DQB

Designated Quality Body
in England

Quality and Standards Review for Providers Applying to Register with the Office for Students

Commonwealth College of Excellence Ltd

Review Report

December 2022

Contents

Summary of outcomes and confidence levels

Core practice	Outcome	Confidence
S1 The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks.	Met	High
S2 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	Met	High
S3 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	Met	High
S4 The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	Met	High
Q1 The provider has a reliable, fair and inclusive admissions system.	Met	Moderate
Q2 The provider designs and/or delivers high-quality courses.	Met	High
Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.	Met	High
Q4 The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.	Met	High
Q5 The provider actively engages students, individually and collectively, in the quality of their educational experience.	Met	High
Q6 The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.	Met	High
Q8 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.	Met	High
Q9 The provider supports all students to achieve successful academic and professional outcomes.	Met	High

About this report

This is a report detailing the outcomes of the Quality and Standards Review for providers applying to register with the Office for Students (OfS), conducted by QAA in December 2022, for Commonwealth College of Excellence Ltd.

A Quality and Standards Review (QSR) is a method of assessment QAA uses to provide the OfS with evidence about whether new providers applying to be on the OfS Register meet the Core practices of the UK Quality Code for Higher Education (the Quality Code), based on evidence reviewed by expert assessors. This report is structured to outline the assessment team's decisions about the provider's ability to meet the Core practices through detailing the key pieces of evidence scrutinised and linking that evidence to the judgements made.

The team for this assessment was:

Name: Ms Helen Collinson
Institution: University of Central Lancashire
Role in assessment team: Institutional assessor

Name: Dr Sarah Warnes
Institution: University College London
Role in assessment team: Institutional and subject assessor

Name: Ms Mishal Saeed
Institution: Recent postgraduate, University of Oxford
Role in assessment team: Student assessor

The QAA officer for the assessment was: Dr Lynn Fulford.

The size and composition of this assessment team is in line with published guidance and, as such, is comprised of experts with extensive 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 expertise in subject areas relevant to the provider's provision. 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.

About Commonwealth College of Excellence Ltd

Commonwealth College of Excellence (hereafter the College) is an independent sector provider currently based in North Finchley and with a new site shortly to be opened in Enfield. The institution opened in 1987 as an international management and recruitment consultancy and, in 2016, became a provider of further education and short courses. It aspires to deliver higher education provision with effect from April 2023 and plans to begin with the following:

Certificate in Education and Training (CET), Pearson BTEC, Level 4

Diploma in Education and Training (DET), Pearson BTEC, Level 5

Diploma in Business, Pearson BTEC, Level 5.

The plans are to recruit an initial cohort of 50 students, comprising 10 full-time and five part-time on the Education and Training courses and 20 full-time and 15 part-time students on the Business courses.

The College is owned by a sole proprietor who acts as the Director and Chief Executive Officer of the College and chairs the Board of Directors. The Board of Governors is also chaired by the Director/CEO and both boards include independent external members. The Board of Governors will have ultimate responsibility for academic leadership and oversight and will delegate day-to-day running of the College to the Academic Board and the Management Committee both of which are chaired by the Principal of the College. The Teaching and Learning Committee reports to both these boards and is supported by the course committees.

How the assessment was conducted

The assessment was conducted according to the process set out in [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (July 2022).

When undertaking a QSR all 13 of the Core practices are considered by the assessment team. However, for this assessment it was clear that the provider does not offer a research degree programme. Therefore, the assessment team did not consider Q7 (where the provider offers research degrees, it delivers these in appropriate and supportive research environments).

To form its judgements about the provider's ability to meet the Core practices, the assessment team considered a range of evidence that was submitted prior to the assessment visit and evidence gathered at the assessment visit itself. [Annex 1] To ensure that the assessment team focused on the principles embedded in the Core practices, and that the evidence it considered was assessed in a way that is clear and consistent with all other assessments, it utilised Annex 4 of the Guidance for Providers to construct this report and detail the key pieces of evidence seen. Annex 4 expects that assessment teams will sample certain types of key evidence using a combination of representative sampling, risk-based sampling and randomised sampling. In this assessment, as the College is an 'in-prospect' provider, there was no evidence for which sampling was available.

The assessment was conducted online and included three meetings with the College's staff: one meeting with Senior Staff (Chief Executive Officer/Director, Principal/Head of Quality and two external consultants; one meeting with Academic and Professional Services Staff (Chief Executive Officer/Director, Principal/Head of Quality, Course Leader, Academic Tutors, Personal Tutors, Admissions Officer, IT Manager); one meeting with staff responsible for placements (Chief Executive Officer/Director and Principal). The College is an in-prospect provider so it was not possible to meet students. As part of the online assessment, a tour of the existing site and the virtual learning environment (VLE) was conducted.

Further details of all the evidence the assessment team considered are provided in Annex 1 of this report.

Explanation of findings

S1   The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks

Summary of findings

The team concluded that the Core practice is met for the following reasons:

1   The College has clear and comprehensive academic regulations[1] and frameworks[2] to support the setting and maintenance of academic standards at the relevant threshold levels as established by the awarding organisation (Pearson). These standards are set at the appropriate Qualifications and Credit Framework (QCF)/Regulated Qualifications Framework (RQF) level which is also consistent with the Office for Students' (OfS) sector-recognised standards.

2   The threshold standards outlined in definitive course documentation are consistent with relevant national qualifications' frameworks. The College engages with the relevant Pearson specifications and regulations pertaining to the courses it plans to deliver, including those connected with quality assurance and assessment,[3] course specifications[4] and academic regulations.[5] Course handbooks[6] clearly set out how courses meet threshold standards and include the course and unit structure; the expectations required to meet Pass, Merit and Distinction threshold; the role of the assessor and the internal verifier; and explains the College's approach to student malpractice.

3   The Quality and Operations Manual[7] is comprehensive, setting out the quality assurance arrangements together with roles and responsibilities connected with these and the operational and management procedures for all the courses delivered in conjunction with awarding bodies. The manual is aligned to the awarding organisation's quality guidance[8] and contains information about admission and enrolment, the assessment process, the withdrawal process and the relevant terms of reference and duties set out in the College's Teaching and Learning, Board of Directors, and Board of Governors committee meetings. It includes procedures for annual course monitoring, programme regulation and the College's Teaching and Learning Policy.[9] The manual is appropriate and thorough in terms of covering the necessary areas required to deliver a programme to specified standards.

4   The College's monitoring procedures[10] are credible and likely to ensure that threshold standards are consistently met and are consistent with the relevant national qualifications' frameworks. This is because they set out the procedures and processes for the relevant course committee to review module reports, consider student feedback, analyse key data connected with student progression, and marks distribution and admissions. The Consistency Assurance and Standardisation Policy[11] sets out clear plans for standardisation

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[1] 037 Academic Regulations
[2] 052 Plans to adhere to Core and Common Practices of the UK Quality Code
[3] 137 BTEC Higher National Centre Guide to Quality Assurance and Assessment 2022-2023
[4] 082 Pearson BTEC Level 5 Diploma in Education and Training Specification
  091 BTEC Higher National Diploma in Business Level 4 and 5 Specifications
[5] 136 BTEC Academic and Assessment Regulations 2022-2023
[6] 005 HND Business Course Handbook
  089 HND Course Handbook
[7] 003 Quality and Operations Manual
[8] 137 BTEC Higher National Centre Guide to Quality Assurance and Assessment 2022-2023
[9] 016 Teaching and Learning Policy
[10] 028 Monitoring Procedures and Processes to ensure Quality in Teaching and Learning
[11] 083 Consistency Assurance and Standardisation Policy

meetings and the undertaking of internal quality assurance checks to ensure assessment decisions are robust and comparable across marking tutors.

5   Staff understand and apply the College's approach to setting and maintaining standards. They understand their responsibilities in relation to the awarding organisation and the standards it sets and are supported by the College's Monitoring Procedures and Processes to ensure Quality in Teaching and Learning[12] because these set out how standards will be maintained through the oversight of course committees which report to Academic Board through the Learning and Teaching Committee. An induction pack[13] is in place to ensure that new staff understand their responsibilities for the maintenance of standards.

6   There are appropriate plans in place[14] to gain third party endorsements from external academics and professional and industrial influences, which are likely to enhance the quality of learning and enhancement of the student experience by ensuring the relevance of student learning to professional practice.

7   While it is not possible at this stage in the College's development to see completed external examiner reports, there is evidence from the annual monitoring process[15] and its associated report form[16] to demonstrate how quality standards will be monitored in relation to student retention, assessment and verification, the tracking of assessment outcomes, staff and physical resources, along with assessment tracking reporting and recording.

8   As the College is not yet at the stage of delivering its higher education curriculum, the team could not examine a sample of assessed student work, nor a sample of external examiner or external verifier reports.

9   The assessment team considers that, based on the evidence scrutinised, the College's students are likely to achieve standards that will be in line with the sector-recognised standards defined in paragraph 342 of the OfS's regulatory framework. The assessment team considers the College's plans for maintaining standards are appropriate, well-documented and understood by staff members who demonstrated during the visit they understand and will apply the College's approach to setting and maintaining standards. Based on the scrutiny of all the evidence provided the assessment team concludes that this Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

10   The assessment team was able to review all the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior, academic and professional staff. Therefore, the assessment team has a high degree of confidence in this judgement.

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[12] 028 Monitoring Procedures and Processes to Ensure Quality in Teaching and Learning
[13] 058 Staff Induction Pack
[14] 107 Externality Policy
[15] 004 Annual Monitoring Review Process
[16] 011 Annual Monitoring Report 2020-2021

S2 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers

Summary of findings

The team concluded that the Core practice is met for the following reasons:

11   The College has clear and comprehensive academic regulations and frameworks to support the setting and maintenance of academic standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers. The College has developed a clear and comprehensive set of Academic Regulations[17] and an Assessment Policy,[18] both of which align to the awarding organisation's regulations[19] and set out programme specifications and standards including learning outcomes and Pass Merit and Distinction grade descriptors.

12   The College's plans for setting and maintaining comparable standards are robust and credible. Standards are set by the awarding organisation and assignment briefs[20] are developed by the College so that they are likely to support students in meeting threshold standards and beyond because they detail learning outcomes, outline how students meet criteria for Pass, Merit and Distinction and map assessment tasks to specified learning outcomes. The Teaching and Learning Policy[21] confirms that students will have opportunities to achieve standards beyond threshold because it outlines teaching strategies that are likely to result in effective learning and successful student outcomes.

13   The standards described in definitive course documentation such as course handbooks and assignment briefs are set beyond threshold level and are reasonably comparable with those in other UK providers. The Quality and Operations Manual[22] sets out appropriate details for making valid assessment judgements and provides further evidence of how students will be supported in meeting threshold standards and beyond. The Consistency Assurance and Standardisation Policy[23] outlines how internal quality assurance checks will be conducted in relation to consistency in assessment outcomes and standardisation activities. The meeting with academic and professional staff[24] confirmed that staff understand and will apply the College's approach to setting and maintaining standards. They understand how providing high-quality formative feedback, as outlined in the Teaching and Learning Policy,[25] will enable students to exceed threshold levels and improve their performance.

14   As the College is not yet at the stage of delivering its higher education curriculum, the team could not examine a sample of assessed student work, nor a sample of external examiner or external verifier reports during this review. In addition, as no students have yet been recruited, the team was unable to seek students' views against this standard.

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[17] 037 Academic Regulations
[18] 133 Assessment Policy
[19] 002 Pearson Academic and Assessment Regulations
   136 Pearson HE Assessment Regulations
[20] 109 Assignment Brief DET
   110 Assignment Brief Business and Business Environment
   112 Assignment Brief Extended Diploma in Strategic Leadership and Management
[21] 016 Teaching and Learning Policy
[22] 003 Quality and Operations Manual
[23] 083 Consistency Assurance and Standardisation Policy
[24] M02 Meeting with academic and professional services staff
[25] 016 Teaching and Learning Policy

15   The College's plans to ensure that students who are awarded qualifications have the opportunity to achieve standards beyond threshold level are robust and credible. Course documentation and the College's academic regulations and frameworks, together with staff knowledge and application give confidence that students understand what is required to achieve beyond the threshold level. Based on scrutiny of the evidence provided, the assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

16   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior and academic and professional staff. Therefore, the assessment team has a high degree of confidence in this judgement.

S3 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them

Summary of findings

The team concluded that the Core practice is met for the following reasons:

17   The College has robust and credible plans to secure standards in its provision delivered in partnership with its awarding organisation, Pearson, and is supported in this by monitoring procedures and processes which set out how standards are secured. The College's Academic Regulations[26] align to those set out by Pearson in its Guide to Quality Assurance and Assessment[27] and a comprehensive set of terms and conditions[28] is in place, together with a clear outline of the roles and responsibilities[29] shared across the partnership. The College has developed a Quality and Operations Manual[30] as well as a policy to ensure consistency and transparency in assessment across all modules.

18   The College has clear and comprehensive regulations and policies for the management of partnerships with its awarding organisation, to ensure that the standards of its awards are credible and secure. The Academic Regulations[31] and Assessment Policy clearly align to those of the awarding organisation[32] and comply with the Responsibilities Checklist.[33] The Assessment Policy[34] details a number of key objectives in relation to ensuring the maintenance of academic quality and standards, including how fair and accurate marking will be conducted and how the moderation process, including internal verification and scrutiny by Pearson-appointed external examiners will be undertaken. This means that the standards of the College's awards are likely to be consistent and secure.

19   College staff understand their responsibilities for academic standards as set out by the awarding organisation[35] and were able to articulate them[36] so it is likely that they will comply with these when courses start. For example, senior staff outlined how the College's processes will ensure oversight of academic standards through the Academic Board[37] and teaching staff explained how they designed lesson plans to meet the needs of their students and provided formative feedback to support them to improve their work.

20   Partnership agreements are clear and comprehensive. The College's plans to deliver the Diploma in Education and Training (DET) require it to ensure that students undertake 100 hours of teaching time in an appropriate placement. In addition, it intends to enhance the learning experience of students on Business courses by providing them with employment-related placements. Partnership agreements are clear and comprehensive. The College's Workplace Agreement document[38] sets out the responsibilities of the student and

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[26] 037 Academic Regulations
[27] 137 BTEC Higher National Centre Guide to Quality Assurance and Assessment 2022-2023
[28] 047 Pearson Terms and Conditions for Approved Centres
[29] 033 Responsibilities Checklist for Providers with Pearson Education Ltd
[30] 003 Quality and Operations Manual
[31] 037 Academic Regulations
[32] 002 Pearson Academic and Assessment Regulations
[33] 033 Responsibilities for Providers with Pearson Education Ltd
[34] 133 Assessment Policy
[35] 033 Responsibilities Checklist
[36] M01 Meeting with senior staff
      M02 Meeting with academic and professional services staff
[37] 139 Terms of Reference of Academic Board
[38] 217 Work Placement Agreement

the placement provider and is underpinned by the Work Placement Policy,[39] which provides more detailed explanation of how placements will be sourced and the expectations of students undertaking them. An agreement template sets out the roles of the placement provider, the student and the College. Those currently responsible for placements discussed[40] their various links with employers who are likely to provide placements, but it was not possible at the point of the review to meet those providers. As the College is not yet at the stage of delivering its higher education curriculum, the team could not examine a sample of external examiner or external verifier reports during this review. In addition, no representative from the awarding organisation was in attendance during the visit.

21   The team concludes that the College has established policies and processes to work in collaboration with the awarding organisation to support delivery of a high-quality learning experience. Staff fully understand and are committed to ensuring that partnership arrangements work effectively to ensure that the standards of the award are met. While placement providers have not yet been finalised, the College's policies and processes are likely to secure standards. The partnership agreements with its awarding organisation and placement providers will credibly and securely ensure that the standards of its awards are maintained. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

22   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior and academic and professional staff. Therefore, the assessment team has a high degree of confidence in this judgement.

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[39] 215 Work Placement Policy
[40] M03 Meeting with staff responsible for placements

S4 The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent

Summary of findings

The team concluded that the Core practice is met for the following reasons:

23   The College's plans for using external expertise in setting and maintaining academic standards and assessment and classification are robust and credible. The awarding organisation will appoint external examiners as outlined in its guidance to providers and the College will facilitate the visits of the examiners and act on their recommendations as required in the Responsibilities Checklist for Providers.[41] The College's Terms of Reference for Academic Board[42] include information about the conduct of assessment boards. These confirm that Pearson-appointed external examiners will participate in assessment boards where they will be able to raise matters concerning academic standards and outcomes. Assessment boards report to Academic Board which has oversight of matters related to the maintenance of academic standards.

24   The College has clear and comprehensive regulations and policies for assessment and classification, and these processes are reliable, fair and transparent. The College's Academic Regulations[43] are informed by those of its awarding organisation as set out in its Academic and Assessment Regulations[44] and Academic Guide to Quality Assurance and Assessment.[45] The College's Teaching and Learning[46] and Assessment[47] Policies are detailed and robust and meet the assessment requirements of the awards.

25   Staff[48] understand the requirements for the use of external expertise and the College's assessment and classification processes. While the College follows the requirements of its awarding organisation, the Teaching and Learning Policy[49] and Strategy for the Enhancement of Student Learning Opportunities[50] make it clear that academic tutors are responsible for designing lesson plans that meet those requirements and support the learning needs of individual students. Staff CVs[51] confirm that they have the expertise to do this effectively. The role of the internal verifier is set out in the specific job description and the College uses the awarding organisation's Responsibilities Checklist[52] to ensure compliance with its requirements.

26   The College's plans for using external expertise in both setting and maintaining academic standards, assessment and classification are robust and credible. The College's Externality Policy[53] states that external expertise will be used in the form of academic

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[41] 033 Pearson Responsibilities Checklist for Providers
[42] 139 Terms of Reference of Academic Board
[43] 037 Assessment Regulations
[44] 002 Pearson Academic and Assessment Regulations
[45] 137 Academic Regulations
[46] 016 Teaching and Learning Policy
[47] 133 Assessment Policy
[48] M02 Meeting with academic and professional services staff
[49] 016 Teaching and Learning Policy
[50] 007 Strategy Assessment policy
[50] M02 Meeting with academic and professional services staff for the Enhancement of Student Learning Opportunities
[51] 092 CV - MD
   188 CV - HG
   189 CV - MJ
   190 CV - MF
[52] 033 Pearson Responsibilities Checklist for Providers
[53] 107 Externality Policy

experts as part of new course developments. Staff[54] confirmed their intentions to use their external contacts and networks to gain external feedback that will ensure the curriculum will prepare students for the workplace. A survey has been developed to gain employers' views[55] of graduates' skills and knowledge in the workplace and this will be used to inform curriculum development. Two external consultants have been supporting the College in its planning.[56] However, other than the consultants, the College was not able to provide evidence of external expertise having been used to inform course developments to date.

27   As the College is not yet at the stage of delivering its higher education curriculum, the team could not examine a sample of external examiner or external verifier reports during this review. No students were available for the team to meet during the visit as none have yet been recruited, and thus no assessed student work was available for the team to review.

28   The team concludes that the College's plans for using external expertise in maintaining the academic standards set by its awarding organisation are robust and credible. Its regulations and policies are clear and comprehensive in relation to using external expertise and its processes for assessment and classification are reliable, fair and transparent. Staff understand the requirements for the use of external expertise to provide independent oversight of the maintenance of academic standards. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

29   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with Senior and Academic and Professional Services Staff. Therefore, the assessment team has a high degree of confidence in this judgement.

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[54] M01 Meeting with senior staff
   M03 Meeting with staff responsible for placements
[55] 156 Employer Survey
[56] M01 Meeting with senior staff

Q1 The provider has a reliable, fair and inclusive admissions system

Summary of findings

The team concluded that the Core practice is met for the following reasons:

30   The College has realistic and credible policies for ensuring that its admissions systems are reliable, fair and inclusive. Its Student Recruitment Admissions Policy[57] sets out clearly the principles and practices for the recruitment for all higher education funded courses, including those awarded by Pearson. The policy is supported by the Admissions Policy[58] which outlines out how an Admissions Panel will consider applications to the College and ensure that decision-making is consistent and fair. The policy demonstrates how the College will implement the requirements of the Equality Act 2010 and has policies and procedures[59] in place that are likely to lead to an inclusive admissions process. These include a finalised version of the RPL Policy that aligns with that of the awarding organisation. The Admission Appeals Policy[60] sets out how unsuccessful applicants can challenge decisions.

31   The College's plans for ensuring that its admissions systems are reliable, fair and inclusive are robust and credible. A mandatory training programme[61] has been developed for those involved in admissions and a recruitment and admissions officer is in post[62] to lead the admissions team. In addition to formal training, informal shadowing of relevant staff takes place to support understanding of the process. An interview template[63] which provides a standard list of interview questions supports consistency and the reliability of decisions. The Admissions Policy[64] sets out how oversight of recruitment and admissions sits with the Management Committee which has the responsibility of ensuring that decision making is fair, and that staff are appropriately trained to conduct their role effectively.

32   Staff involved in admissions understand their role and are appropriately skilled to make appropriate, fair decisions. The training programme and shadowing system are likely to ensure that decision-making is fair and the Admissions Panel will support consistency across the whole team.

33   Information for applicants is transparent, accessible and fit for purpose. The College's Quality and Operational Manual[65] sets out how potential applicants will access information about admissions on the College's website. While the website contains relevant information including the Admissions Policy,[66] the Terms and Conditions and Student Contract[67] and the Refund and Compensation Policy,[68] there are disparities between the entry requirements set out in the Quality and Operational Manual[69] and those displayed on

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[57] 175 Student Recruitment Admissions Policy
[58] 017 Admissions Policy
[59] 100 Equality and Diversity Policy
   048 Disability Policy
   010 Student Support and Disability Policy
   163 Policy and Procedure for Needs Assessments for Applicants with Disabilities and Additional Support Needs
[60] 039 Admissions Appeals Policy
[61] 164 Training for staff involved in Admissions
[62] 132 Job Description Recruitment and Admissions Officer
[63] 063 Student Admission Interview Template
[64] 017 Admissions Policy
[65] 003 Quality and Operations Manual
[66] 017 Admissions Policy
[67] 008 Student Terms and Conditions
[68] 013 Refund and Compensation Policy
[69] 003 Quality and Operations Manual

the website. Staff confirmed that the Quality and Operations Policy is correct, and the website would be amended to reflect this.[70]

34   The College does not plan to work with recruitment agents or other third parties in relation to student recruitment.[71] As the College does not yet deliver any higher education, the team was not able to review any admissions records, or to seek the views of students.

35   The College has robust and evidence-based plans for the admission of students and has procedures which at this stage of development have the potential to provide a reliable, fair and inclusive admissions system. Staff job descriptions and training demonstrate that appropriately skilled and trained staff are in place to administer the system. Information for applicants is substantially developed via the website and there are plans in place to correct any disparities. The assessment team concludes, therefore, that the Core practice is met.

The team had a moderate degree of confidence in this judgement for the following reasons:

36   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior, academic and professional staff. The plans and policies which the team have reviewed were in place, and admissions staff were appropriately qualified and experienced. However, the disparities between key documents and the website reduces the team's confidence about the reliability of this information for applicants undertaking the admissions process. Therefore, the assessment team has a moderate degree of confidence in this judgement.

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[70] M02 Meeting with academic and professional services staff
[71] Response to additional evidence request - 28 October 2022

Q2　The provider designs and/or delivers high-quality courses

Summary of findings

The team concluded that the Core practice is met for the following reasons:

37　The College has robust and credible plans for designing and delivering high-quality courses. The planned courses are set at the appropriate level and align to the FHEQ levels in line with the OfS's Sector Recognised Standards. The College's mission statement as outlined in its self-assessment document[72] states its commitment to the provision of high-quality teaching and learning. The Quality and Operations Manual[73] sets out how it will achieve this and is supported by plans for the observation of teaching,[74] the appraisal system[75] and the Staff Development Policy.[76]

38　The College's policies for course delivery facilitate the delivery of high-quality courses. The College is not responsible for designing any of the qualifications it offers. In the case of the awarding organisation qualification, the unit learning outcomes and scope are designed by Pearson and accredited to the appropriate level of the RQF. In support of the awarding organisation documentation, the College has detailed policies and processes which support all aspects of design and delivery of high-quality courses. For example, the Teaching and Learning Policy[77] and Strategy for the Enhancement of Student Learning Opportunities[78] will support the College and its teaching team in designing and delivering high-quality courses because they clearly set out how effective learning takes place, including how planning, delivery, feedback and reflection contribute towards continuous improvement.

39　Staff were able to articulate what 'high quality' means in the context of the College, and to show how the provision will meet that definition. The Teaching and Learning Policy[79] sets out guidance to academic staff on a range of strategies to enable them to support their learners including through effective lesson-planning, sequential learning, opportunities for self-reflection and learning from peers. Teaching staff discussed[80] how they developed lesson plans,[81] schemes of work,[82] and assignment briefs[83] to meet the needs of their students. This means that the teaching, learning and assessment design are likely to enable students to demonstrate and meet the intended learning outcomes. The College's plans to offer all students the opportunity to undertake a work experience placement[84] is an indicator of how its courses are likely to be high quality in their development of employability skills.

40　As the College is not yet at the stage of delivering its higher education curriculum, the team could not observe a sample of teaching and learning sessions, nor see a sample of external examiner or external verifier reports during this review. In addition, as no students have yet been recruited, the team was unable to seek students views against this standard.

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[72] 000 SED
[73] 003 Quality and Operation Manual
[74] 035 Lecturer Observation Form and Report
[75] 213 Staff Appraisal
[76] 024 Staff Development Policy
[77] 016 Teaching and Learning Policy
[78] 007 Strategy for the Enhancement of Student Learning Opportunities
[79] 016 Teaching and Learning Policy
[80] M02 Meeting with academic and professional services staff
[81] 121 Lesson plan sample template
[82] 026 Scheme of work sample
[83] 109 Assignment Brief DET
　　110 Assignment Brief Business and Business Environment
　　112 Assignment Brief Extended Diploma in Strategic Leadership and Management
[84] MO3 Meeting with staff responsible for placements

41   The College's proposed programme structure and plans to deliver the programme will support the delivery of high-quality courses. The planned delivery will ensure that design, content organisation and learning, teaching and assessment approaches will enable students to achieve the intended learning outcomes required to achieve the award. In addition to the mandatory placements on the DET programme, the College plans to offer all its students opportunities to undertake work-based placements which are likely to enhance their employability skills. Plans are also in place which encompass the role of the external examiner, and which operationalise the assessment process including moderation and internal verification. Based on its scrutiny of the evidence provided, the assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

42   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with academic and professional staff. Therefore, the assessment team has a high degree of confidence in this judgement.

Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience

Summary of findings

The team concluded that the Core practice is met for the following reasons:

43   The College has robust and credible plans for the recruitment, appointment, induction and support of sufficient appropriately qualified and skilled staff. Senior staff[85] confirmed that Pearson specifications are used to ensure that appropriately qualified academic staff are recruited. They also confirmed that the College checks references, eligibility of right to work and Disclosure and Barring Services (DBS) documentation, as well as ensuring that previous experience and professional qualifications are appropriate for the role. This includes making sure that academic staff hold a qualification at least one level higher than they are teaching and that those involved in the Diploma of Education and Training (DET) have appropriate teaching qualifications such as the Postgraduate Certificate in Education (PGCE). Job descriptions for academic staff including lecturers and internal verifiers are detailed and comprehensive, setting out the College's expectations for the professional conduct of academic staff and outlining specific expectations connected with learning and teaching, including the production of schemes of work and lesson plans, the provision of effective formative feedback and the use of varied teaching materials. Lecturers are expected to act as personal tutors, to ensure that individual learning needs are met and to attend relevant meetings. The job description for the role of internal verifier[86] is similarly detailed, providing guidelines for monitoring and verifying assessment decisions, providing feedback to assessors and record keeping. These documents are likely to support the recruitment of staff committed to delivering a high-quality learning experience for students.

44   The College's regulations and policies for the recruitment, appointment, induction and support for staff provide for a sufficient number of appropriately qualified and skilled staff. The Staff Recruitment Policy[87] sets out clear processes for confirming prospective employees' skills, qualifications and experiences and for the conduct of interviews. Staff CVs[88] demonstrate that those in post have the required qualifications and skills. The Recruitment Policy is supported by a comprehensive Staff Development Policy[89] which is likely to ensure that staff will deliver a high-quality academic experience because it sets out the College's plans for ensuring all staff have an Annual Staff/ Individual Performance Review (AIPR)[90] the purpose of which is to monitor staff performance and identify support needs in both improving teaching skills as well as professional practice. Similarly, the Staff Handbook[91] provides comprehensive information that is likely to support the provision of a high-quality academic experience for students as it sets out the expectations the College has for its staff, including those connected with personal and career development. Those expectations are supported by a staff induction programme[92] which all staff are required to undertake.[93]

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[85] M01 Meeting with senior staff
[86] 066 Job description for Internal Verifier
[87] 046 Staff Recruitment Policy
[88] 170 CVs
   092 CV - MD
   188 CV - HG
   189 CV - MJ
   190 CV - MF
[89] 024 Staff Development Policy
[90] 213 Staff Appraisal
[91] 073 Staff Handbook
[92] Staff induction programme
[93] M02 Meeting with academic and professional services staff

45   There are sufficient appropriately skilled and qualified staff to deliver a high-quality learning experience. The College's organisational chart[94] helps ensure that appropriate numbers of academic and professional services staff will be recruited to roles identified in the structure. The chart is supported by a document[95] that confirms which staff are already in post and provides a timescale for the recruitment of outstanding posts. CVs[96] for all staff already in post and the meeting with academic and professional staff[97] demonstrate that staff are suitably qualified, experienced and skilled to deliver high-quality teaching and learning.

46   As the College is not yet at the stage of delivering its higher education curriculum, the team could not observe a sample of teaching and learning sessions. In addition, as no students have yet been recruited, the team was unable to seek students' views about the sufficiency and appropriateness of staffing resources. However, there is clear evidence that students' views will be used to provide feedback on the quality of teaching and learning.[98]

47   The College has credible, robust and evidence-based plans for ensuring that there are sufficient appropriately qualified and skilled staff to deliver a high-quality learning experience. The roles and posts within the College are sufficient to deliver a high-quality learning experience. The College's policies for the recruitment, appointment, and induction of staff should provide for the further appointment of appropriately qualified and skilled staff. Staff already in post are appropriately qualified and skilled to perform their roles effectively. Therefore, based on scrutiny of the evidence provided, the assessment team concludes that this Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

48   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior, academic and professional staff. Therefore, the assessment team has a high degree of confidence in this judgement.

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[94] 053 Organisational chart
[95] 168 Names of staff designated on Organisation Chart
[96] 170 CVs
    092 CV - MD
    188 CV - HG
    189 CV - MJ
    190 CV - MF
[97] M02 Meeting with academic and professional services staff
[98] Student Feedback Form
    Student Course Evaluation Questionnaire

Q4   The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience

Summary of findings

The team concluded that the Core practice is met for the following reasons:

49   The College's plans for facilities, learning resources and student support are credible, realistic and demonstrably linked to the delivery of successful academic and professional outcomes for students. This was confirmed by the tour of the existing premises and the site plans for the Enfield site.[99] The new premises will have three classrooms to facilitate two separate cohorts each of 25 students, and these will be organised to ensure that there are sufficient physical resources to accommodate their teaching and learning. Students will have opportunities to access quiet spaces for personal study, alongside access to classrooms when they are not being used. A library will be provided at the new site as well as equipment such as printers, photocopiers and computers with internet access. Students will be provided with hard copies of course units[100] to support them in their learning. In addition, the College has allocated a budget[101] to spend on appropriate textbooks and resources as outlined by the awarding organisation and has bought 60 laptops for loan to students.[102] The new site does not have a lift. Senior staff explained that students with mobility needs would be accommodated through the provision of a ramp to facilitate entry to the building and the re-allocation of teaching rooms to the ground floor.

50   Staff understand their responsibilities and those of the Board of Governors in ensuring effective oversight of the sufficiency of resources.[103] They explained how the College worked with Pearson to ensure that the learning environment is appropriate.[104] Management Committee has responsibility for ensuring that resources are fit for purpose and is informed by Academic Board as to the resources required to ensure the delivery of high-quality learning activities.[105]

51   The College has credible and realistic plans that are likely to lead to successful academic and professional outcomes for its students. It has a clear intention to ensure that students are well supported to be successful in their learning as outlined in its Teaching and Learning Policy,[106] Student Monitoring Policy,[107] Student Handbook,[108] Prospectus[109] and its Strategy for the Enhancement of Student Learning Opportunities.[110] Job descriptions[111] and

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[99] 201 Plan for Enfield premises
[100] 065 Library Inventory
[101] 106 Budget for learning resources
[102] O1 Online Tour of Facilities and VLE
[103] M02 Meeting with academic and professional services staff
[104] M01 Meeting with senior staff
[105] 003 Quality and Operations Manual
[106] 016 Teaching and Learning Policy
[107] 088 Policy and Procedure on Tracking and Monitoring Student Progress
[108] 086 Student Handbook
[109] 087 Prospectus
[110] 007 Strategy for the Enhancement of Student Learning Opportunities
[111] 079 Summary of JD for Principal
    064 JD Academic and Personnel Officer
    066 JD for Internal Verifier
    067 JD for Lecturer/Tutor/Assessor

CVs[112] demonstrate that appropriate staff have or will be recruited and these, together with investment in the continued development of the VLE, are likely to lead to good learning outcomes for students.

52   As the College is not yet at the stage of delivering its higher education curriculum, the team could not seek students' views against this Core practice. However, students will have the opportunity to request additional resources as required through student representation at Teaching and Learning Committee.[113] The Student Handbook[114] clearly outlines the support available to students and students' responsibilities for their learning, and the Prospectus[115] contains practical information to help students transition into higher education.

53   The documentation examined and direct observation of the facilities undertaken by the team provide evidence that the College has sufficient and appropriate facilities, learning resources and support services to deliver a high-quality academic experience. Further, it has credible plans in place to make sure it is able to adapt to the changing needs of the courses offered to support the priorities of all students on the programme. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

54   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with academic and professional staff and further corroborated during direct observations of facilities, learning resources and student support services. Therefore, the assessment team has a high degree of confidence in this judgement.

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[112] 058 Student welfare officer CV
    092 CV - MD
    188 CV - HG
    189 CV - MJ
    190 CV - MF
[113] 139 Terms of Reference of Academic Board
[114] 086 Student Handbook
[115] 087 Prospectus

Q5   The provider actively engages students, individually and collectively, in the quality of their educational experience

Summary of findings

The team concluded that the Core practice is met for the following reasons:

55   The College has a clear and effective approach to engaging students, individually and collectively, in the quality of their learning experience to ensure that students will have opportunities to provide collective and individual feedback on their learning experience. The approach is supported by the Teaching and Learning Policy[116] which sets out the importance of student engagement and provides useful guidance to academic staff about how to promote this through effective teaching. The Welfare Mindmap[117] supports students so that they will be likely to engage with their studies and be confident to discuss issues with relevant staff. In addition, the VLE[118] incorporates discussion forums as well as a place for students to post questions, queries and make comments. Students are informed of these processes and opportunities in the Student Handbook.[119]

56   The College has robust and credible plans to actively engage students, individually and collectively in the quality of their learning experience. Students will provide feedback through the appointment of student representatives on each course[120] and a student representative will be a member of the Teaching and Learning Committee.[121] A course evaluation questionnaire[122] has been developed, as has a post-induction student feedback form, both of which will inform the annual monitoring process.[123] A survey for eliciting students' views on the quality of their placements[124] is also in place. In addition, students will be invited to provide feedback on the quality and effectiveness of the College's website[125] and this is likely to ensure that it is relevant and up to date. A further survey to gain students' feedback on the quality of their work-based placement has also been developed and this will support the continuous improvement of this aspect of the learning experience.

57   Academic and professional services staff articulated how they would listen to the student voice and the importance of the feedback loop.[126] The College has not yet, however, fully developed exactly how that loop will operate in practice so it is not clear how the student representative will feed back to their peers or how student feedback will be evaluated and the impact of actions monitored.

58   As the College is not yet at the stage of delivering its higher education curriculum, the team could not seek students' views as to whether or not the College engages them in the quality of their educational experience. Similarly, there are currently no examples of the College making changes as a result of student engagement.

59   The team reviewed the College's plans to actively engage students, individually and collectively, in the quality of their educational experience. There will be opportunities for students to provide feedback via targeted surveys. The plans to elect student representatives who can provide feedback to the College via the Teaching and Learning

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[116] 016 Teaching and Learning Policy
[117] Safeguarding welfare mindmap
[118] O1 - Online tour of facilities, website and VLE
[119] 086 Student Handbook
[120] 149 Plan for engaging students
[121] 016 Teaching and Learning Policy
[122] 153 Student Course Evaluation Questionnaire
[123] 118 Action Plan on Annual monitoring and Quality Control
[124] 198 Student Feedback Work Based Learning
[125] 077 Website questionnaire
[126] M2 Meeting with academic and professional services staff

Committee are likely further to enhance engagement. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

60   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with academic and professional staff, therefore the team has a high degree of confidence in its judgement.

Q6 The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students

Summary of findings

The team concluded that the Core practice is met for the following reasons:

61   The College has procedures in place to handle complaints and appeals that are definitive, fair and transparent and therefore likely to deliver timely outcomes. These procedures are clearly set out in the Complaints Procedure[127] and students can approach the awarding organisation directly should they remain dissatisfied when the College's procedures have been exhausted.[128] College processes follow the Office for the Independent Adjudicator's Good Practice Framework informing students of time frames, describing the process in a flow chart and including opportunities for informal resolution. This means that complaints and appeals are likely to be dealt with in a transparent and timely way.

62   The College's plans to develop fair, transparent and accessible complaints and appeals procedures are robust and credible. Students will be able to raise concerns with relevant staff in the first instance then follow the Assessment Appeals Policy or Complaints Procedure if they remain dissatisfied. Staff[129] showed an understanding of the procedures and confirmed that students and staff will be informed about them during the relevant induction processes.[130]

63   The College's procedures for handling complaints and appeals are accessible to students through the website, the Student Handbook,[131] Student Terms and Conditions[132] and the Welfare Mindmap.[133] Templates and policies related to these procedures are clear and accessible to students including: the Refund and Compensation Policy;[134] the Admissions Appeals Policy;[135] the Academic Appeal Template;[136] Assessment Appeals Procedure;[137] and the Malpractice and Maladministration Policy.[138] In addition to the complaints and appeals processes being accessible to students in the Student Handbook,[139] senior staff confirmed these will be available on the website[140] and VLE.

64   As the College is not yet at the stage of delivering its higher education curriculum, the team could not view examples of complaints or appeals, nor identify any deviations from procedure. In addition, as no students have yet been recruited, the team did not have the benefit of their views on the fairness, transparency or accessibility of the procedures or their application.

65   The team reviewed the provider's procedures for handling complaints and appeals and concluded that they are definitive, fair and transparent, and will deliver timely outcomes.

[127] 018 Complaints Procedure
[128] 206 Enquiries and Appeals on Pearson Vocational Qualifications
[129] M01 Meeting with senior staff
[130] 058 Staff Induction Pack
[131] 086 Student Handbook
[132] 008 Student Terms and Conditions
[133] 211 Safeguarding Welfare Mindmap
[134] 005 Refund and Compensation Policy
[135] 038 Admissions Appeals Policy
[136] 090 Academic Appeal Template
[137] 030 Assessment Appeals Procedure
[138] 080 Malpractice and Maladministration Policy
[139] 086 Student Handbook
[140] 216 Actions for College website

Students will be provided with information which will enable them to access these procedures. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

66   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with academic and professional staff and further corroborated during direct observations of facilities, learning resources and student support services. Therefore, the assessment team has a high degree of confidence in this judgement.

Q8 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them

Summary of findings

The team concluded that the Core practice is met for the following reasons:

67   The College has robust and credible plans to ensure a high-quality academic experience for its provision delivered in partnership with its awarding organisation. The Quality and Operations Manual[141] and Assessment Policy[142] align with the awarding organisation's guidance on quality assurance and assessment[143] and there are credible plans to assure quality through the annual monitoring process.[144]

68   Staff from the College and the awarding organisation understand their respective responsibilities for quality. The awarding organisation has in place clear and comprehensive Terms and Conditions[145] and the College adheres to its guidance on quality assurance and assessment.[146] The Responsibilities Checklist[147] provides clarity of responsibilities and staff[148] clearly understand their role in providing a high-quality learning experience.

69   Partnership agreements with the awarding organisation are clear and comprehensive, up-to-date and reflect the provider's regulations or policies for the management of partnerships. The College has developed processes for the management of placements and its partnership with placement providers. These include documentation outlining the respective responsibilities of the College and the placement provider,[149] and the appropriate conditions for effective work-based learning.[150] The College has developed a document which sets out the agreement it will use with placement providers[151] and, while it was not possible to meet placement providers, this provides credible evidence that students will have a high-quality learning experience while on placement.

70   As the College is not yet at the stage of delivering its higher education curriculum, the team could not examine a sample of external examiner or external verifier reports during this review.

71   The documentation and discussions with staff demonstrate that the College understands its responsibilities under its partnership with its awarding organisation and the need to have appropriate policies and procedures in place to ensure that the academic experience is high quality for all students. It also has plans to establish appropriate partnerships with its placement providers. Policies and processes connected with the awarding organisation are clear, robust and comprehensive. Its plans for managing the quality of the partners are sufficiently comprehensive and credible to ensure delivery of a high-quality academic experience for its students. The assessment team concludes, therefore, that the Core practice is met.

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[141] 003 Quality and Operations Manual
[142] 133 Assessment Policy
[143] 137 BTEC Higher National Centre Guide to Quality Assurance and Assessment 2022-2023
[144] 004 Annual Monitoring Review
[145] 047 Terms and Conditions for Approved Centres
[146] 137 BTEC Higher National Centre Guide to Quality Assurance and Assessment 2022-2023
[147] 033 Pearson Responsibilities Checklist for Providers
[148] M02 Meeting with academic and professional staff
[149] 191 Responsibility work placement
[150] 192 Conditions for work placement
[151] 217 Placement Provider Student College Agreement

The team had a high degree of confidence in this judgement for the following reasons:

72   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior, academic and professional services staff. Therefore, the assessment team has a high degree of confidence in this judgement.

Q9 The provider supports all students to achieve successful academic and professional outcomes

Summary of findings

The team concluded that the Core practice is met for the following reasons:

73 The College's plans to support students to achieve successful academic and professional outcomes are comprehensive, robust and credible. The College plans to provide effective support, appropriate to their individual needs, as outlined in the Quality and Operations Manual,[152] the Student Handbook[153] and the Enhancement of Student Learning Opportunities.[154] Strategies are in place to encourage students to engage in reflective thinking,[155] to read widely[156] and to make effective use of the formative assessment and feedback[157] that will be provided as a routine part of each module. There are plans in place also to engage students with learning from external/guest speakers[158] and to provide feedback on these experiences.[159] The relationship the College has developed with the Mayor of London Academies outlined in the meeting with senior staff[160] is likely also to engage students in employability activities. Course handbooks[161] demonstrate how employability skills will be embedded in the curriculum and the Exit Policy[162] sets out what students can expect in terms of support in entering the employment market. A range of employability resources and training materials are in place to support students in preparing for work. These include information regarding planning for specific careers[163] and how to improve employability skills.[164]

74 The College's approach to student support is likely to facilitate successful academic and professional outcomes. The Student Handbook[165] sets out how all students, full and part-time, will have a named personal tutor, and the College's monitoring processes[166] set out clearly how staff will oversee students' academic progress and engagement and provide appropriate interventions as required. The Student Support and Disability Policy[167] highlights how students from different learning needs will be supported to succeed in their studies. The plan to offer work-based placements[168] to all students is likely to support successful professional outcomes.

75 Academic and professional support staff[169] understand their roles in supporting student achievement. They plan to encourage students to seek support following scheduled classes through drop-in sessions, dedicated staff consultation time and individual requests for appointments.[170] Staff[171] outlined their contacts with industry and business and how

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[152] 003 Quality and Operations Manual
[153] 086 Student Handbook
[154] 007 Strategy for the Enhancement of Student Learning Opportunities
[155] 149 Plans to engage students in their learning
[156] 152 Encourage students to read widely
[157] 148 Plan to provide formative assessment
[158] 040 Guest speaker policy
[159] 027 Guest speaker feedback form
[160] M01 Meeting with senior staff
[161] 005 HND Business Course Handbook
    089 HND Course Handbook
[162] 103 Exit Policy
[163] 204 Career Planning
[164] 208 Presentation Skilling up for the Future
[165] 086 Student Handbook
[166] 015 Student Monitoring Policy
[167] 010 Student Support and Disability Policy
[168] M04 Meeting with staff responsible for placements
[169] M02 Meeting with academic and professional services staff
[170] M02 meeting with academic and professional services staff
[171] M03 Meeting with staff responsible for placements

these will support the College's plans to offer all students the opportunity to undertake work experience. The College's Student Welfare Officer[172] will provide individual support and guidance and, where necessary, students will be signposted towards professional local agencies who offer specialist support such as counselling or financial advice. However, the College does not as yet have a list of these agencies.

76   As the College is not yet at the stage of delivering its higher education curriculum, the team could not examine a sample of assessed student work to assess the feedback provided. Similarly, as no students have yet been recruited their views on the support provided could not be appraised by the team.

77   The team reviewed the provider's policies as they relate to student support and concluded that they would facilitate successful academic and professional outcomes. Further, the provider's plans to support students to achieve successful academic and professional outcomes are comprehensive, robust and credible. Staff, both academic and professional support, understand their role in supporting student achievement. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

78   The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with academic and professional staff. Therefore, the assessment team has a high degree of confidence in this judgement.

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[172] 043 JD Student Welfare Officer

Annex 1 - Evidence listing

Initial evidence

Number	Name
000	SED
001	BTEC Guide
002	Pearson Academic and Assessment Regulations 2021/2
003	Final Quality and Operations Manual Jan 22
004	Annual Monitoring Review 1
005	HND Business Course Handbook 20/21
006	BTEC Assessment Record
007	Strategy for the Enhancement of Student Learning Opportunities
008	Student Terms and Conditions
009	Revised 2021 Access and Participation Statement
010	Student Support and Disability Policy
011	Pearson Annual Monitoring Report 20/21
012	Mitigating Circumstances Policy and Form
013	Refund and Compensation Policy
014	Safeguard Adults Policy
015	Student Monitoring Policy
016	Teaching and Learning Policy
017	Admissions Policy
018	Complaints Procedure
019	Data Protection Policy
020	Policy on Recognition of Prior Learning
021	Policy on Plagiarism
022	Plan of Continuity of Training
023	Individual Annual Performance Evaluation
024	Staff Development Policy

025	Sustainability Plan
026	Scheme of Work Sample
027	Feedback on Guest Speaker
028	Monitoring Procedures and Processes to Ensure Quality in Teaching and Learning
029	Communications and Use of Equipment Policy
030	Assessment Appeals Procedure
031	Work Placement Policy
032	Updating Policy
033	Pearson Responsibilities Checklist for Providers
034	Staff Grievance Policy and Procedure
035	Lecturer Observation Form and Report
036	Teaching Observation Form detailed
037	Academic Regulations
038	Complaint Procedure
039	Admissions Appeals Policy
040	Policy on Guest Speaker
041	Professional Profile for Assessors and Internal Verifiers – ST
042	Asset Register
043	Job Description Student Welfare Officer
044	Students Induction Checklist
045	CPD Plan for Staff 22/23
046	Staff Recruitment Policy
047	Pearson Terms and Conditions for Approved Centres (2019)
048	Disability Policy
049	Scheme of Delegation
050	Policy for Conduct of Examination
051	Pearson Annual Monitoring Review Report 19/20
052	Plans to Adhere to Core and Common Practices of UK Quality Code

053	Organisational Chart
054	Statement on Freedom of Speech
055	Refund and Compensation Policy
056	Confirmation of Liability Insurance
057	Learner Registration and Certification Policy
058	Staff Induction Pack
059	Professional Profile for Assessors and Internal Verifiers – SA
060	Professional Profile for Assessors and Internal Verifiers – FM
061	Professional Profile for Assessors and Internal Verifiers – AK
062	Insurance Certificate for Employer's Liability
063	Student Admission Interview Template
064	Job Description Academic and Personnel Officer
065	Library Inventory
066	Job Description for Internal Verifier
067	Job Description for Lecturer/Tutor/Assessor
068	Governance Handbook
069	Academic Freedom Statement
070	Pearson's Approval of Courses
071	Conflict of Interest Policy
072	Review of Website
073	Staff Handbook
074	Student Protection Plan
075	Grievance Policy and Procedure
076	Reasonable Adjustments and Special Consideration Policy
077	Website Questionnaire
078	Student Representative Election Procedure
079	Summary of Job Description for Principal
080	Malpractice and Maladministration Policy

081	Model of Great Teaching
082	Pearson BTEC Level 5 Diploma in Education and Training Specification
083	Consistency Assurance and Standardisation Policy
084	Pearson Diploma in Education and Training Handbook
085	Pearson Diploma in Education and Training Handbook
086	Student Handbook
087	Prospectus
088	Policy and Procedure on Tracking and Monitoring Academic Progress
089	HND Course Handbook
090	Academic Appeal Template
091	BTEC HNC and HND Specification
092	CV – MD
093	Internal Code of Practice
094	Articles and Memorandum
095	Principle of Value for Money
096	Pearson AMR Outcome Letter 18/19
097	Securing Student Success: Regulatory Framework for HE in England
098	Sector Recognised Standards
099	Blank
100	Equality and Diversity Policy
101	Health and Safety Policy
102	Revised Access and Participation Statement 2022
103	Exit Policy
104	Pastoral Support Policy
105	Academic Calendar 2023/4
106	Budget Statement 2023
107	Externality Policy
108	Student Feedback Form

109	Assignment Brief – Diploma in Education and Training
110	Assignment Brief – Business and Business Environment
111	Assignment Brief – Business and Business Environment
112	Assignment Brief – Extended Diploma in Strategic Leadership and Management
113	Assessment Plan Template
114	Assessment Record Template
115	Internal Verification of Assessment Decisions
116	Terms and Conditions for Approved Centres
117	Sample Lecture on Financial Statements
118	Action Plan on Annual Monitoring and Quality Control
119	Staff Training Needs
120	Peer Review Policy
121	Lesson Plan Sample Template
122	QAA Qualifications Frameworks
123	QAA Advice and Guidance on Assessment
124	JCQ Plagiarism in Assessments Guidance
125	Pearson Declaration (Centres seeking reapproval to deliver BTEC HNDs)
126	Terms of Reference for Standardisation Committee
127	Job Description - Registrar
128	Job Description – Academic Head
129	Job Description – Academic Adviser
130	Job Description – IT Manager
131	Job Description – Admin and Accounting Manager
132	Job Description – Recruitment and Admission Officer

Evidence provided after the initial desk-based review

133	Assessment Policy
134	Recognition of Prior Learning Policy

135	Accreditation of Prior Learning
136	Pearson HE Assessment Regulations
137	Higher Nationals Centre Guide to Quality Assurance and Assessment
138	Annual Monitoring Report 2018-2019
139	Terms of Reference of Academic Board
140	HND Course
141	Welcome to Commonwealth College of Excellence
142	Information about Diploma in Education and Training
143	Offer Letter Conditional
144	How Students Learn to Avoid Plagiarism
145	Plan for Sourcing, Quality Assuring and Monitoring Placements
146	Zero Hours Contract
147	Plan for Staff Development
148	Plan to Provide Formative Assessment
149	Plan for Engaging Students
150	Reflective Thinking and Learning
151	Personal Tutoring and Training of Personal Tutors
152	Encourage Students to Read Widely
153	Student Course Evaluation Questionnaire
154	Criteria for Appointment of External Reviewers
155	Teacher Evaluation Form Filled by Student
156	Employer Survey
157	BTEC Level 7 Internal Verification of Assignment Brief
158	BTEC Internal Verification of Assignment Brief
159	BTEC Internal Verification of Business Assignment Brief
160	BTEC HND Internal Verification of Business Assignment Brief
161	Zero Hours Contract
162	Important Details for the Appointment of Recruitment Agents

163	Policy and Procedure for Needs Assessment
164	Training for Staff involved in Admissions
165	Terms of Reference and Training for Recruitment Panel
166	Financial Budget 2022-23
167	Course Review Report Template
168	Names of Staff Designated on Organisation Chart
169	Response to Evidence Request
170	CVs

Evidence produced after team planning meeting

171	Response to Additional Evidence Request
172	Visit Schedule
173	Student Charter
174	Guidance Notes for Peer Review
175	Student Recruitment Admissions Policy
176	Prospectus
177	Study Skills and Career Guidance
178	Pearson Recruitment with Integrity
179	RPL Policy and Procedure
180	Sample Student Calendar
181	Conditions of Work Based Learning
182	Pearson Authorised Assignment Briefs
183	Office of Independent Adjudicator Flowchart
184	Matching Students with Placements
185	AdvanceHE Handling Complaints and Appeals
186	Competition and Markets Authority – Consumer Law
187	AdvanceHE Student Engagement Conference
188	CV - HG

189	CV- MJ
190	CV - MF
191	Responsibility Work Placement
192	Conditions of Work Placement
193	Materials for Work Placement
194	Assessment of Work Based Learning
195	Orientation Plan in Work Based Learning
196	Work Based Learning Evaluation
197	Work Based Learning Evaluation
198	Student Feedback Work Based Learning
199	Another Example of Student Calendar
200	Template Programme Evaluation
201	Plan for Enfield Premises

Evidence produced during the visit

202	Annual Monitoring Report
203	Careers 2023 The Final Chapter
204	Career Planning Company Secretary
205	Clare Adams Skilling up for the Future
206	Enquiries and Appeals on Pearson Vocational Qualifications
207	Workshop – Employment Skills and Career Planning
208	Presentation – Skilling up for the Future
209	Pearson Students Complaints and Appeals
210	Written Questions for Clarification
211	Safeguarding – Welfare Mindmap
212	Academic Misconduct Penalties
213	Staff Appraisal
214	Revised Terms of Reference for Academic Board

215	Revised Work Placement Policy
216	Action Points for Website
217	Placement Provider Student College Agreement
M01	Meeting with Senior Staff
M02	Meeting with Academic and Professional Services Staff
M03	Meeting with Staff Responsible for Placements
O1	Online Tour of Facilities and Virtual Learning Environment