Student Support Advisors and line managers at work (see paragraph 168 below for details) [0086]. The number of planned staff for each role is outlined on the organisation structure [0129] and the team consider the intended human resource to be sufficient for the planned student numbers. Although it does not have its own counselling provision, the Institute intends to fully fund the counselling services students have access to at a local psychology practice [0086].

160   The Institute plans to monitor the effectiveness of its student and staff advisory, support and counselling services through a programme of annual pillar reviews [0001a; 0169]. The team examined the 2019 reviews conducted for infrastructure [0185], health, wellbeing and student support [0184], professional development [0182] and workplace [0187] and found that these are useful monitoring tools identifying strengths and actions that will be taken over the next year, and any resources that might be required to improve performance. The Institute also plans to monitor how many students attend the external counselling service, the wait times experienced, and the issues for which students are referred. The Institute intends to use this information to drive changes and improvements in its provision, such as the scaling of resource and increasing the amount of support available [0001a]. This gives the team confidence that the Institute is likely to monitor the effectiveness of its student support arrangements and the underpinning infrastructure in a comprehensive and meaningful way, focussing on enhancement.

161   The Institute's approach to the acquisition of digital support systems is set out in detail in the Infrastructure and Sourcing Strategy [0105]. The document evidences careful consideration of system needs and scoping of requirements involved extensive consultation with internal and external experts before the agreement of projects and procurement of systems [0105]. The team found that the Institute has already made significant investment into obtaining administrative and learning support systems monitoring of student progression and performance. This includes a student information system [0177 SIS contract cover sheet] and a virtual learning environment [0175 VLE contract cover sheet] which is expected to link directly to the student records system, and a library system [001a New DAPs Plan]. The 2019 infrastructure pillar review [0185 infrastructure pillar review 2019] confirms that phase one of the planned IT systems, which includes these systems, is complete.

162   Most elements of the student information system have also been implemented already with the remaining elements due for completion in the second and third quarter of 2020 [0185]. Staff training is expected to be completed by August 2020. In parallel some existing student data is to be used for beta testing to support staff learning. Work is ongoing to integrate the student information system with the HR system and the VLE. The Institute

expects this work to be completed by June 2020, however the system is not expected to go live until the first cohort is recruited in 2021 [0105 Infrastructure and Sourcing Strategy]. A fitness for purpose review of the system is planned for 2022 [0169]. The team reviewed the features of the proposed systems [0163] and concluded that, if implemented and tested as intended, it is likely to allow effective monitoring of student progression and performance as the product features allow for daily student performance tracking via a live business dashboard.

163   The Infrastructure and Sourcing Strategy [0105] and VLE implementation plan [0102] confirm that the VLE has been implemented with the default configuration settings and academic staff already recruited are expected to receive training to populate it with content from May 2020. Initial functionality testing has been carried out with further system testing planned for the third quarter of 2020 after completion of staff training. Students were involved in the selection of the VLE system through attendance at vendor presentations and will also be involved in user testing [0001a, M6]. The Institute expects the VLE to go live from programme launch in September 2021 [0105, 0102]. Examining the functionality of the VLE the team found that it allows the Institute to monitor student performance as it allows uploading and marking of assessed work and the provision of feedback.

164   In addition, four IT systems have been implemented to deliver an integrated library system including the core library system, reading list manager, e-book provider and library terminal [0185]. The Institute has forecasted spends in both 2020 and 2021 to support the integrated library solution [0001a New DAPs Plan]. A digital wellbeing and pastoral support system is under consideration [0105 Infrastructure and Sourcing Strategy]. The Institute intends to implement bi-annual digital infrastructure reviews with the UEC and IT Manager [0185]. Furthermore, robust service level agreements have been agreed in the signed contract for the student information system [0177] and the VLE [0175]. The implementation timeline [0169] shows that careful consideration has been given to the implementation of the systems and their testing, all of which gives the team confidence that the planned administrative and learning support systems can be delivered in time for programme launch in 2021 and are likely to be adequately maintained and supported during probation.

165   The team examined the Institute's proposed academic and professional support roles set out in the organisation structure document [0129] and found them to be appropriate for the size and nature of the planned provision. The Institute intends for the academic delivery team to work closely with the undergraduate experience team to provide tailored support for individual students. It therefore expects academic and technical staff to be available during study days in order to answer questions and provide academic support, helping students to understand academic concepts. The Institute intends for Engineering Tutors, a role similar to a Personal Tutor, to support approximately 10 undergraduates from each year group [0001a]. This should allow them to gain a holistic view of students' perceptions of the whole programme across academic study and the workplace. The Engineering Tutor is expected to monitor the performance and progression of all students in their tutor group and consider individual support as required [0001a]. The Institute also plans to continue to employ Technical Engineers to offer dedicated academic support on self-guided study days [0001a; 0130 job description technical engineer]. The team consider that this is likely to strengthen the academic support offering as past student feedback on the support provided by Technical Engineers has been positive [001a]. In its 2019 workplace pillar review [0187] the Institute acknowledges that internal recruitment of Technical Engineers is challenging but it is considering a range of options including part-time appointments, secondments and external advertising to improve uptake [0187].

166   The Institute's plans to support students are robust because monthly meetings are planned between the Director, Head of the Engineering Programme, Head of Professional Development and Undergraduate Experience and Student Support Advisors to discuss

students' academic and workplace performance, and their general wellbeing [0236a student support review meeting]. Support staff who met the team reported that this system is already in place for current students [M6]. This approach is likely to foster a holistic approach to supporting students as members can raise wellbeing issues linked to studying or the workplace. The meeting is also likely to ensure consistency through the use of clearly defined risk categories [0236a] which result in individual plans of targeted support, as demonstrate in an example of a student support plan seen by the team [0236c]. The Institute also plans to use data from individual student performance reports during monthly student support review meetings to identify trends in student performance and put appropriate support in place [0001a, 0236a, 0236b]. The team consider this approach to be credible as it is likely to enable the Institute to identify students support needs in good time, take appropriate remedial action and monitor the effectiveness of arrangements in place.

167   In addition, the Institute plans to use academic performance data and feedback from workplace line managers to support students in improving their academic and professional performance. It plans to combine this data into a single report, a template for which was seen by the team [0047], and hold an annual meeting with each student and a senior representative of the academic and workplace teams to discuss and agree actions as necessary [0001a]. The team reviewed a completed performance review report [0047] for a current student which demonstrated that these reports are likely to be helpful to students and have the potential to support development. The Institute also plans to use cohort-level analysis of academic performance [0009a] to monitor the effectiveness of academic student support arrangements and intends to scale academic support during certain periods as required [0001a]. The team consider this approach to be credible in that it is likely to ensure appropriate monitoring and enhancement of academic support arrangements, thus demonstrating a good understanding of the criterion.

168   The team found that the Institute adopts a proactive approach to the health and wellbeing of students. It plans to employ one Student Support Advisor per cohort [0001a, 0003 strategic overview] and some are already in post. This approach is likely to ensure that each Advisor is not overburdened and can offer high quality support. Its intention to keep small cohorts is also likely to build strong and supportive relationships. The Student Support Advisors role descriptor [0146] indicates that advisors support students with a broad range of issues such as learning differences and disabilities, study skills and dealing with stress [0237]. The Institute intends to invite all students to monthly sessions with their Student Support Advisor and plans to hold an additional offsite 'Wellbeing and Development Day' for each cohort, once per quarter. More frequent individual meetings are available if needed. Meetings are to be documented in a student support tracker [0003; 0001a; 0202]. Support staff who met the team explained the opportunities students had to declare disabilities and special learning needs [M6]. The team consider that this approach reduces barriers to access and is likely to ensure that all students receive appropriate support. While the Institute sees Student Support Advisors as the first port of call for pastoral care, the pastoral care framework [0202] states that the wider team of academic staff, work line managers and wellbeing representatives are also expected to play a role [0086 student wellbeing and support]. The team consider this approach to be credible as it takes account of the nature of the student body and current students reported that accessibility and availability of individualised support was exemplary [M2].

169   Job descriptions for student support staff [0130; 0146] clearly define responsibilities which are aligned to the Institute's aims and objectives for the support and development of students. All Student Support Advisors are expected to have a recognised coaching qualification and the Institute plans to support those without a formal qualification in accessing a suitable course. In addition, the Institute will provide Student Support Advisors with training [0152]. The team consider that this is likely to provide a common framework and give clarity to advisors about their role and the scope of the support expected. Furthermore,

all Student Support Advisors are expected to complete fully certified mental health first aid training [0202]. A local independent psychology practice is expected to provide monthly supervision to the Student Support Advisor team [0152 student support advisor training]. The list of staff development events attended [0060] by current Student Support Advisors demonstrates attendance at mental health and wellbeing training as well as service delivery. Weekly team, and monthly best practice sharing, meetings are planned for the sharing of experiences and resources [0202]. The Institute intends for the Head of Professional Development and Undergraduate Experience to establish key indicators for monitoring the effectiveness of pastoral support services on an ongoing basis [0001a]. The team consider the Institute's approach to pastoral support to be robust and credible as it is likely to ensure that students will have easy access to well qualified staff and will be adequately supported.

170   The Institute has already recruited most of the planned Professional Development Team with the Head of Professional Development and Undergraduate Experience, a project manager and a coordinator in place [001a New DAPs Plan]. The Institute plans for these staff to undergo CPD including relevant Advance HE courses and conferences [0182]. The Institute has also recruited a Workplace Manager to facilitate the operational relationship between the Institute and Dyson Technology and to improve the consistency of students' workplace experience [0001a].

171The draft Professional Development Plan [0142] clearly defines professional development competencies in the context of the Institute's values. The plan demonstrates an integrated approach to student development because it is based on a systematic review of professional requirements of engineering bodies and the requirements of the apprenticeship standard. However, the Institute acknowledges that further work is required to determine when to schedule the various professional development activities, and intends to complete this work by September 2020 [0142]. The Institute states that existing students on the University programme have contributed to the plan and that it intends to consult them further once plans have become more detailed [0142]. The Institute intends to provide activities throughout the year via workshops, external and internal speakers, induction activities, termly Wellbeing and Development days and other extra-curricular activities [0142]. Additionally, the Institute plans to provide an annual summer series of stand-alone engineering projects that are intended to develop students' professional skills through group work, and complementary workshops or talks [0142, 0204, 0205]. While the Summer Series is non-credit bearing, most current students fully engage in the activities. Support staff who met the team confirmed these plans [M6]. At such time as the Institute has alumni, the Institute plans to evaluate the programme in terms of preparing them for employment [0001a]. The Institute also plans to include career management in the professional development programme through training and advice on several career related topics, supported by one to one coaching. Opportunities are provided on career management with appropriate use of external organisations from outside the engineering field promoting other career paths as illustrated in the Professional Development Plan [0142] which sets out the long term goals in this area [0142]. The team consider this approach to be well-considered and is likely to deliver on the Institute's objectives for professional development.

172   Plans to further integrate professional development activities into the programme overall and track the stages at which professional skills are developed will be subject to an in-depth review which the Institute intends to begin in 2021, with a view to making any potential changes to the curriculum (or workplace) learning outcomes at the next programme approval event in June 2023.The Institute proposes to formally monitor the effectiveness of its professional development programme through the evaluation of student feedback and annual professional development pillar reviews [0142]. Overall, the team found that students are likely to be supported holistically by a multi-layered network of support that integrates academic study, wellbeing and the workplace and that plans are credible and robust as they are likely to develop the requisite professional skills.

173   To provide equal opportunities for all students to make effective use of learning resources, specialist facilities, and digital and virtual environments the Institute plans to support students through training during induction and the provision of additional guidance in a central location [0105]. The team consider that this should ensure that all students are aware of what is available to them and have sufficient knowledge and skills to use resources and digital platforms with confidence. In addition, for digital systems such as the VLE and the library system, the Institute intends to have an accompanying accessibility statement to ensure that students are aware of the accessibility tools, e.g. speech recognition software, browser plug ins or bespoke screens, that are available to them. The Institute states that likely requirements each year would be identified once applicants received offers and it is currently investigating the speediest routes for their acquisition [0105]. To support inclusivity in the use of digital systems the Institute intends to publish an Acceptable Use Policy [0105]. The team consider that the approach outlined above is likely to enable the safe use of learning resources, digital systems and virtual environments.

Conclusions

174   The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers.

175   The Institute has taken a strategic approach and committed significant investment into developing systems to support the operation of the Institute, including a Student Information System, a Virtual Learning Environment and a Library System. Plans for procurement, testing, training and implementation are realistic and credible. There is sufficient and appropriate infrastructure, facilities and learning resources including physical, digital, laboratories, workshops and social learning spaces to support student learning. The development of more learning resources, specifically associated with the library, are in progress supported by a detailed library development plan, including timelines for implementation. The Institute's continuous improvement framework and pillar reviews clearly articulates a reliable process for monitoring and evaluating how arrangements and resources help students develop their academic, personal and professional development. Students have been engaged in developing existing provision and are planned to feature in future evaluation.

176   The Institute's planned programme of student induction and the student handbook are comprehensive and take account of students' information requirements and support needs. The Institute's wellbeing and support services provides instant and appropriate access to a range of services under the following themes; academic, workplace, wellbeing and professional development. Provision has been made for students to access regular support from Student Support Advisors, workplace line managers, technical engineers and the Institute's work place manager to enable a holistic approach to student support. These various strands are coordinated and demonstrate understanding of the criterion by providing a considered and sustainable approach to student development and achievement which is appropriate to the types of programmes proposed and the projected student numbers. Current students confirmed the accessibility of these services including the offsite counselling service.

177   Students will be further supported by Student Support Advisors, who they meet monthly and act as the first point of call for pastoral care. Current students confirmed that they were supported effectively in the workplace by their line manager, technical engineers and the Institute workplace manager. This close relationship between students' academic studies and vocational experience is enhanced with regular meetings ensuring that students work experience is clearly linked to the learning activities. The Summer Series provides an opportunity to reinforce academic and workplace learning in a more informal setting through-directed projects in teams and workshops.

178   The New DAPs Plan identifies sufficient valid sources of evidence and indicates when these will become available over the probation period. Overall, the Institute's plans for meeting this criterion in full by the end of the probation period are credible, comprehensive and realistic. The team concludes, therefore, that the Institute understands this criterion and that the New DAPs plan is credible.

E Evaluation of performance

Criterion E1 - Evaluation of performance

179   This criterion states that:

'*E1.1 An organisation granted degree awarding powers takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths.*'

The evidence considered and why the team considered this evidence

180   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission. The team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraphs 232 of the regulatory framework, namely, to assess the provider's understanding of this criterion and to test the credibility of the provider's New DAPs plan in relation to this criterion.

181   The team considered the Institute's New DAPs plan [0001a], Criterion timeline [0170] and supporting evidence to test whether the Institute understands this criterion, its plans are credible and the criterion is likely to be met by the end of the probation period. Specifically, the assessment team considered or assessed:

a   Whether critical self-assessment will be integral to the operation of the Institute's provision and whether action will be taken in response to matters raised through internal or external monitoring and review. To do this the team scrutinised the New DAPs plan [0001a], the Dyson Blueprint [0001], Pillar reviews for 2019 [182 – 188] and the Continuous Improvement Framework [0043]**.** The team also reviewed minutes of Council meetings [0030c, 0030d], of Academic Board [0029a-d] and action points from SMT meetings [0233; 0243; 0244], as well as the student concerns log [0194], student surveys [0068y], UEC feedback [0048, 0049c-e], rotation 1 feedback summary [0198], annual survey template [0045], Director reports to Council [0030e-0030h], Programme management plan [0039], Review status of the programme approval policy [0238]**,** You Said, We did posters [0190-0192] and data monitoring examples [009a]. Job descriptions for the quality officer [0130] Programme Manager [0246; 0130] Director [0023] and Senior Regulatory Affairs Manager [0130] were reviewed and the team also met with staff [M1, M4, M5, M6], students [M2] and members of Council [M3].

b   Whether clear mechanisms will exist for assigning and discharging action in relation to the scrutiny and monitoring of the Institute's academic provision. The team considered the New DAPs plan [0001a], Pillar reviews 2019 [182 – 188], the Continuous Improvement Framework [0043], summary of Council skills [0231], New DAPs Programme Management Plan [0039], Guidance for the selection of External Examiners [0079a], You said we did examples [0190-0192], minutes of Council meetings [0030c and 0030d], action points from SMT meetings [0233; 0243; 0244], minutes of Academic Board meetings [0029a-d] and the job description for the Programme Manager [0246; 0130]. The team also met with staff [M1, M4, M5, M6], students [M2] and members of Council [M3].

c   Whether ideas and expertise from within and outside the organisation (for example on programme design and development, on teaching, and on student learning and

assessment) will be drawn into its arrangements for programme design, approval, delivery and review. The team examined the New DAPs plan [0001a], Pillar reviews 2019 [182 – 188], the current Programme Design, Development and Approval policy [0019] and plans for its revision [0238]; the Continuous Improvement Framework [0043], minutes of Council meeting [0030c and 0030d], minutes of Academic Board meetings [0029a-d]. The team also met with staff [M1, M4, M5, M6], students [M2] and members of Council [M3].

How any samples of evidence were constructed

182   The team assessed evidence about the entirety of the Institute's evaluation of performance and did not need to engage in any sampling of evidence in this area as the volume of available documentation was such that all evidence could be considered.

What the evidence shows

183   The provider's plans in relation to this criterion are as follows:

184   The New DAP plan [0001a] sets out the Institute's plans for taking effective action to assess its own performance, respond to identified weaknesses and develop further its strengths. The plan highlights the role of the Continuous Improvement Framework and central to the framework are the continuation of the current Pillar Reviews which provide formal evaluation of the activities of the seven core pillars that guide the Institute's activity. Pillar reviews are planned throughout the probation period and will report in July of each year starting in 2020 [0001a]. The other main elements of the Institute's approach include the current Director's Report to Council (quarterly update against KPIs) which will continue, various mechanisms for student feedback such as the UEC (reporting to Council in Summer 2020 and annually thereafter), the SSLC (reporting annually to Academic Board in Spring 2020 and throughout the probationary period), mid and end of module student feedback, the Annual Survey expected in year 1, quarter 4, and the reports of the Course Representatives. In the case of workplace delivery, students will provide mid-rotation feedback on their workplace rotations and face-to-face apprenticeship review at the end of each rotation.

185   The Institute plans to undertake a data strategy project starting in Autumn 2020 which will formalise how data will be used to monitor and evaluate performance at both an institutional and pillar level: this review is expected to be completed by the end of 2020. A Gantt chart [0036] and timeline [0170] presents the action plan for achieving the Criterion through the life of the probation period. According to the New DAPs plan [0001a], the Institute expects to have generated evidence to demonstrate how it meets the Criterion in full by year 4, quarter 2.

186   The assessment team's analysis of the evidence led to the following observations:

187   Critical self-assessment is built into the Institute's quality assurance processes for monitoring and review across the Institute as evidenced in its Pillar Review documentation [0182-188] and its Continuous Improvement Framework [0043], which details the planned activity across the Institute and the scheduled dates and timelines [0170]. The objectives of the framework include to develop a culture of continuous improvement across all areas of delivery, at all levels. This approach is embedded within current practice and meetings of the team with SMT and Council members demonstrated that the approach is prevalent and understood [M1; M3]. The key component contributing to this culture is the Pillar Review process, culminating in seven Pillar Review reports which are shared with the Council on an annual basis [182-188; M3]. The Institute already operates this approach and provided evidence to the team of the reviews conducted in 2019. It plans that these will continue during the probation period and that the outcomes of these reviews collectively will inform the Dyson Institute Annual Review report. Pillar Reviews are led by Pillar Leads and draw

upon data from student surveys [0045; 0068y], student concerns [0194], UEC feedback [0049c], and module feedback [0049c; 0198]. The Institute intends to strengthen the review process by including student performance data from the student record system, once it is delivering its own degree [M5, 0001,0169]. To this end, plans are in place for a data strategy project to identify the data to be used [0169] which is likely to draw on progression and graduate outcomes data.

188   The Pillar Review reports reviewed by the team demonstrate good use of feedback and identify areas of strengths and areas for improvement [0182; 0183, 0184 0188]. Some go further and the team saw evidence in the reports [0182; 0183, 0184, 0188] of time-bound actions to be taken and 'RAG' risk ratings to assess performance against objectives set in the Blueprint [0001]. These actions are then monitored by SMT and the notes from SMT meetings held in November 2019 and April 2020 [233;243;244] demonstrate oversight of the delivery against actions, with ultimate oversight being exercised by the Council who receive the full reports [0030c and d]. The effectiveness and timeliness of actions taken is reported in the following year's Pillar Review [0182-0188], which ensures that the Pillar Leads are accountable to the Council for the completion of actions. The team noted examples of weaknesses being identified and addressed as demonstrated in the Pillar Review for Governance in 2019 [0183]. This review identified weaknesses in the higher education experiences of staff and that CPD activities were not being fully accessed. Actions to address this included expanding the membership of SMT, addressing higher education experiences through recruitment and reframing the CPD framework. These actions have been subsequently addressed, notably through the new appointments made. The team noted that some Pillar Reviews, such as the Degree Pillar Review [0186], did not include time-bound actions, although it was noted that in this case the actions related to the current programme and were therefore largely in the purview of the awarding body to address. Overall, the team considered that the Pillar Reviews provide a comprehensive approach to monitoring in that these cover all aspects of the Institute's operations and that it has the potential to provide a cohesive evaluation of performance against objectives, if applied consistently across all pillars.

189   The Annual Programme Review will form part of the Degree Pillar Review and as part of its plans, the Institutes expects to develop and implement a new Annual Monitoring Form which should ensure that monitoring of the provision is thorough and enables effective action planning. The template is due to be completed and approved by December 2020 well in advance of programme delivery [0001a]. In meetings with staff [M6] and in a clarification document on the role of the Programme Manager [0246], it was confirmed that the Programme Manager will oversee the implementation of any actions arising from the Pillar Reviews and will work across the Institute during the probation period to co-ordinate and monitor actions and help support robust evaluation of performance. The Programme Manager currently reports to SMT on a weekly basis [0130, M6, M7] and has current oversight on the 36 deliverables of the New DAPs Programme Management Plan [0039] and Gantt chart [0036] which provide operational detail on timelines, milestones and costings. The team considered the mechanism of Pillar Reviews to be a credible and robust way of evaluating and overseeing the Institute's performance. Implementation to date demonstrated that the process is fit for purpose and plans to develop these to include additional data and to coordinate programme-level actions are likely to lead to effective assessment of its own performance during the probation period.

190   The outcomes from Pillar Reviews are currently sent to Council for scrutiny at its first meeting of the academic year [0030c and 0030d], and the same timetable is planned during the probation period [0001a], ensuring that members of the Council are able to provide challenge and support to the self-evaluation process prior to the next cycle of delivery. Minutes of Council meetings from 2019 [0030c] demonstrate that Council considered the reports and provided feedback to the Director, recommending that the

reports contained clearer recommendations and actions to provide a more meaningful tool for continuous improvement. During the probation period, Council will continue to receive full reports and will also receive the Dyson Institute Annual Report which is a planned annual amalgamation of the Pillar Reviews [0001a, 0043].

191   The Council also currently receives a quarterly report from the Director [M3; M1; M7, 0030e-h] which is expected to continue throughout the probation period. The Director's report includes updates on student demographics, annual survey results, concerns or complaints received, student experience and wellness, student achievement and reviews performance against KPIs [0030e-h]. Examples of reports reviewed by the team are detailed and evaluative and allow the Council to contribute to the Institute's self-evaluation processes through support and challenge [M3; 0030a-d]. The minutes of the Council meetings demonstrate robust and self-critical discussions, resulting in actions to be taken. For example, concern was expressed by two members of the Council about the level of detail in the Director's report relating to student support. An action was therefore created for the Director to work with the Chair of the Council to improve this aspect of reporting [0030d]. A further example of the support and challenge offered by the Council is in its request for a more robust approach to the collection and analysis of data [0030d], which has resulted in the development of a cohort-level data monitoring strategy [009a]. The team considered that the Council response to the reports demonstrates robust oversight of the quality improvement processes at the most senior level of the organisation and demonstrates a commitment to integrating a self-critical approach during the probation period.

192   The approach to continuous improvement is also evident in the Institute's response to feedback from internal and external stakeholders. For example, with reference to the latter, the team heard from academic staff (M4) and the senior management team (M5) that a full review of its policies and procedures is currently underway, involving input from newly appointed staff so that sector experience from its new members of faculty can be applied. The review of the Programme Design, Development and Approval process [0238], following its use for the first time, also demonstrates a self-critical approach and focus on continuous improvement. In this case, the Academic Board reflected on the effectiveness of the programme design and approval process and proposed that a two-stage process be included to separate out development and approval, and that a clearer statement about revalidation should also be included. The proposals are currently with an external expert consultant for comment and are to be presented to the Council for approval in August 2020 [M4; M1].

193   The team noted further evidence of a self-critical culture within the minutes of Academic Board [0029a-d]. Membership of the Academic Board includes both internal and academic staff and the minutes demonstrate discussion of outcomes and measures to improve its systems and policies for higher education. For example, in the April 2020 minutes [029d], there was discussion on proposals to improve the Programme Design, Development and Approval policy and the Guidance on the Appointment of External Examiners but also on how changes could be made to the Academic Board timings to enable more effective and timely input from members.

194   The Institute's plans for engaging students in its mechanisms for assessing its performance are based on its current practice of annual surveys [0045; 068y], mid- and end of module and rotation reviews [0198] and through the student representation via the UEC. The Institute plans to implement an Annual Survey which students will be expected to complete at the end of each year. A template for the survey has already been developed [0045] with questions based on the National Student Survey. The Survey will be used to provide feedback in the Pillar Reviews and a summary report and proposed actions from the survey are expected to be receive at the September Council meetings [0001] each year.

195   The Institute plans to continue operating the UEC and for it to have monthly meetings with the Director [0048, M1;M2] during the probation period in order to provide first-hand feedback from students. Two meetings had already taken place by the time of the team's assessment [0049c, 0049e] and minutes demonstrate that UEC representatives take responsibility for contributing to the development of particular pillars. Meetings with staff and students [M1; M2, M6] clarified, for example, that students were involved in the launch of a wellbeing initiative linked to the Health, Wellbeing and Student Support pillar. UEC representatives explained to the team that they are encouraged to gather feedback in whatever way works best for them, for example, some use whiteboards for their peers to leave comments and others use online forms and then report the feedback to the lecturer/pillar leads, Head of Engineering Programme or Director [M2]. The students were able to give several examples of changes that have happened as a result of their feedback, including extra support for maths and report writing [M2]. They also reported that the Institute had worked with the University to make the current course more relevant to their workplace settings, following concerns raised by the students in this area. The team saw evidence of how actions taken as a result of student feedback are reported back to students through regular communications [190-192]. The students were unanimous in their opinions that the Institute listens to them and takes action based on their feedback [M2]. The strength of evidence and positive commentary from students gives confidence that the Institute understands the need to engage students in a culture of self-evaluation and that its plans for the probation period are realistic and credible.

196   The Institute plans to continue to use external expertise within the quality improvement cycle [0043]. Pillar Reviews take account of external examiners' comments for the current degree [0186] and there are plans to recruit three external examiners for the Dyson degree on a phased basis to cover all pathways [0001a; M5]. The Guidance for the selection of External Examiners [0079a] outlines the criteria for their selection and the External Examiner framework [0082] clearly illustrates how the Institute will make use of external advice in its quality processes. For example, external examiners will be expected to be members of the Board of Examiners, and to provide impartial and independent scrutiny and advice by reviewing assessed work and assessment instruments and commenting on module variations and annual monitoring. The continuous improvement framework [0043] highlights the importance of using external examiner comments within Annual Programme Monitoring and Pillar Review processes.

197   Further externality contributing to the evaluation of quality includes external membership of the Academic Board [0230] and Council. The membership [0020] and skills matrix of the Council [0231] indicates strong external involvement in the scrutiny of Institute activity and this can be seen in evidence of debates at Council meetings [0030a-d]. The Institute has plans to further increase external representation on the Academic Board to ensure that more external expertise is embedded within the senior academic authority [0230]. These proposals will be discussed by the Council in August 2020. The team considers that these measures ensure that ideas and expertise from within and outside the organisation are likely to be drawn into the Institute's arrangements throughout the probation period.

198   Elements of the Continuous Improvement Framework focus on the use of sharing internal and external expertise of Institute staff and those involved in Dyson Technology [0043]. The Institute's academic staff currently meet with the technical staff at Dyson Technology on a regular basis to share good practice and learn from each other and there are regular 'Pizza and PhD' sessions where staff and students from the Institute hear directly from the researchers at Dyson Technology to gain insight and understanding about the skills that need to be developed. The Institute Plans for this engagement to continue through the probation period [0001a]. Staff are also to be encouraged and supported through the

Continuing Professional Development Framework [0059] to engage in external sector activities.

199   All staff are responsible for improving quality as a result of critical self-assessment although specific responsibilities are also embedded within several job descriptions, for example the Head of Engineering Programme [0130], the Senior Regulatory Affairs Manager [0229b] and the Quality, Standards and Student Engagement Officer [0130] and the Programme Manager [0130] who oversees the implementation of actions arising from Pillar Reviews [M6] and reports into SMT. A further specific example is the Quality, Standards and Student Engagement Officer who collates information from the complaints log and student surveys, in order to identify trends that can feed into the continuous improvement plans [0130; M6]. Both the Head of Engineering Programme and the Senior Regulatory Affairs Manager are members of SMT enabling a joined-up approach to action planning and oversight. Clear lines of responsibility and accountability are therefore already in place.

Conclusions

200   The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers.

201   The Institute's planned approach to the monitoring, review and evaluation of its programme is largely based on current practice which is comprehensive and robust in that it includes clear and appropriate mechanisms for evaluating its performance across all areas and a clear structure for identifying and discharging actions to enhance its provision. The team concludes that evidence from current activities indicates that the Institute has already developed a culture of critical self-assessment, notably through its commitment to Pillar Reviews. These enable detailed and reflective annual reports to be produced for monitoring purposes, which draw on both internal and external sources to identify areas of strength and development. Plans to continue using the Pillar Reviews as its main mechanism for critical self-assessment are clearly embedded within the probation period, with planned enhancements scheduled, notably the additional of data and annual programme review once students are enrolled. Oversight is provided by Council and actions are monitored by SMT, which will continue during the probation period.

202   Students are encouraged to engage with opportunities to evaluate their experience through current activity of feedback, committees and surveys and the Institute intends to introduce an overall Annual Student Survey during the probation period based on the National Student Survey. The team viewed the current process to engage students as effective as students confirmed that their voices have been listened and responded to which provides credibility to the future plans. The plans outlined for student engagement are realistic and demonstrate a clear understanding of the importance of gaining student feedback on their experience and engaging them in shaping and developing programme delivery.

203   Job descriptions for key staff clearly assign responsibilities for discharging action in relation to the scrutiny and monitoring of the Institute's higher education provison. There are detailed and thorough plans in place for meeting the criteria for degree awarding powers and these are rigorously monitored. Responsibilities for oversight are also clearly outlined in the governance structure, and evidence of these responsibilities being enacted responsibly to date by Academic Board and Council strengthens the credibility of this continuing as planned during the probation period, particularly as the greater externality in membership is introduced.

204   The team's scrutiny of the processes undertaken for the approval of the Dyson Institute degree confirmed that ideas and expertise from within and outside the organisation

were drawn into the Institute's development and approval process. Conditions assigned to the approval have been fully discharged. A full review of all policies and procedures will be undertaken in June 2020, ready for re-approval of the policies and procedures by Council in August. The review will draw upon the higher education experience gained by its new faculty members in their previous institutions.

205   Overall, the Institute has demonstrated that it already takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths. The need for further clarity of actions and recommendations following pillar reviews has been highlighted by the Council and the team therefore has confidence that the Institute understands this criterion and that the New DAPs plan is credible.

New DAPs Overarching criterion

206   The New DAPs overarching criterion is that 'the provider is an emerging self-critical, cohesive academic community with a clear commitment to the assurance of standards supported by effective (in prospect) quality systems'.

207   The team found evidence that the Institute has plans for developing an emerging self-critical, cohesive academic community throughout its operations. The NDAP plan [0001a] identifies various groups who create share and apply knowledge, including staff, students and colleagues in Dyson Technology. The Continuous Improvement Framework [043] provides a mechanism for monitoring and evaluation of the seven Pillars that underpin all aspects of the Institute's work. For example, in the area of academic governance, self-critical reflection has led to strengthening the membership of its Council and Academic Board to increase the levels of skills and experience in these critical areas of academic governance. The critical self-reflection can also be seen in how the Institute goes about assuring the quality of the academic experience with an acknowledgement that it would benefit from greater external expertise which has seen the use of academic advisors to additional expertise to help support the Institute as it grows its academic community. The Framework also utilises students and encourages a strong student voice that makes a full contribution to the student academic community.

208   Critical self-assessment is built into the Institute's quality assurance processes and is evident from the way it responds to feedback from internal and external stakeholders. For example, the way a full review of policies and procedures is now underway so that experience from the new members of faculty can be used to improve the existing academic regulations and procedures. Also, the current review of the Programme Design, Development and Approval process [0019, 0238] following its use for the first time in developing the Dyson degree, also demonstrates a self-critical approach and a willingness to listen and learn from the experience of staff and students.

209   The New DAP plan also details how the Institute has gone about developing a self-critical cohesive academic community through robust staff appointment [0132] and staff development processes [059] based on skills audits [057] and a continuous professional development. There are detailed plans about how the Institute intends to promote staff development in relation to higher education learning or scholarship and detail its approach to supporting opportunities for appointed academic staff to engage in reflection and evaluation of their learning, teaching and assessment practice. It was evident from meeting the new academic staff that a community was beginning to emerge and that suitable plans were in place to support the further development through collaboration on research with engineers from Dyson Technology and maintaining and developing existing links with subject communities to develop subject and pedagogic knowledge. The team formed the view that the Institute does have an emerging academic community and has demonstrated how it would support the development of a self-critical approach.

210   The Institute has demonstrated a commitment to the assurance of academic standards and effective (in prospect) quality systems. In support of its plans to deliver its own programmes from September 2021 the Institute has developed a comprehensive academic framework with a full set of policies and procedures for setting and maintaining academic standards. To help ensure academic standards are maintained the Continuous Improvement Framework [0043] includes an annual review of the approved BEng programme where academic standards, currency and relevance of the programme will be considered. The review will be carried out by the programme lead and associated academic staff with input from external examiners and other external expertise.

211   The Institute also has procedures in place for quality assurance in relation to the student experience. These processes are monitored and kept current through the approach to critical self-assessment built into the Institute's quality assurance processes and was evident from the way the Institute responds to feedback from internal and external stakeholders.

212   The team therefore concludes that the Institute has an emerging self-critical, cohesive academic community with a clear commitment to the assurance of standards supported by effective (in prospect) quality systems.

Proposed changes to the New DAPs Plan

The team did not identify any changes required to the New DAPs Plan at this stage of the provider's application for a New DAPs authorisation.

Annex

Evidence

0001a	New DAPs Plan The Dyson Institute
0001b	2020 Blueprint
0002	2020 Blueprint Covernote
0003	Dyson Institute - Strategic Overview
0009a	Cohort-level data monitoring examples
0009b	Data Monitoring Examples
0012	Academic Regulations
0014	Admissions Policy
0015	Mitigating Circumstances Policy
0016	Academic Misconduct policy
0017	Academic Appeals Policy
0019	Programme Design, Development and Approval Process
0020	Governance OD and membership
0021a	Example NED Letter of Appointment_Dyson Institute Council_1.0
0021b	Example Letter of Appointment - Dyson Institute Council_1.0
0023	Job Description for Director
0024	CV of Director
0025a	Reporting line for Director
0025b	Director of the Dyson Institute - performance management and Line management
0025c	Performance and Disciplinary Policies of the Dyson Group
0027	Example Skills matrices for all council members
0029a	Academic Board Minutes 191211
0029b	Academic Board Minutes 190501
0029c	Academic Board Minutes 190924
0029d	Academic Board Minutes 200424
0030a	Council Minutes_February 2019
0030b	Council Minutes_May 2019
0030c	Council Minutes_October 2019
0030d	Council Minutes_December 2019
0030e	Director Reports_February 2019
0030f	Director Reports_May 2019
0030g	Director Reports_September 2019
0030h	Director Reports_December 2019
0031	Staff induction
0033	Agreed content for Induction
0034	Ongoing staff training non-academic
0036	Gannt chart from Now - August 2025+
0037	Risk register
0039	Programme management plan
0043	Continuous Improvement framework
0045	Annual survey template

0046	Student engagement calendar (all formal feedback points)
0047	Anonymised example of an end of year report created for students by the Dyson Institute
0048	Guide to the Undergraduate Experience Committee (student facing)
0049b	UEC Structure
0049c	UEC February Meeting
0049d	UEC end of year report
0049e	UEC executive meeting - march
0050	UEC values
0051	UEC blueprint
0053	Supply of services agreement
0054	Parental guarantee
0055	Student protection plan
0056	Skills matrices for staff
0057	CPD framework skills matrix objectives
0058	Guidance on CPD for institute
0059	Academic specific CPD framework
0060	List of events attended by team
0063	Record of the Regulatory Affairs and Compliance Manager's acceptance to the AUA pgCert in Higher Education, Management and Leadership (confirmed post-skills audit completion)
0064	Record of Benjamin FitzPatrick's (technical Engineer) completion of an Essential Teaching skills course at Loughborough University
0066	Programme Design, Development and Approval Process
0068a	BEng Engineering programme specification - Approved
0068b	BEng engineering programme approval decision form
0068c	BEng Engineering Approval Panel event agenda (June 2019)
0068d	BEng Engineering Approval panel event minutes (June 2019)
0068e	BEng Engineering programme external Verifier commentary (June 2019)
0068f	BEng Engineering Programme proposal (June 2019)
0068g	Operational plan for academic delivery (submitted as part of programme approval)
0068h	Operational plan for Undergraduate Assessment (submitted as part of programme approval)
0068i	Proposed programme module structure
0068j	Apprenticeship logbook template
0068k	Apprenticeship threeway review form
0068l	BEng Engineering programme draft handbook
0068m	Handbook for WMG EDA programme
0068n	Notes from meeting between IET and Dyson Institute regarding the degree apprenticeship
0068o	Email correspondence regarding degree accreditation from IET
0068p	Email correspondence regarding degree accreditation from IET
0068q	Email correspondence regarding degree accreditation from IET
0068r	Course approval form for University of Warwick degree programme developed in partnership with Dyson
0068s	Degree apprenticeship approval form for University of Warwick degree programme developed in partnership with Dyson

0068t	Presentation describing how engineering programme was developed between Dyson and University of Warwcik
0068u	Letter from University of Warwick allowing the shared use of the degree content that was codeveloped.
0068v	Proposed org chart for teaching department
0068w	Academic staff recruitment and development strategy
███████	████████████████████████████
0068y	Report on findings from student submission
0068z	Presentation to update on meeting conditions 1 and 4 of programme approval
0068aa	Updated programme proposal form to meet conditions 1 & 4
0068ab	Draft lecturer recruitment risk and mitigation plan - submitted for commentary
0068ac	External advisor commentary on meeting of conditions 1&4
0068ad	Approval Panel member commentary on meeting of conditions 1&4
0068ae	Approval Panel member commentary on meeting of conditions 1&4
0068af	Approval Panel member commentary on meeting of conditions 1&4
0068ag	Assessment matrix for BEng Engineering programme to meet condition 2
0068ah	Interview guide for senior lecturers to meet condition 3
0068ai	Lecturer recruitment and mitigation plan to meet condition 3
0068ak	Report on update to student facing information to meet condition 5
0068al	Presentation to academic board to show how conditions of approval are being met
0068am	Approval Panel member commentary on meeting of conditions 2,3&5
0068an	External advisor commentary on meeting of conditions 2,3&5
0068ao	Approval Panel member commentary on meeting of conditions 2,3&5
0068ap	Approval Panel member commentary on meeting of conditions 2,3&5
0070	Document outlining the credit structure of the proposed Beng
0078	Guidance on the role of External Advisors in programme approval, and how to select and appoint them
0079a	Board of Examiners terms of reference
0079b	Guidance for selection of External Examiners
0080	Template Board of Examiners report
0082	External Examiner framework
0084	Staff handbook inc assessment
0085	Statement Principals of assessment
0086	Student Wellbeing and Support at the Dyson Institute
0091	Internal Comms Cover note
0097	Template of academic staff handbook
0098	Schedule of revision of academic staff handbook
0102	Status and Implementation plan for VLE
0103	Current Library Catalogue
0104	Library expansion plan
0105	Infrastructure Strategy
0106	Formal Teaching and Learning Spaces
0120	Dyson institute - Learning and Teaching Strategy
0121	Academic Delivery framework
0122	Academic misconduct policy
0124	Students complaint policy
0125	Concerns Complaints Appeals ac Misc training

0126	Academic appeals policy
0129	Organisational Diagram Future + dates of fulfilment
0130	Job descriptions for all roles
0131	Dyson Recruitment guidance
0132	Academic staff recruitment approach
0133	Academic staff mitigation plan
0134	Example lecturer contract
0135	Senior Lecturer (teaching)
0135	Essential vs Desirable Matrix - Senior lecturer roles
0141	Appendix 1_Mapping_WA vs. KSBs, AHEP & Passow_1.0
0142	Plan for future developments and associated evaluation of success
0143	Student Handbook
0146	Job Descriptions for student support advisorsn
0148	Accessing Student support & Terms
0150	Consent to Student Support Terms
0151	Consent to Emergency Contact Approach
0152	SSA Training
0153a	WPS SSA Referral form
0153b	WPS Self SSA Referral form
0155a	DIET_Template_Non-Levy_Contract Dyson Technology
0155b	DIET_Tempalte_Levy_Contract-Dyson Technology
0157	Warwick Commitment Statement
0161a	Information Management
0161b	Information Management Strategy
0162	Screenshots of workday
0163	Screenshots of SIS
0164	Criterion A1 Timeline
0165	Criterion B1 Timeline
0166	Criterion B2 Timeline
0167	Criterion B3 Timeline
0168	Criterion C1 Timeline
0169	Criterion D1 Timeline
0170	Criterion E1 Timeline
0171	What makes a great undergraduate engineer?
0172	Engineering programme development
0174	Campus insight
0175	VLE Instructure contract Cover Sheet
0176	Perlego Contract Dyson Agreement
0177	SIS Tribal Contract Cover Sheet
0178	Academic Calendar
0179	Operational plan on undergraduate assessment
0180	Articles of Association
0181	Council Code of Governance and Terms of Reference for Academic Board
0182	2019 Pillar Review_Professional Development
0183	2019 Pillar Review_Governance and operations_1.0
0184	2019 Pillar Review_Health, wellbeing and student support_1.0

0185	2019 Pillar Review_Infrastructure_1.0
0186	2019 Pillar Review_Degree_1.0
0187	2019 Pillar Review_Workplace_1.0
0188	2019 Pillar Review_Recruitment and Admissions
0189	The Dyson Institute Joining Fund Application
0190	You said, we did example 1
0191	You said, we did example 2
0192	You said, we did example 3
0193	A letter from the University of Warwick confirming The Dyson Institute's co-development of the BEng in Engineering Degree
0194	Concerns Log_Report for Council December 2020
0195	Reporting on expenditure per student March 2020
0196	PhD and Pizza_Poster_February 2020
0197a	UEC_Head Representative_Report to Council
0197b	UEC Training Day Introductory presentation
0197c	UEC Training day Agenda
0198	Workplace Representatives_Rotation 1 2019-20 Feedback Summary
0199	Year in Review 2017-18
0200	Academic Board - Head Academic Representative's Report
0201	Dyson Institute Budget 2020
0202	Framework for consistency of Pastoral Care
0203	Assessment Guidelines
0204	Summer Series Overview
0205	Summer Series 2020_activity overview
0206	Concerns Log_Report for Council
0222	Line Manager Guidance
0226	Line Manager feedback template
0228a	Line Manager Project Brief Template
0228b	Line Manager Project Brief Example 1 Rot 1 Mechanics
0229a	CV for the Head of Engineering Programme
0229b	CV for the Senior Regulatory Affairs Manager
0230	Draft report for June 2020 Academic Board on proposed changes to Academic Board membership and Terms of Reference
0231	Summary of Council skills mix
0232	CPD plan for the Director of The Dyson Institute
0233	A record of SLT actions, open and completed, as at 26 November 2019
0234a	Performance conversation template
0234b	Goal setting template
0234c	Evidence of CPD conversations at The Dyson Institute (a staff members personal performance records)
0235	Recruitment and Admissions timeline
0236a	An explanation of the Student Support Review meeting
0236b	Anonymised Student Support Review tracker
0236c	Student Support Review definitions
0236d	An explanation of the information that supports Student Support Review meetings
0237	Sample anonymised notes of 1:1 meetings between a Student Support Advisor and three different Undergraduate students

0238	Status of the external review of the Programme Design, Development and Approval Process
0239a	Agenda for the Professional Development and Student Support knowledge sharing meeting
0239b	Template used to support effective knowledge sharing
0239c	Knowledge sharing event slides: AdvanceHE – STEM conference
0239d	Knowledge sharing event slides: AMOSSHE event
0239e	Knowledge sharing event slides: Mental health first aid 2 day training
0239f	Knowledge sharing event slides: Universities UK event – enhancing the student experience
0239g	Knowledge sharing event slides: Wonkhe – the secret life of students
0239h	Knowledge sharing event slides: AUA – delivering excellent services
0240	Slides for a workshop run by the Senior Regulatory Affairs Manager for staff members interested in professional practice (sharing knowledge learned from her PgCert)
0241	Flow diagrams explaining how Learning Outcomes for the workplace rotations in the programme will be set, monitored and reviewed
0242	Biography for The Dyson Institute's Chair of Council, Mary Curnock Cook OBE
0243	Actions from a Senior Management Team meeting on 16 April 2020
0244	Actions from a Senior Management Team meeting on 9 April 2020
0245	Notes on Library provision
0246	Role of programme manager
Virtual Meetings	
M1	SMT meeting agenda
M2	Students meeting agenda
M3	Council Team visit meeting agenda
M4	Academic Staff meeting agenda
M5	SMT Team visit meeting agenda
M6	ProfSupportStaff meeting agenda
M7	Final meeting agenda