



Designated Quality Body
in England

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

Newham College of Further Education



Review Report

January 2023

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Summary of findings and confidence levels

Ref	Core practice	Outcome	Confidence
S1	The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks.	Met	Moderate
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	Moderate
Q2	The provider designs and/or delivers high-quality courses.	Met	Moderate
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
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 January 2023 for Newham College of Further Education.

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: Dr David Britnell

Institution: University of Warwick

Role in assessment team: Subject assessor & Institutional assessor

Name: Ms Claire Barton

Institution: Cheshire College South & West

Role in assessment team: Institutional assessor

Name: Dr Nina Di Cara

Institution: University of Bristol

Role in assessment team: Student assessor

The QAA officer for the assessment was: Professor Jon Scott.

The size and composition of this assessment 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 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 Newham College of Further Education

Newham College of Further Education (hereafter the College) is a large General Further Education College sited in the east of London, occupying seven sites at East Ham, Stratford, London City Island and four community venues within the borough of Newham. The College was established in 1985 through a merger of East Ham College of Technology and West Ham Further Education College and refers to itself as Newham College London. The College previously offered higher education (HE) courses but these were withdrawn following refusal of registration by the Office for Students in 2019. At the time of the Quality and Standards Review there were no students on registered HE programmes. In line with the Strategic Plan to 2027, the College now plans to offer Level 4 and 5 courses focusing on STEM with the aim of delivering courses that have high economic value to the local community. Initial

delivery for the Computing and Engineering HNC/D courses is planned to commence in September 2023. Linked to these plans, the College has developed strategic partnerships with Queen Mary University of London (QMUL) in the form of the London City Institute of Technology (LCIoT) and with the Barts Health NHS Trust.

The College plans to deliver the following programmes:

Pearson BTEC Level 5 HND in Cloud Computing
Pearson BTEC Level 4 HNC in Cloud Computing
Pearson BTEC Level 5 HND in Computing
Pearson BTEC Level 4 HNC in Computing
Pearson BTEC Level 5 HND in Engineering
Pearson BTEC Level 4 HNC in Engineering
Pearson BTEC Level 5 HND in Healthcare Practice
Pearson BTEC Level 4 HNC in Healthcare Practice
Pearson BTEC Level 5 HND in Business
Pearson BTEC Level 4 HNC in Business

The Computing and Engineering programmes will be delivered from the LCIoT and the Healthcare and Business programmes from the Stratford campus. All the programmes will be validated by Pearson Education in the first instance. Initial student numbers are proposed to be 15 on each of the Computing and Engineering HNC courses and 12 on each of the Healthcare and Business HNC courses.

The College's governing body is the Newham College Corporation. In preparation for managing the HE provision, the College has established a committee framework with the Higher Education Steering Board (HESB) as the principal academic body, chaired by the Deputy Principal of the College. The HESB reports to the Higher Education Oversight Board which is a sub-board of the Curriculum and Quality Committee, itself a committee of the Corporation with membership drawn from the governing body and having particular expertise in education. The work of the HESB is supported by two committees: the Academic Development and Quality Committee (ADQ) and the Data Registry and Finance Committee (DRF). Reporting into these is the Student Education Sub-Committee which has operational responsibilities for the student experience.

At the time of the visit, as well as the senior College staff, the College had in post staff with an HE remit including: a Deputy Principal - curriculum based oversight, a Vice Principal - Quality & Student Experience, Curriculum Directors for STEM and Digital, a Director of Student Services and a Director for Quality and Standards (HE).

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). The Office for Students (OfS) has instructed QAA as the Designated Quality Body (DQB) to undertake this assessment reporting on a specified seven of the 13 Core practices only. These are S1 and S2, Q2, Q3, Q4, Q5 and Q9.

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 considered was assessed in a way that is clear and consistent with all other assessments, the team 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. As the College was not delivering any provision or admitting students at the time of the review there were no examples of assessed student work, admissions records or complaints and appeals available, therefore no sampling activity was carried out, nor were there any observations of teaching and learning sessions or meetings with students.

The assessment was conducted onsite and included five meetings with the College's staff and employers: one meeting with senior staff (College Principal and CEO, Deputy Principal – curriculum-based oversight, Vice Principal - Quality & Student Experience, Curriculum Directors, Director of Student Services, Head of MIS); one meeting with support staff (Director of Student Services, Head of Student Support, Librarian, Head of IT, Head of MIS, Additional Learning Support, Head of Learning Centre, Head of Careers); one meeting with teaching staff (Programme leader, Module Leader, Personal Tutor, Probationary Academic); one meeting with employer representatives; one meeting with quality leads (Director of Quality & Standards, Head of Quality, Curriculum Director, HE Internal Verifier. The assessment also included two onsite visits to review the facilities at East Ham campus and at the London City Institute of Technology (LCIoT).

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 regulations¹ that are updated annually to support the setting and maintenance of academic standards at the relevant threshold levels as set by the awarding organisation (Pearson).² These standards are set at the appropriate Regulated Qualifications Framework (RQF) level which is also consistent with the Office for Students' (OfS) sector-recognised standards. Oversight is maintained via a clear structure of academic governance including by a subcommittee of the Corporation.³ The Academic Policy is underpinned by the Assessment Guidance for Staff⁴ that has been produced to support staff in understanding assessment practice and standard setting.

2 Staff understand and were able to fully articulate the procedures and requirements set out by the College for approving new courses and for the setting and maintaining of standards.⁵ These procedures are detailed in a framework for Course Development, Modification and Review.⁶ At each stage there is oversight by the Academic Development and Quality (ADQ) Committee.⁷ It was made clear that staff fully understood and apply the provider's approach to setting and maintaining standards and are able to explain how these are underpinned by the Academic Regulations⁸ and the Assessment Guidance for Staff.⁹ Staff further explained that training regarding the expected academic standards, assessment policy and programme delivery is provided by Pearson.¹⁰

3 The achievements of all students will be subject to scrutiny by the Assessment Board¹¹ which, at each stage of study, determines the progress or outcome for the student. The membership and terms of reference of the Assessment Board are clearly articulated and provide a credible and robust oversight, including internal and external verification of the academic attainment of each student and confirmation that the standards of the qualifications are consistent with the national qualifications' frameworks.

4 The College has yet to validate the proposed programmes, so the team reviewed the draft programme specifications, student handbooks¹² and assessment briefs¹³ and can confirm that they would provide the necessary detail of content and mapping of assessment

¹ Academic Regulations [004]

² Pearson - Qualification Approval [012]

³ Provider Submission [000], Board and Committee Structure [003]

⁴ Assessment Guidance for Staff [005]

⁵ Meeting with Quality Staff [M5]

⁶ Course Development; Review Modification and Closure Process [11]

⁷ Assessment ToR and Membership [009]

⁸ Academic Regulations [004]

⁹ Assessment Guidance for Staff [005]

¹⁰ Meetings with Teaching Staff [M4] & Quality Staff [M5]

¹¹ Assessment ToR and Membership [009]

¹² HNC-HND Engineering (Gen Eng) Course Specification [093], HNC-HND Engineering (Gen Eng) Course Handbook [094]

¹³ HNC Unit 3 Assignment 1 Brief [096], HNC Unit 3 Assignment 2 Brief [097], HNC Unit 3 Assignment 2a Data Sheet [098], HNC Unit 3 Assignment 3 [099], HNC Unit 3 Assignment 4 Brief [100], HNC Unit 52 Assignment 1 Brief [102], HND Unit 52 Assignment 2 Brief [103], HNC Unit 52 Assignment 3 Brief [104], HND Unit 52 Assignment 4 [105]

levels to align with the national threshold standards.

5 The College has in place thorough internal validation procedures¹⁴ including a validation panel, with external expertise, which is able to judge the academic level of each course in relation to both internal and external standards. Each course will be reviewed annually via the Annual Course Review, which includes consideration of student outcomes and external verifier reports.¹⁵ Together with periodic review¹⁶ these quality assurance processes will ensure that the courses remain current and that threshold standards are maintained.

6 The awarding organisation (Pearson) provides the programme structure and assessment frameworks which, along with the associated external verification, ensure that the courses are aligned with the relevant national qualifications' framework. The external verification process will also ensure that the awards to students are comparable to other UK providers at the threshold level.

7 At the time of the review visit the College was not at the stage of delivering the higher education programmes. In particular, the programme specifications have not yet been validated, likewise external examiner or external verifier reports were not available to confirm the standards of student work. The team was also unable to observe teaching and learning sessions, examine student assessed work or seek student views against this standard.

8 Plans for maintaining threshold standards are robust and credible and are fully understood by the staff.¹⁷ The academic regulations and frameworks are clear and comprehensive and support the setting and maintenance of academic standards. The threshold standards as described in the course documentation are consistent with the relevant national qualifications' framework. The team therefore considers that the standards that will be achieved by the College's students are expected to be in line with the sector-recognised standards defined in paragraph 342 of the OfS's regulatory framework. Based on the scrutiny of all of the evidence provided the assessment team concludes that this Core practice is met.

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

9 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. At the time of the visit the programme specifications and associated assessment briefs were still in draft form, therefore the team was unable to confirm a fully reliable assessment of the standards of the programmes. Therefore, the assessment team has a moderate degree of confidence in this judgement.

¹⁴ Validation Procedures [013]

¹⁵ Learning & Teaching Strategy [014], Annual Course Review Handbook [015], Annual Course Review Template [033]

¹⁶ Course Development; Review Modification and Closure Process [011]

¹⁷ Meeting with Teaching Staff [M4], Meeting with Quality Staff [M5]

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:

10 The College's plans for setting and maintaining comparable standards are robust and credible. Standards are set by Pearson, and the College has in place a clear academic framework articulated through the Academic Regulations, Learning and Teaching Strategy and Assessment Guidance for Staff¹⁸ that sets out the requirements to maintain academic standards at the threshold level and the expectations that students will have the opportunity to exceed those levels. These are enacted through the programme development and validation processes.¹⁹ Verification that these standards beyond threshold level are comparable with sector expectations will be provided by the awarding organisation, confirmed through the external verification processes and through external examiner membership of the Assessment Boards,²⁰ which are responsible for approving the marks for each module. The performance of each student, at the end of each stage of their course, is then considered by the Award and Progression Assessment Board which decides on progression and award classification. The decisions of the Boards are informed by the report from the external regarding the appropriateness of the assessment process and the level and classification of the awards.

11 The draft programme specifications are constructed around specific sets of learning outcomes, and the associated assessment briefs reviewed by the team²¹ enabled confirmation that to pass the course at the threshold level students must be able to demonstrate that they have met those learning outcomes and thereby achieved the relevant national standards that are comparable across other providers. Furthermore, the assignments are structured in such a way that students have the opportunity to exceed the threshold level and produce work of a higher standard.

12 Staff were able to articulate their understanding of the threshold standards and of the expectations to support students in surpassing those thresholds.²² This understanding was informed by assessment guidance²³ and by CPD training provided by the College and the awarding organisation.²⁴ The team was also informed that staff intend to construct feedback on student formative and summative assessments so as to encourage students to improve their performance beyond that required to pass the assignments.²⁵

13 At the time of the review visit the College was not at the stage of delivering the higher education programmes. In particular, the programme specifications have not yet been validated, likewise external examiner or external verifier reports were not available to confirm the standards of student work. The team was also unable to observe teaching and learning

¹⁸ Academic Regulations [004], Learning & Teaching Strategy [014], Assessment Guidance for Staff [005]

¹⁹ Course Development; Review Modification and Closure Process [011], Validation Procedures [013]

²⁰ Assessment Board ToR and Membership [009]

²¹ HNC Unit 3 Assignment 1 Brief [096], HNC Unit 3 Assignment 2 Brief [097], HNC Unit 3 Assignment 2a Data Sheet [098], HNC Unit 3 Assignment 3 [099], HNC Unit 3 Assignment 4 Brief [100], HNC Unit 52 Assignment 1 Brief [102], HND Unit 52 Assignment 2 Brief [103], HNC Unit 52 Assignment 3 Brief [104], HND Unit 52 Assignment 4 [105]

²² Meeting with Senior Staff [M1], Meeting with Teaching Staff [M4], Meeting with Quality Staff [M5]

²³ Assessment Guidance for Staff [005]

²⁴ Meeting with Teaching Staff [M4]

²⁵ Meeting with Teaching Staff [M4]

sessions, examine student assessed work or seek student views against this standard.

14 The assessment team, based on the evidence presented, determined that the standards set for students to achieve beyond the threshold on the provider's programmes will be reasonably comparable with those set by other UK providers. The assessment team considered that the standards described in the approved programme documentation and in the provider's academic regulations and policies should ensure that such standards are maintained appropriately. Therefore, the assessment team concludes that students who are awarded qualifications will have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers and that this Core practice is met.

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

15 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. At the time of the visit the programme specifications and associated assessment briefs were still in draft form, so that the team was unable to form a fully reliable assessment of the standards of the programmes. Therefore, the assessment team has a moderate degree of confidence in this judgement.

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:

16 The College has robust and credible plans for designing and delivering high-quality courses to enable students to meet and exceed the national threshold standards. These set out the strategic ambition for delivering high-quality courses and the mechanisms by which they will be developed and evaluated.²⁶ The academic programmes will be set at the appropriate level in the Regulated Qualifications Framework (RQF) by the awarding organisation, aligning fully with the FHEQ levels in accordance with OfS' sector-recognised standards. As part of that strategic direction, the senior team articulated the policy of focusing development of its academic portfolio, in consultation with employers, on those programmes of study where the College has significant existing expertise and where there is a clearly identified market need.²⁷

17 The guidelines on course development and assessment design²⁸ combined with significant active engagement from employers²⁹ ensure that the courses offered by the College will be relevant to market needs and are of high quality. Programme development is considered by the Academic Development & Quality Committee and the Higher Education Steering Board prior to validation.³⁰

18 Staff fully understand what is required for delivery of high-quality courses and articulated the way in which the College's processes, along with external verification by the awarding organisation, underpin the development and delivery of such high-quality programmes.³¹

19 The draft programme specifications and handbook³² clearly set out the intended learning outcomes and what students are required to do to demonstrate attainment of those learning outcomes. The staff and students are fully informed of the requirements from the units to be studied and the expected hours each unit will take to study.³³

20 Draft curricula and assessment structures that were available at the time of the visit are reflective of high-quality courses. The assessment briefs³⁴ and underpinning learning and teaching activities will provide the opportunity for students to meet the intended learning outcomes at the threshold level, while also providing the opportunity for achievement above those thresholds.

21 Review of the teaching facilities showed that the College has invested extensively in

²⁶ Board and Committee Structure [003], Academic Regulations [004], Assessment Guidance for Staff [005], Course Development; Review Modification and Closure Process [011], Validation Procedures [013], Learning & Teaching Strategy [014]

²⁷ Meeting with Senior Staff [M1], Meeting with Employers [M3]

²⁸ Assessment Guidance for Staff [005], Course Development; Review Modification and Closure Process [011]

²⁹ Meeting with Employers [M3]

³⁰ Board and Committee Structure [003], Review Modification and Closure Process [011], Validation Procedures [013]

³¹ Meeting with Senior Staff [M1], Meeting with Quality Staff [M5]

³² HNC-HND Engineering (Gen Eng) Course Specification [093], HNC-HND Engineering (Gen Eng) Course Handbook [094]

³³ HNC-HND Engineering (Gen Eng) Course Handbook [094], Meeting with Teaching Staff [M4]

³⁴ HNC Unit 3 Assignment 1 Brief [096], HNC Unit 3 Assignment 2 Brief [097], HNC Unit 3 Assignment 2a Data Sheet [098], HNC Unit 3 Assignment 3 [099], HNC Unit 3 Assignment 4 Brief [100], HNC Unit 52 Assignment 1 Brief [102], HND Unit 52 Assignment 2 Brief [103], HNC Unit 52 Assignment 3 Brief [104], HND Unit 52 Assignment 4 [105]

up-to-date equipment and resources, guided by employer input³⁵ which will enable students to develop skills in using industry standard equipment. This high-quality learning experience is supported by the College's strategy to employ teaching staff with both academic and professional experience.³⁶

22 As the College is not yet at the stage of final validation or delivery of its programmes, the team could not observe samples of teaching and learning sessions or student assessed work. Likewise, no external examiner or external verifier reports were available at the time of the review. In addition, as students have yet to be recruited, the team was unable to seek student views against this standard.

23 The College's plans for the programmes and their delivery 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 attain the awards. Plans are in place that set out the management of assessment processes including internal and external verification to confirm comparability of academic standards. Based on its scrutiny of the evidence provided, therefore, the assessment team concludes that the Core practice is met.

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

24 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. At the time of the visit the programme specifications and associated assessment briefs were still in draft form, therefore the team was unable to form a fully reliable assessment of the standards of the programmes. Therefore, the assessment team has a moderate degree of confidence in this judgement.

³⁵ Observation of facilities at East Ham Campus [O1], Observation of facilities at London City Institute of Technology [O2], Meeting with Employers [M3]

³⁶ Provider Submission [000], HE Strategy 2022-27 [002], Meeting with Senior Staff [M1], Meeting with Teaching Staff [M4].

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:

25 The College has robust and credible plans for the recruitment, appointment, induction and support of sufficient, appropriately qualified and skilled staff to deliver high-quality academic experiences. Staff recruitment and development are key priorities for the senior management team.³⁷ Senior staff confirmed that it is pursuing a strategy for recruitment in line with the agreed business plans and that the College is committed to the recruitment of sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience.³⁸

26 The College's policies for the recruitment, appointment, induction and support for staff will provide a sufficient number of appropriately qualified and skilled staff. In line with its Higher Education Strategy³⁹ commitments, the College has appointed leaders with higher education experience, including the Principal and Chief Executive, the Deputy Principal, the Vice Principal Quality and Student Experience and the Director of Quality and Standards (HE) ensuring that the provision is strategically led and developed from a secure and skilled knowledge base.⁴⁰

27 The Learning and Teaching Strategy⁴¹ commits to ensuring educators are dual professionals, who are both knowledgeable subject specialists and practitioners as well as experienced educators who can develop and share best pedagogic practices through ongoing continuing professional development.⁴² The LCloT Business Plan commits to the number and cost of recruiting staff, including support staff, in the immediate future and in tandem with student recruitment over a projected five-year period.⁴³

28 The College has a comprehensive Recruitment, Selection and On-boarding Policy in place ensuring appropriate staff are recruited and trained to deliver teaching and learning. This policy specifies the processes for conducting pre-employment checks, the checking of qualifications and the stated experience of new staff and commits to providing staff with a comprehensive and supportive induction.⁴⁴

29 The staff induction process⁴⁵ provides expectations for new staff to be fully supported in their induction period. This is underpinned by the Staff Probation Policy⁴⁶ which identifies expectations, timelines and processes whereby staff are systematically assessed against the criteria of their job description. Recently appointed staff confirmed that they felt supported throughout their recruitment, induction and probationary processes and that they

³⁷ HE Strategy 2022-27 [002], Barts Joint Services Agreement signed [029], Meeting with Senior Staff [M1]

³⁸ LCloT Business Plan Excerpt [021], Meeting with Senior Staff [M1], Meeting with Quality Staff [M5]

³⁹ HE Strategy 2022-27 [002]

⁴⁰ CV Principal and Chief Executive [035], CV Deputy Principal [037], CV Vice Principal of Quality and Student Experience [036], CV Director Quality and Standards (HE) [040]

⁴¹ Learning & Teaching Strategy [014]

⁴² Job Description Lecturer [022], Job Description Curriculum Team Leader [023], CV Director of Curriculum LCloT [019], CV Course Lead Level 4 Diploma in Advanced Beauty Therapy Techniques [018], CV Internal Verified Teacher Education [038], CV Teacher Education Course Lead [039]

⁴³ LCloT Business Plan Excerpt [021], Job Description Head of School Construction and Engineering, Job Description Lecturer [022], Job Description Curriculum Team Leader [023], Job Description Construction Technician [024]

⁴⁴ Recruitment Selection & Onboarding Policy (1) [082]

⁴⁵ Recruitment Selection & Onboarding Policy (1) (Appendix 4) [082]

⁴⁶ Probation Policy - All staff Sept 2022 [044]

had a phased teaching load, thereby allowing adequate preparation time.⁴⁷

30 The College supports staff to develop pedagogical skills through the engagement of Teaching and Learning Coaches.⁴⁸ Communities of Practice⁴⁹ allow staff to participate in longer term coaching and mentoring. All staff are subject to ongoing review of performance through the Performance Appraisal Policy⁵⁰ which sets clear expectations for staff in relation to performance and improvement. Staff are also enabled to develop and expand their skill base through the Workforce Development and CPD Policy.⁵¹ Teaching observations are prioritised for new staff⁵² and inform development planning, in addition all new staff access internal verification training.⁵³ Staff state that continuing professional development (CPD) opportunities are diverse and accessible.⁵⁴ The College produces an annual CPD Plan⁵⁵ which has HE specific training sessions and a compendium of CPD⁵⁶ to engage staff in developing teaching, learning and assessment practice, engagement in which is demonstrated through individual staff CPD records.⁵⁷ Evident through the Staff Conference Newsletter,⁵⁸ the Staff Conference promotes developmental activity and celebrates achievement.

31 As the College is not yet at the stage of delivering its higher education programmes, 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.

32 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. Staff met by the assessment team have been recruited, appointed, inducted and supported according to the College's regulations or policies. Staff articulated that the CPD processes are effective because they ensure staff access the mandatory requirements and enable external industry-related opportunities for updating of skills, knowledge and behaviours through employer interaction, industry placement, and qualification-based opportunities. Staff state that the induction process post-appointment is supportive, flexible, and enables them to embed themselves into the College. Benefits include a reduced teaching load, mentoring, CPD and individual manager interactions. Staff fully engage in professional development opportunities and feel they contribute to the College's strategic direction and priorities.⁵⁹ 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:

33 The assessment team considered 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. Plans and policies relating to staff recruitment, on-boarding and continuing professional development are robust and clear and these are in the process of being implemented effectively. Therefore, the assessment team has a high

⁴⁷ Meeting with Teaching Staff [M4]

⁴⁸ Teaching and Learning Coaches [034]

⁴⁹ Communities of Practice [042]

⁵⁰ Performance Appraisal Policy [045]

⁵¹ Workforce Development and CPD Policy 2021.23 Final [046]

⁵² Meeting with Teaching Staff [M4]

⁵³ Meeting with Teaching Staff [M4]

⁵⁴ Meeting with Teaching Staff [M4]

⁵⁵ CPD Plan Oct 2021 to Oct 2022 [047]

⁵⁶ CPD compendium 2021-22 (3) [048]

⁵⁷ CPD Record MB [050], CPD Record JG [051]

⁵⁸ Staff Conference Newsletter Feb 22 [049]

⁵⁹ Meeting with Teaching Staff [M4]

degree of confidence in this judgement.

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:

34 The College's plans for its facilities are outlined clearly in the 2022-2027 Strategic Plan, HE Strategy and Learning and Teaching Strategy which gives investment in staff and physical and virtual infrastructure as part of its key strategic commitments.⁶⁰ The College's plans are credible since the facilities that have already been put in place by the provider reflect its strategic intentions to provide high-quality learning environments for its students.⁶¹ This includes provision of the required learning support facilities as detailed in the Service Level Agreement for the Learning Resources Centre and associated planning documents.⁶²

35 These plans for facilities are realistic because all resourcing requirements are included in the business planning stages of any new course with resource provision and costing being assessed at validation, which includes external scrutiny of the proposed plans.⁶³ The team was informed how this planning involves a range of teams to ensure that library services, IT, student support staff and academic skills are all sufficiently resourced to support new course delivery⁶⁴ and reviewed annually as part of Annual Course Review.⁶⁵

36 The team's review of particular facilities and learning resources confirms that they provide a high-quality academic experience.⁶⁶ The physical facilities include a new building housing the London City Institute of Technology (LCIoT) jointly owned with Queen Mary University of London⁶⁷ which aims to provide a 'transport technology hub' with specialist facilities to support students on the L4 and L5 Computing and Engineering courses.⁶⁸ The new technical facilities housed within this building are comprehensive and well-planned to meet the needs of students.⁶⁹ Employers regarded these facilities as being of very high quality.⁷⁰

37 Computing facilities such as specialist computer labs, additional laptops and PCs in study areas for students to use are also in place, ensuring that all students can access digital resources.⁷¹ The virtual learning environment 'Evolve' provides bespoke access to a wide range of learning resources, student support services and library information.⁷²

⁶⁰ NCFE Strategic Plan 2022-2027 [001], HE Strategy 2022-27 [002], Learning & Teaching Strategy [014],

⁶¹ Observation of facilities at East Ham Campus [O1], Observation of facilities at London City Institute of Technology [O2]

⁶² Service Level Agreement Learning Resources Centre [089], Aruba-Central-On-Premises [067], Dell PC [068], Dell_QMUL_Storage+Delivery v2 [069], IoT Network Topology [070], LCIOT-BBA-GA [071], NCL - AVD Design v1.1 [072], Network Links Recommendation 251121 v3 [073], Software applications [074], Software List v1 [075], StoneAIO-Pro PDF [076]

⁶³ Validation Procedures [013], Meeting with Quality Staff [M5], Course Development; Review Modification and Closure Process [011], Q17 Course Approval Process (1) [052]

⁶⁴ Evidence of Library Resources [063], Meeting with Senior Staff [M1], Meeting with Support Staff [M2],

⁶⁵ Annual Course Review Handbook [015], Meeting with Quality Staff [M5]

⁶⁶ Observation of facilities at East Ham Campus [O1], Observation of facilities at London City Institute of Technology [O2]

⁶⁷ IoT Capital Grant Signed by DfE 01122021 [027], Observation of facilities at London City Institute of Technology [O2]

⁶⁸ Equipment List City Island [025], GLA and QMUL LCIoT Signed Agreement [026]

⁶⁹ Observation of facilities at London City Institute of Technology [O2]

⁷⁰ Meeting with Employers [M3]

⁷¹ Observation of facilities at East Ham Campus [O1], Observation of facilities at London City Institute of Technology [O2]

⁷² Meeting with Senior Staff [M1], Meeting with Support Staff [M2], Observation of facilities at East Ham Campus [O1]

Students have access to appropriate and sufficient spaces for teaching and learning, and comprehensive access to student support services and library facilities either across campuses or online through their virtual environment.⁷³

38 The processes for ensuring sufficient and appropriate facilities, learning resources and student support are overseen by staff who are appropriately qualified and skilled.⁷⁴ Staff clearly understood their roles and responsibilities in ensuring the delivery of appropriate resources. While the provider currently delivers further education, staff recognised and were able to describe how the needs of higher education students might differ, and how existing resources were prepared to meet the needs of this new group of students.⁷⁵

39 The provider's Access and Participation Statement⁷⁶ and the Service Level Agreement for the provision of additional learning support⁷⁷ outline credible and realistic measures for enabling individual students to have a high-quality academic experience by meeting their pastoral and academic support needs. The staff working in student support and academic skills support are appropriately qualified and skilled,⁷⁸ and those met by the team had a thorough understanding of what was required to support their students to achieve successful academic and professional outcomes.⁷⁹

40 All students will be assigned a personal tutor, who can provide academic guidance and signposting⁸⁰ which they are made aware of through their course handbooks.⁸¹ Personal tutors reported having received training for this role, that they were well supported, were aware of services available within the College to support themselves and their students and were aware of the different needs of HE compared with FE students.⁸²

41 While, at this stage, these facilities cannot be linked demonstrably to delivery of academic or professional outcomes for students since the courses have not started, and student views on them also could not be sought, the plans and facilities already in place should enable students to have a high-quality learning experience. The assessment team therefore concludes 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 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.

⁷³ Meeting with Senior Staff [M1], Meeting with Support Staff [M2], Observation of facilities at East Ham Campus [O1], Observation of facilities at London City Institute of Technology [O2]

⁷⁴ CV Principal and Chief Executive [035], CV Vice Principal of Quality and Student Experience [036], CV Deputy Principal [037], CV Internal Verified Teacher Education [038], CV Teacher Education Course Lead [039], CV Director Quality and Standards (HE) [040], College Librarian and LRC Manager [088], Meeting with Senior Staff [M1], Meeting with Support Staff [M2]

⁷⁵ Meeting with Senior Staff [M1], Meeting with Support Staff [M2], Meeting with Teaching Staff [M4], Meeting with Quality Staff [M5], Observation of facilities at East Ham Campus [O1], Observation of facilities at London City Institute of Technology [O2].

⁷⁶ Access and Participation Statement [016]

⁷⁷ Additional Learning Support - Service Level Agreement [066]

⁷⁸ College Librarian and LRC Manager [088], Study Skills Band JD [091]

⁷⁹ Meeting with Support Staff [M2], Meeting with Teaching Staff [M4], Meeting with Quality Staff [M5]

⁸⁰ Personal Tutoring Policy [017]

⁸¹ Course Handbook model IT [057], DET Course Handbook revised 2022- 2023 [081], Lecturer Band 4 JD [087]

⁸² Meeting with Teaching Staff [M4]

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:

43 The College has credible and evidence-based plans for engaging students individually and collectively in the quality of their student experience. The first priority of the College's Higher Education Strategy is the student experience,⁸³ which is articulated further in their Student Engagement Procedure.⁸⁴ The strategies in place form a clear approach, and provide credible evidence of how the College plans to consider students' views across the development of their courses, policies and procedures.⁸⁵

44 The College has robust and credible plans to form a student representation system, with student representatives as members of the Higher Education Steering Board (HESB), the Academic Development and Quality (AD&Q) Committee and the Student Education Sub-Committee as well as course boards.⁸⁶ A higher education student governor is also planned to be appointed as a member of the Board of Corporation.⁸⁷ Students will be involved in annual course review, and in the design and approval of new course proposals.⁸⁸

45 Student representatives will receive training for their role, which will be provided by Student Support Services.⁸⁹ They will be expected to bring student views to course boards three to four times per year which then feed into the Student Education Sub-Committee.⁹⁰ There is expected to be at least one representative per year of each course.⁹¹ Integration of higher education students into the 'Student Parliament' which already serves the College's existing students is also planned as a means to provide representation, independent advice and support for students.⁹²

46 Academic and professional staff were aware of their role in engaging students in the quality of their educational experience. The teaching staff could thoroughly describe how the student voice influences their teaching practice and the support staff articulated how they engaged with students individually and collectively in identifying learning and resource needs. For example, the library staff provide both generic and bespoke training sessions in response to student feedback.⁹³

47 The College has a clear and effective approach to engaging students. To collect views from the wider student population the College plans to use student surveys.⁹⁴ Planned surveys include mid-module and end-of-module feedback, and an annual end-of-year survey, which are all already being used for the College's further education provision and so

⁸³ HE Strategy 2022-27 [002]

⁸⁴ Student Engagement Procedure [030]

⁸⁵ Student Engagement Procedure [030], Student Planning Computing Digital Dept [077], Student Planning Computing Digital Dept [078], Student Planning Computing Digital Dept [079], Course Rep Handbook for HE Students 2022_23 (1) [080], Summary of Student Feedback on Computing HND Planning [085]

⁸⁶ Board and Committee Structure [003], Student Engagement Procedure [030], Terms of Reference - HE Oversight Board [060], Terms of Reference - Curriculum and Quality Committee [061], Meeting with Senior Staff [M1], Meeting with Quality Staff [M5]

⁸⁷ Meeting with Senior Staff [M1]

⁸⁸ Annual Course Review Handbook [015], Course Development; Review Modification and Closure Process [011]

⁸⁹ Meeting with Senior Staff [M1]

⁹⁰ Course Rep Handbook for HE Students 2022_23 (1) [083], 4.041 QSR QAAO Request to provider for additional evidence TPM [092], Meeting with Quality Staff [M5]

⁹¹ Course Rep Handbook for HE Students 2022_23 (1) [083]

⁹² Meeting with Senior Staff [M1], Meeting with Quality Staff [M5]

⁹³ Meeting with Senior Staff [M1], Meeting with Support Staff [M2], Meeting with Teaching Staff [M4]

⁹⁴ Provider Submission [000], Meeting with Senior Staff [M1], Meeting with Support Staff [M2]

are ready to be rolled out to new courses.⁹⁵ The College intends to feed back to students through 'You Said We Did' campaigns, the minutes of course boards, course discussions and through publication on the virtual learning environment.⁹⁶

48 The College has clear, credible and evidence-based plans for engaging students in the quality of their educational experience. In some areas, such as student representation, these plans reflect extension of existing provision and so can be considered robust and ready to be put into place on the arrival of a higher education student cohort. However, at the time of the review, the College had yet to run its HE programmes and so the team was unable to solicit student views regarding the efficacy of the student voice or see examples of actions taken in response to student feedback.

49 The assessment team reviewed the College's plans to actively engage students, individually and collectively, in the quality of their educational experience. These plans include student representation at key committees, including the Board of the Corporation and the Higher Education Steering Board. There will be opportunities for students to provide feedback via regular targeted surveys. The plans to elect student representatives who can provide clear direct feedback via the course boards will further support student engagement in quality assurance and enhancement. 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:

50 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.

⁹⁵ Meeting with Senior Staff [M1], Meeting with Teaching Staff [M4], Meeting with Quality Staff [M5]

⁹⁶ Provider Submission [000], Meeting with Senior Staff [M1], Meeting with Teaching Staff [M4], Meeting with Quality Staff [M5]

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:

51 The College has plans to support students to achieve successful academic and professional outcomes which are comprehensive, robust and credible.⁹⁷ Staff who were involved in supporting students' academic and professional achievement and ensuring the best possible outcomes for their students⁹⁸ clearly articulated the objective of delivering academic programmes that are of high economic value and which target the local employment markets.⁹⁹ This objective was endorsed by employers who contribute pro-actively in the design and support of the academic programmes.¹⁰⁰

52 The College offers a range of support services¹⁰¹ which demonstrates that the staff take a proactive role in identifying need as well as inviting students to self-refer to the Student Support Services.¹⁰² Courses are planned and approved through the College's validation procedure which interrogates the rationale for development, appropriateness of content, academic standards, student experience, student engagement and graduate outcomes, in addition to the identification and support for individual needs.¹⁰³

53 The College, through its Teaching and Learning Strategy,¹⁰⁴ plans to deliver relevant courses which deliver highly employable graduates, who demonstrate economically valuable graduate skills and the attributes of autonomy, criticality, creativity and resilience.¹⁰⁵ Employer partners are engaged with the College to develop new courses that meet the needs of the local and wider employment market, promote high-level skill development, and will lead to positive employment outcomes.¹⁰⁶

54 Assessment Guidance for Staff¹⁰⁷ sets out the expectations and standardised minimum expectations relating to assessment practice. The guidance details the College's plan for providing students with comprehensive, helpful, and timely feedback with a view to enabling students to improve their performance in assessment. In addition, it articulates the expectation that courses have 'built-in' opportunities for formative feedback throughout teaching schedules and that this should be considered during the development of a course.¹⁰⁸

55 The College's approach to student support facilitates successful academic and professional outcomes. The process for personal tutoring is comprehensive as articulated through the Personal Tutoring Policy¹⁰⁹ which states that the College will develop a timetable for meetings between students and personal tutors. Staff are trained to perform the role of the personal tutor to work with students to set goals, assess progress, provide pastoral

⁹⁷ Academic Regulations [004], Assessment Guidance for Staff [005], Mitigating Circumstances Policy [006], Learning & Teaching Strategy [014], Personal Tutoring Policy [017]

⁹⁸ Meeting with Support Staff [M2], Meeting with Teaching Staff [M4]

⁹⁹ Meeting with Senior Staff [M1]

¹⁰⁰ Meeting with Employers [M3]

¹⁰¹ Observation of facilities at East Ham Campus [O1]

¹⁰² Meeting with Support Staff [M2]

¹⁰³ Validation Procedures [013], Meeting with Quality Staff [M5]

¹⁰⁴ Learning & Teaching Strategy [014]

¹⁰⁵ Learning & Teaching Strategy [014], Meeting with Quality Staff [M5]

¹⁰⁶ Meeting with Employers [M3]

¹⁰⁷ Assessment Guidance for Staff [005]

¹⁰⁸ Assessment Guidance for Staff [005], Meeting with Quality Staff [M5]

¹⁰⁹ Personal Tutoring Policy [017]

support, and signpost students to the support on offer through the College's Student Support Service.¹¹⁰

56 The Access and Participation Statement¹¹¹ commits to providing an Academic Resources (Study Skills Hub) page of the VLE, supporting the transition to studying higher education, as well as study skills which are relevant to study at Levels 4 and 5. Also the College commits to providing access to a Study Skills Manager/Coordinator to provide formative feedback on study skills. In addition, the Assessment Guidance for Staff¹¹² articulates that where unmet learning need becomes apparent through the marking of students' work tutors will seek advice and work with the students to seek additional support. Approaches to gathering and responding to feedback are well reasoned, with strong links to assessment criteria to ensure that feedback is comprehensive, timely and helpful.¹¹³

57 The College has robust plans and associated policies in place to ensure students are supported to achieve their best outcomes,¹¹⁴ and academic and support staff understand their role in supporting student achievement.¹¹⁵ The Barts Joint Services Agreement and LCIoT Business Plan are designed to support staff development and enable students to achieve economically valuable qualifications which will meet local need and lead to valuable and sustainable employment.¹¹⁶

58 As the College is not yet at the stage of delivering its higher education programmes, the team could not review a sample of student assessed work to assess the feedback provided. Similarly, as no students have yet been recruited their views regarding the support provided could not be solicited.

59 The team concluded that the College's plans to support students to achieve successful academic and professional outcomes are robust and credible in that there is a clear focus on delivering high-quality programmes with a focus on developing the skills and attributes needed by the local employment market and which are endorsed by local employers. The team also considered that the College's policies regarding academic and pastoral support, which are well understood by academic and support staff, would facilitate successful academic and professional outcomes. Therefore, the assessment team concludes 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 assessment team has a high degree of confidence in this judgement.

¹¹⁰ Meeting with Teaching Staff [M4]

¹¹¹ Access and Participation Statement [016]

¹¹² Assessment Guidance for Staff [005]

¹¹³ Meeting with Support Staff [M2]

¹¹⁴ Academic Regulations [004], Assessment Guidance for Staff [005], Mitigating Circumstances Policy [006], Academic Misconduct HE [007], Appeals Process [008], Recognition of Prior Learning Process [010], Learning & Teaching Strategy [014], Personal Tutoring Policy [017]

¹¹⁵ Meeting with Support Staff [M2], Meeting with Teaching Staff [M4]

¹¹⁶ Barts Joint Services Agreement signed [029], LCIoT Business Plan Excerpt [021], Meeting with Senior Staff [M1]

Annex 1

Evidence List

Initial submission 27 October 2022

000	Provider Submission
000	Summary of Evidence
001	NCFE Strategic Plan 2022-2027
002	HE Strategy 2022-27
003	Board and Committee Structure
004	Academic Regulations
005	Assessment Guidance for Staff
006	Mitigating Circumstances Policy
007	Academic Misconduct HE
008	Appeals Process
009	Assessment Board ToR and Membership
010	Recognition of Prior Learning Process
011	Course Development; Review Modification and Closure Process.
012	Pearson - Qualification Approval
013	Validation Procedures
014	Learning & Teaching Strategy
015	Annual Course Review Handbook
016	Access and Participation Statement
017	Personal Tutoring Policy
018	CV Course Lead Level 4 Diploma in Advanced Beauty Therapy Techniques
019	CV Director of Curriculum LCIoT
020	Job Description Head of School Construction and Engineering
021	LCIoT Business Plan Excerpt
022	Job Description Lecturer
023	Job Description Curriculum Team Leader
024	Job Description Construction Technician
025	Equipment List City Island
026	GLA and QMUL LCIoT Signed Agreement
027	IoT Capital Grant Signed by DfE 01122021
028	Attendance and Engagement Policy
029	Barts Joint Services Agreement signed
030	Student Engagement Procedure
031	Course Board Terms of Reference and Membership
032	Annual Course Board Agenda Schedule of Business
033	Annual Course Review Template
034	Teaching and Learning Coaches
035	CV Principal and Chief Executive
036	CV Vice Principal of Quality and Student Experience
037	CV Deputy Principal
038	CV Internal Verified Teacher Education
039	CV Teacher Education Course Lead
040	CV Director Quality and Standards (HE)
041	Student Communication and Publishing Policy
042	Communities of Practice

043 Responsibilities Checklist

Additional evidence 24 November 2022

044 Probation Policy - All staff.Sept 2022
045 Performance Appraisal Policy
046 Workforce Development and CPD Policy 2021.23 Final
047 CPD Plan Oct 2021 to Oct 2022
048 CPD compendium 2021-22 (3)
049 Staff Conference Newsletter Feb 22
050 CPD Record MB
051 CPD Record J G
052 Q17 Course Approval Process (1)
053 Digital Course Approval
054 Digital Curriculum Plan 2022-23
055 Curriculum Planning - timeline
056 DIGITAL Curriculum Planning 202223 (1)
057 Course Handbook model IT
058 Item 09 - 16_18 curriculum plan_ C+Q paper_final
059
060 Terms of Reference - HE Oversight Board
061 Terms of Reference - Curriculum and Quality Committee
062 Standing Orders for the Corporation
063 Evidence of Library Resources
064 External Examiners Report August 2019
065 External Examiner Report - Beauty Therapy June 2022 (1)
066 Additional Learning Support - Service Level Agreement
067 Aruba-Central-On-Premises
068 Dell PC
069 Dell_ QMUL_Storage+Delivery v2
070 IoT Network Topology
071 LCIOT-BBA-GA
072 NCL - AVD Design v1.1
073 Network Links Recommendation 251121 v3
074 Software applications
075 Software List v1
076 StoneAIO-Pro PDF
077 Student Planning Computing Digital Dept
078 Student Planning Computing Digital Dept
079 Student Planning Computing Digital Dept
080 Course Rep Handbook for HE Students 2022_23 (1)
081 DET Course Handbook revised 2022- 2023
082 Recruitment Selection & Onboarding Policy (1)
083 Course Rep Handbook for HE Students 2022_23 (1)
084 L4 B Course Handbook
085 Summary of Student Feedback on Computing HND Planning.

Additional evidence 16 December 2022

086 3.063 QSR QAAO request to provider for additional evidence DBA (1)
087 Lecturer Band 4 JD

- 088 College Librarian and LRC Manager
Service Level Agreement Learning
- 089 Resources Centre
- 090 LRC Workshops 2022 23
- 091 Study Skills Band JD

Additional evidence 10 January 2023

- 092 4.041 QSR QAAO Request to provider for additional evidence TPM
- 093 HNC-HND Engineering (Gen Eng) Course Specification[6645]
- 094 HNC-HND Engineering (Gen Eng) Course Handbook[6645]
- 095 Agenda Template (1)
- 096 HNC Unit 3 Assignment 1 Brief[6631]
- 097 HNC Unit 3 Assignment 2 Brief[6632]
- 098 HNC Unit 3 Assignment 2a Data Sheet[6633].
- 099 HNC Unit 3 Assignment 3.
- 100 HNC Unit 3 Assignment 4 Brief[6635]
- 101 HNC Unit 3 Engineering Science Unit Handbook[6636].
- 102 HNC Unit 52 Assignment 1 Brief[6641]
- 103 HND Unit 52 Assignment 2 Brief
- 104 HNC Unit 52 Assignment 3 Brief[6643]
- 105 HND Unit 52 Assignment 4
- 106 Agenda and minutes DET Course Board Term 1
- 107 Draft Minutes HE Steering Board 14122022
- 108 ADQ Draft Minutes 06122022

- M1 Meeting with Senior Staff
- M2 Meeting with Support Staff
- M3 Meeting with Employers
- M4 Meeting with Teaching Staff
- M5 Meeting with Quality Staff
- O1 Observation of facilities at East Ham Campus
- O2 Observation of facilities at London City Institute of Technology

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