



Designated Quality Body
in England

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

Caspian School of Academics



Review Report

December 2022

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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	Low
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 on 30 November and 1 December 2022 for Caspian School of Academics.

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: Mrs Lesley Smith
Institution: University of London
Role in assessment team: Institutional assessor

Name: Mr David Wooff
Institution: BPP University Ltd
Role in assessment team: Institutional and Subject assessor

Name: Dr Harry Williams
Institution: Recent PhD graduate, Keele University and Postdoctoral Researcher
Role in assessment team: Student assessor

The QAA officer for the assessment was: Dr Roshani Swift

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 Caspian School of Academics

Caspian School of Academics (hereafter the School) is an independent sector provider based in Ilford, Essex, which opened in 2020 as a provider of further education and short courses. The School aspires to deliver higher education provision with effect from April 2023, and plans to begin with a single course as follows:

- **Diploma in Education and Training (DET), City and Guilds, Level 5.**

The plans are to recruit an initial cohort of 50 students.

The School is owned by a sole proprietor, who is a member of the Board of Governance. This Board also includes independent external members, and an independent Chair, together with the School Principal, and is responsible for academic leadership and oversight.

Board members (internal and external) have significant control and Companies House records state that they exercise ultimate control over the provider. The Board of Governance is supported by nine sub-committees, including an Academic Board, an Assessment Board and a Student Committee.

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 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. In this assessment, as the School is an 'in prospect' provider, there was no evidence for which sampling was available.

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 School has clear and comprehensive academic regulations and frameworks¹ to support the setting and maintenance of academic standards at the relevant threshold levels as set by the awarding organisation (City and Guilds). 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. The detailed Quality Assurance Handbook² sets out the programme of study, annual and termly quality cycle, procedures for management of standards for the award, academic credit arrangements and assessment, how external examiner protocols will operate and identifies key processes and roles for overseeing and assuring the maintenance of these standards. The Guide to Assessment and Internal Verification³ has further guidance on assessment preparation and internal verification, and confirms that the assessment processes will meet the quality assurance requirements of the awarding organisation. The Learning and Teaching Policy⁴ assessment mechanisms will ensure that academic standards and learning outcomes of programmes are achieved as planned. Clear mechanisms are also in place within the School's Academic Governance and Academic Standards Management⁵ arrangements, which confirm the responsibility of the Academic Board for safeguarding the maintenance of academic standards set by the awarding organisation.

2 Senior staff,⁷ along with teaching and support staff,⁸ understand and apply the School's planned approach to setting and maintaining standards. Senior staff explained how academic governance arrangements and the underpinning deliberative committee structures⁶ have been developed to maintain effective oversight of academic standards and quality. They further confirmed that policies and procedures have been developed to ensure that threshold standards set by the awarding organisation will be maintained in line with sector-recognised standards.⁷ The Guidance for Assessment and Internal Verification document³ was identified as a useful reference point for this.⁸

3 Plans for maintaining threshold standards are robust and credible and fully understood by staff. These include the establishment of assessment boards which will report to the Academic Board on all matters relating to outcomes of the School's programme. It will consider these outcomes and will meet at the end of each term and additionally at the end of each academic year.⁹ The Academic Board will have the responsibility to review and oversee the effectiveness of the assessment processes, receive awarding organisation reports and ensure that any actions identified are completed as required by the awarding organisation. External examiner reports will be considered at the Academic Board and any

¹ 010 Policies and Procedures Framework

² 015 Quality Handbook

³ 012 Guide to assessment and internal verification

⁴ 028 Learning Teaching and Assessment Policy

⁵ 011 Academic Governance and Academic Standards Management Policy

⁶ 035 Organogram

⁷ M01 Meeting with senior staff

⁸ M02 Meeting with academic and professional staff

⁹ 004 Deliberative Structure and Committee Terms of Reference

actions are required to be developed and monitored by Programme Leaders and the Principal.¹⁰

4 The threshold standards described in definitive course documentation are consistent with relevant national qualification frameworks. The programme definitive document¹¹ for the DET award details the volume of study and credit values and relevant learning outcomes expected at the relevant FHEQ level in line with the threshold standards within the sector-recognised standards of the OfS's regulatory framework. It also clearly directs students to understand the threshold levels that they are required to achieve within assessment tasks to meet the requirements for the award.

5 As the School 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.

6 The assessment team considers that, based on the evidence scrutinised, the standards that will be achieved by the School'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 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:

7 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.

¹⁰ 007 External Examiner Protocols Procedure

¹¹ 014 DET Programme Handbook

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:

8 The School's plans for setting and maintaining comparable standards are robust and credible. Standards are set by the awarding organisation, and for the Diploma in Education and Training (DET) programme the standard to be achieved for the award is set at threshold level, which is a Pass level as explained within the definitive Programme Handbook,¹² with no further regulations on performance beyond this level.

9 Staff understand and apply the School's approach to setting and maintaining standards. The academic staff who met the assessment team¹³ confirmed their intention that feedback to students will enable them to understand the level to which they can exceed threshold levels to provide them with an insight into the strength of their performance, in line with the goals within the School's Learning, Teaching and Assessment Policy¹⁴ to provide supporting feedback to help students to develop further and improve their performance.

10 As the School 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.

11 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:

12 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.

¹² 014 DET Programme Handbook

¹³ M02 Meeting with academic and professional staff

¹⁴ 028 Teaching Learning and Assessment Strategy

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:

13 All staff from the School understand their responsibilities for academic standards. The Provider Submission¹⁵ and the Strategic Plan¹⁶ highlight that the School has achieved awarding body centre approval from City & Guilds, the awarding organisation, to deliver the Level 5 Diploma in Education and Training. The Provider Checklist¹⁷ outlines the roles and responsibilities for ensuring academic standards are maintained throughout planning, delivery, assessment and external validation phases of the programme. These roles and responsibilities are understood by the senior management team¹⁸ and the academic team, who referred to the roles and function they have in ensuring academic standards are upheld. The Deliberative Structure and Committee terms of reference document¹⁹ outlines that ongoing oversight and review of partnerships and regulatory frameworks will take place by the Senior Management Team on a bi-monthly basis.

14 The School has robust and credible plans to secure standards in provision delivered in partnership. The External Examiner Protocols²⁰ outline the planned aims and objectives of external examiner visits, and the Guide to Assessment and Internal Verification²¹ outlines the methodology used to determine the size of the sample the examiners will be required to review. Guidance on sharing external examiner reports with students and stakeholders outlines the process the School follows to share the reports with students giving due consideration to GDPR and confidentiality priorities.²² These plans for securing standards in provision delivered in partnership are robust and credible.

15 The School has clear and comprehensive policies for the management of partnerships with other organisations to ensure that the standards of its awards are credible and secure. The Quality Handbook²³ outlines that the School has developed these quality assurance mechanisms to work collaboratively with those of their partners to uphold academic standards. The plans for maintaining threshold standards²⁴ identify that the School uses the quality assurance requirements of their partner awarding bodies to maintain academic standards. Senior staff confirmed that the established deliberative structure will enable the consistent monitoring of partnerships and consideration of the impact of the relationships.¹⁸ There are clear and comprehensive regulations and policies for the management of partnerships with other organisations to ensure the standards of its awards are credible and secure.

16 The partnership agreements with the awarding organisation are clear and comprehensive, up-to-date and reflect the School's policies for the management of partnerships. In addition, the School has the full support of established local placement

¹⁵ 000 Self Evaluation Document

¹⁶ 001 Strategic Plan

¹⁷ 002 Provider Checklist

¹⁸ M01 Meeting with senior staff

¹⁹ 004 Deliberative Structure and Terms of Reference

²⁰ 007 External Examiner Protocols

²¹ 012 Guide to Assessment and Internal Verification

²² 097 Guidance on sharing external examiner reports with students

²³ 015 Quality Handbook

²⁴ 076 Plans for maintaining threshold standards

providers who confirmed that they had experience of working with students studying the Level 5 Diploma in Education and Training and that partnership agreements with the School are being developed to be in place before the programme commences.²⁵ The School has a clear and comprehensive understanding of its responsibilities in working with the awarding organisation for the Level 5 Diploma in Education and Training as outlined in the Provider Checklist,²⁶ and this was further articulated during the senior staff meeting.²⁷ The plans for standard partnership agreements are clear and comprehensive, and reflect the School's regulations and policies for the management of partnerships.

17 As the School 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.

18 The School has established policies and processes to work in collaboration with the awarding organisation to support delivery of a high-quality learning experience. Prospective partners who will work in collaboration with the School to facilitate placements as part of Level 5 Diploma in Education and Training have expertise in such partnerships and fully understand what is expected of them. Staff fully understand and are committed to ensuring that partnership arrangements work effectively to ensure that the standards of the award are met. Therefore, as the School's partnership agreements with its awarding organisation and placement providers will credibly and securely ensure that the standards of its award are maintained, this Core practice is met.

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

19 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 staff. Therefore, the assessment team has a high degree of confidence in this judgement.

²⁵ M04 Meeting with placement providers

²⁶ 002 Provider checklist

²⁷ M01 Meeting with senior staff

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:

20 Plans for using external expertise in both setting and maintaining academic standards and assessment and classification are robust and credible. The School's plans for engaging with external examiners and verifiers²⁸ are clear in relation to an external examiner visit, and the External Assessment Procedure²⁹ provides an overview of the approach the School plans to adopt upon receipt of an external examiner report.

21 The School has clear and comprehensive policies describing its requirements for using external expertise in setting and maintaining academic standards, because its External Examiner Protocols³⁰ identify that external examiner reports are considered at programme level, and then by the Principal. Senior staff confirmed³¹ that the external examiner will be a member of the assessment board and has the opportunity to raise any matters around academic standards and outcomes at the Board. The School will also continue to benefit from the expertise of the current external quality consultant who will take up a position as an external expert on the School's Board of Governors in April 2023 and who has experience of working within the sector and as assessor and verifier for an awarding organisation.³²

22 The School has clear and comprehensive policies for assessment and classification and these processes are reliable, fair and transparent. While the School follows the awarding organisation guidance on course content, assessment and classification rules located at a pass level for the award, the School's Learning Teaching and Assessment procedures³³ are detailed and robust because they meet the assessment requirements of the award.

23 Staff understand the requirements for the use of external expertise and the School's assessment and classification processes. Although the School follows the awarding organisation's requirements, the School's Learning Teaching and Assessment Policy³⁴ outlines that it is the responsibility of individual subject lecturers to design individual lesson plans. Academic and professional support staff confirmed that, while working towards the same learning outcomes, this approach allowed individual lecturers to adapt delivery to target the particular priorities of individual student groups.³⁵ The existing plans for external experts to provide independent and impartial comment and input into course design, its management, monitoring, evaluation, and review are credible and in line with the School's procedures. Further, all staff appointed to date have experience in delivering higher education at other comparable providers, and use that external expertise to inform the School's curriculum.

24 Records of course approval and review confirm that external expertise is used according to the School's regulations. The current programme has been developed and designed by the awarding organisation according to its own arrangements. However, the School has produced an Approval of New Programmes procedure³⁶ which underpins this,

²⁸ 042 Plans for engaging with external examiners

²⁹ 019 External Assessment Procedure

³⁰ 007 External Examiner Protocols

³¹ M01 Meeting with senior staff

³² M03 Meeting with Independent Consultant

³³ 067 Learning, Teaching and Assessment procedures

³⁴ 028 Learning, Teaching and Assessment Policy

³⁵ 002 Meeting with academic and professional staff

³⁶ 017 Approval of New Programmes procedure

and confirms the requirement for externality in the form of an awarding body or awarding organisation.

25 As the School 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 therefore no assessed student work was available for the team to review.

26 The School and all staff understand the importance of the need to use external expertise to provide independent oversight of the maintenance of academic standards, and its processes and protocols for this external engagement are comprehensive. Additionally, the School has developed processes to support students in areas including the sharing of external feedback and commentary on the quality of their study programme. Fair and reliable processes are also in place to support students on assessment and classification in relation to the DET award. 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:

27 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 staff. Therefore, the assessment team has a high degree of confidence in this judgement.

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:

28 The School plans are intended to deliver a clear policy for the recruitment of students which is reliable fair and inclusive. This is because strategy for the period 2022-25³⁷ identifies that the School's policy is to provide fair and inclusive widening participation for students. It includes an evidence-backed analysis of demand and demographic pressures which has identified that there is a shortage of teachers and an increase in pupil numbers. The research undertaken by the School provides reliability that its policy will be effective, in that it identifies a clear need in its catchment area for the Diploma in Education and Training (DET) qualification.³⁷

29 The School's plans for ensuring that admissions systems are reliable, fair and inclusive are robust and credible. The processes for recruitment and admission of students are outlined in the Admission, Recruitment and Widening Access Policy³⁸ which is supported by the Student Recruitment and Enrolment³⁹ operational procedure. This procedure outlines that the responsibility for oversight of the recruitment and admissions of students lies with the Principal and Senior Management Team but is in practice operationalised by the School's Admissions Officer, Student Welfare Officer and Learning Support Team. It is robust and credible because it includes all activities associated with the admission of students, including promoting and marketing; setting admissions criteria which comply with the City and Guilds entry criteria; selecting and interviewing applicants; making offers; undertaking enrolment; and the induction and orientation of new students.³⁹

30 The admissions requirements are set out in the above procedure³⁸ and are consistent with the School's policy. They provide for a points-based system across a number of criteria. Aspects of these were raised during meetings with Senior Management,⁴⁰ and further iterations and clarifications were offered by the School in response. However, the document is still at a very developmental stage and has not been formally approved through the School's deliberative structures.

31 Information for potential applicants will be transparent, accessible and fit-for-purpose, and will primarily be issued via the School's website.^{41, 42, 43, 44} The website pages available to date were transparent and accessible, but did not yet extend fully to information on the offer criteria and Disclosure Barring Services (DBS) requirements.⁴⁵ This was acknowledged by the School as being at a developmental stage and an area for improvement before recruitment commences. The School's policies and procedures are available to staff and to students via the School's intranet, but are not currently publicly available via the School's website, although there are plans to address this before enrolment commences.

³⁷ 002 Strategy

³⁸ 009 Admissions, Recruitment and Widening Access Policy

³⁹ 043 Student recruitment and enrolment procedure original version

⁴⁰ M01 Meeting with senior staff

⁴¹ 024 Information Marketing and Promotion Policy

⁴² 045 Information Marketing and Promotion Procedures

⁴³ 046 Recruitment and Marketing Plan

⁴⁴ 047 School Prospectus

⁴⁵ Website VLE Demonstration

32 Staff involved in admissions⁴⁶ understand their role and are appropriately skilled and trained. Professional support staff involved with the admissions system, including the Admissions Officer, Student Welfare Officer, and representatives of the Learning Support Team have been appropriately appointed, evidenced through a sample of CVs⁴⁷ and job descriptions⁴⁸ which substantiated their skills and training.

33 The School does not plan to work with recruitment agents or other third parties in relation to student recruitment.⁴⁹ As the School does not yet deliver any higher education, the team was not able to review any admissions records, nor to seek the views of students.

34 The School has robust and evidence-based plans for the admission of students, and has put in place written procedures which at this stage of development have the potential to provide a reliable, fair and inclusive admissions system. Staff job descriptions and CVs evidence that staff are in place to administer the system who are appropriately skilled and trained, and information for applicants is substantially developed via the website. Taking the evidence holistically, the assessment team's professional judgement is that, on balance, the Core practice is met.

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

35 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 has reviewed were in place, and admissions staff were appropriately qualified and experienced. However, the iterative changes during the visit to the key student recruitment and enrolment procedure, together with the incompleteness at the time of the visit of the applicant-facing admissions information, mean that the team cannot form a reliable assessment of their credibility or robustness. Therefore, the assessment team has a low degree of confidence in this judgement.

⁴⁶ M02 Meeting with academic and professional staff

⁴⁷ 058 CVs

⁴⁸ 057 Job descriptions

⁴⁹ 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:

36 The School has robust and credible plans for designing and delivering high-quality courses. The planned Diploma in Education and Training (DET) programme to be delivered by the School has been approved through the awarding organisation's accreditation processes as part of the Regulated Qualifications Framework (RQF) regulations as highlighted within the School's Strategic Plan.⁵⁰ The School's DET programme is set at the appropriate level in the Qualifications and Credit Framework (QCF)/Regulated Qualifications Framework (RQF) by the awarding organisation, and aligns fully to the FHEQ levels in line with the OfS sector-recognised standards.

37 The School 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 the awarding organisation and accredited to the appropriate level of the QCF/RQF. Documentation showing the future planning shows teaching will coherently address the requirements of the awarding organisation.⁵⁰

38 The School has detailed policies and processes that support all aspects of design and delivery of high-quality courses, and the Quality Handbook confirms that the School plans to provide 'the best learning experiences' for students relating to learning, teaching and assessment. The detailed DET Assessment Plan⁵¹ incorporates important coherent information on assessment titles, learning outcomes and assessment schedules. Examples of lesson plans, schemes of work, programme timetables and assessment briefs⁵² further confirm this coherence. The School's regulations, policies and approaches will enable it to design the delivery of a high-quality programme.

39 Staff⁵³ fully understand what they need to do to enable the design and delivery of high-quality provision. They were able to articulate what high quality means in the context of the School, and provide examples in terms of both the quality of their delivery and detailed and targeted assessment and feedback approaches.

40 Approved course documentation, including the Programme Handbook,⁵⁴ Learning Teaching and Assessment Policy,⁵⁵ The Unit Assignment Briefs,⁵⁶ Lesson Plans, Schemes of Work and Timetables, and the Unit Handbook⁵⁷ collectively indicate that the teaching, learning and assessment design enables students to meet and demonstrate the intended learning outcomes. Additionally, documentation on the School's future plans for working with the awarding organisation,⁵⁸ its DET Assessment Plan⁵¹ and its guide to assessment and internal verification⁵⁹ demonstrate how the School will enable students to experience a high-quality academic experience.

41 As the School 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

⁵⁰ 001 Strategic Plan

⁵¹ 053 DET Assessment Plan

⁵² 077 Lesson plans

⁵³ M02 Meeting with academic and professional staff

⁵⁴ 014 Programme Handbook

⁵⁵ 028 Learning, Teaching and Assessment Policy

⁵⁶ 031 Unit Assessment Briefs

⁵⁷ 095a Unit Handbook

⁵⁸ 050 Plans for working with the awarding organisation

⁵⁹ 012 Guide to Assessment and internal verification

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.

42 The School's proposed programme structure and its plans to deliver the programme will support the delivery of a high-quality course. 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. 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:

43 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:

44 The School has robust and credible plans for the recruitment, appointment, induction and support of sufficient appropriately qualified and skilled staff. The staffing overview⁶⁰ and staff CVs⁶¹ outline the different expertise that staff hold, both in terms of academic achievements and professional experience and demonstrate what they bring to their assessment support roles. Senior, academic and professional teaching staff demonstrated a clear understanding of their roles and responsibilities. Senior staff⁶² were able to confirm the expertise of the management teams and that the existing External Quality Consultant will be joining the Board of Governors to offer external oversight and guidance.

45 The School's policies for the recruitment, induction and support for staff provide for a sufficient number of appropriately qualified and skilled staff. In particular, the Human Resources Policy⁶³ describes a systematic procedure that is fair and transparent, and in line with School policies on equality and diversity. It details the selection process, the need for job descriptions and person specifications to make sure that all new staff have relevant qualifications as required both by the awarding organisation and by the School's own policies and procedures. These policies provide for the recruitment of a sufficient number of appropriately qualified and skilled staff.

46 Staff have been recruited, appointed, inducted and supported according to the School's regulations or policies.⁶⁴ The School has a small team of specialist professional and experienced teaching staff with the requisite qualifications and appropriate teaching experience and knowledge to deliver the provision to a high standard. This approach is demonstrated within the job descriptions,⁶⁵ staff CVs for full-time and flexible part-time staff⁶¹ and the staffing overview.⁶⁰ Teaching teams will also be drawn from a pool of flexible part-time staff which allows the School to call upon their services as appropriate. Permanent and flexible part-time academic staff confirmed their expertise and were able to explain how they planned to be engaged with the programme when it commences in line with the School's human resources policies.⁶³

47 There are sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience. Staff CVs confirm that the School has sufficient academic and professional staff who have wide ranging experience in engaging in higher education delivery and that they will be able to deliver a high-quality academic experience for the students on the programme.

48 As the School 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.

49 The School has credible, robust and evidence-based plans for ensuring that there are sufficient appropriately qualified and skilled staff to deliver a high-quality learning

⁶⁰ 059 Staffing Overview

⁶¹ 058 Staff CVs

⁶² M01 Senior staff meeting

⁶³ 030 Human Resources Policy

⁶⁴ M02 Meeting with administrative and professional support staff

⁶⁵ 057 Job descriptions

experience. The roles and posts within the School are sufficient to deliver a high-quality learning experience. The School'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:

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 senior, academic and professional staff. Therefore, the assessment team has a high 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:

51 The assessment team's review of particular facilities and learning resources confirms that they provide a high-quality academic experience.⁶⁶ The School has three classrooms to facilitate two separate cohorts of 25 students, and these will be organised to ensure that there are sufficient physical resources to accommodate their teaching and learning. Classrooms are equipped with seating layouts that allow rooms to be adapted to accommodate different pedagogical approaches. The students will also be supported with opportunities to access quiet spaces for personal study, alongside having access to classrooms when they are not being used. The learning resource centre supports students by providing a library and a suite of laptop computers, with a further bank of computers which can be loaned to students when necessary. The review of facilities and virtual learning environment (VLE) confirms that effective resourcing is already in place.⁶⁶

52 Staff⁶⁷ understand their roles and responsibilities and those of the Academic Board and the Board of Governors in ensuring effective oversight of the sufficiency of resources. The School's Learning Resource Provision Document⁶⁸ outlines its strategy and commitment to developing resources and states that annual monitoring, review and evaluation of resourcing is the responsibility of the Head of Quality. Unit and Programme Leaders also know it is their responsibility to ensure the sufficiency of relevant resources and to alert the Head of Quality if other resources are required.

53 The School's strategic plans⁶⁹ for facilities, learning resources and student support services are credible, realistic and demonstrably linked to the delivery of successful academic and professional outcomes for students. The School plans that all students will receive effective support, appropriate to their individual needs, to enable them to benefit fully from their experience at the School, and these are outlined in its Student Support and Engagement policy.⁷⁰ These plans are further articulated in the Student Engagement and Student Committee document.⁷¹ The Strategic Plan⁶⁹ also includes an objective to further develop appropriate IT resources to facilitate online learning by the end of 2024. The School's VLE⁶⁶ currently operates primarily as an electronic repository, housing handbooks and student-facing policy documents. The School's VLE has materials to support each teaching session that will be uploaded in advance of them being delivered, with lecturers able to add additional content developed during the session. Staff⁷² highlighted future development plans for the VLE, which included use of discussion boards to facilitate peer-to-peer support and lines of communication between students and staff.⁷³

54 The School intends that all students receive effective support, appropriate to their individual needs, to enable them to benefit fully from their experience at the School, and these are outlined in its Student Support and Engagement policy.⁷⁰ These plans are further

⁶⁶ Observation of facilities and VLE

⁶⁷ M02 Meeting with academic and professional support staff

⁶⁸ 091 Learning Resources Provision

⁶⁹ 001 Strategic Plan

⁷⁰ 027 Student Support and Engagement Policy

⁷¹ 063 Student Engagement and Student Committees

⁷² M05 Final meeting

⁷³ 107 VLE Development Plan

articulated in the Student Engagement and Student Committee document⁷⁴ within the current premises. The School confirmed plans to increase the number of physical classrooms should the need arise in the future.

55 The awarding organisation confirms in the form of successful registration that the School's facilities, learning resources and student support services are sufficient and appropriate.⁷⁵

56 As the School is not yet at the stage of delivering its higher education curriculum, the team could not seek students' views against this Core practice.

57 The documentation examined and direct observation of the facilities undertaken by the team provide evidence that the School 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 programmes 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:

58 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.

⁷⁴ 063 Student Engagement and Student Committees

⁷⁵ 091 Awarding organisation review of facilities

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:

59 The School has a clear and effective approach to engaging students, individually and collectively, in the quality of their educational experience. The School's approach to this is outlined in the student support and engagement policy⁷⁶ with the Student Engagement Committee having key governance oversight in this respect.

60 Each cohort of students will be asked to elect two student representatives to sit on the Student Engagement Committee.⁷⁷ The Student Engagement Committee will act as a review forum in which students and staff can provide information on areas of mutual interest and provide opportunities for student representatives to highlight concerns from peers relating to learning content, teaching, and other aspects of the student academic experience, confirmed by the academic and professional staff.⁷⁸ Elections to the Student Committee will be organised by the Student Welfare Officer, who will also provide ongoing support to elected student representatives as highlighted within the Student Support and Engagement Procedures.⁷⁹ Separately to the Student Committee, the terms of reference for the Board of Governors and Academic Board⁸⁰ confirm that each body will have at least one student representative, who will be a full voting member. Staff gave assurance⁷⁸ that these plans will flexibly accommodate the nature of their planned higher education provision.

61 The School has robust and credible plans to actively engage students, individually and collectively, in the quality of their educational experience. It is committed to obtaining regular student feedback and will therefore survey the student body regularly as highlighted within the Student Support and Engagement Procedures.⁷⁹ The School plans to survey students post-induction, as required within the Quality Handbook,⁸¹ at the end of each module and hold an exit survey at the end of the programme. This handbook also requires a separate survey to be undertaken which will be focused on school facilities and policies. The Principal will be responsible for monitoring that feedback is collected and evaluated in line with the Student Support and Engagement Procedures.⁷⁹ These procedures also require that any issues arising because of either module or student feedback will be discussed with the relevant staff and actions put in place to address concerns and actions resulting from the feedback are required to be monitored by the Academic Board on a bi-annual basis. The School will use a combination of the Student Committee and 'You Said, We Did' to close the feedback loop and inform students and student representatives where changes are made to the School and its higher education offer as a result of student feedback.⁷⁸

62 As the School 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 school engages them in the quality of their educational experience. Similarly, there are currently no examples of the School making changes as a result of student engagement.

63 The assessment team reviewed the School'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 Governors and

⁷⁶ 027 Student Support and Engagement Policy

⁷⁷ 102 Student Committee

⁷⁸ M02 Meeting with academic and professional staff

⁷⁹ 063 Student support and engagement procedures

⁸⁰ 004 Terms of Reference for Board of Governors and Academic Board

⁸¹ 015 Quality Handbook

Academic Board. There will be opportunities for students to provide feedback via regular targeted surveys. The plans to elect student representatives who can provide clear and direct feedback to the School via the Student Committee will further support student engagement in quality assurance. 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:

64 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.

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:

65 The School's plans to develop fair, transparent and accessible complaints and appeals procedures are robust and credible because it has detailed and relevant policies and procedures in place which are outlined in the Academic Governance, Academic Standards and Management policy.⁸² The School's approach to academic appeals is outlined in its Academic Appeals procedure,⁸³ whereas Complaints and Grievances Procedures⁸⁴ outline the School's approach to non-academic student complaints.

66 The School's procedures for handling complaints and appeals are definitive, fair and transparent, and will deliver timely outcomes. Both the Complaints and Grievances Procedure⁸⁴ and the Academic Appeals procedure⁸³ are clear on what grounds appeals and complaints can be made, and entail both a staged process and a definitive timeline.

67 The School's procedures for handling complaints and appeals will be accessible to students, because there is sufficient and appropriate information in the Student Handbook regarding the complaints and appeals processes available to them. The Student Handbook⁸⁵ includes information on how the complaints process is structured and the grounds on which a complaint or grievance can be submitted. The equivalent information on appeals is contained in the programme handbook⁸⁶ which cross-references to the School's Academic Appeal Procedure,⁸³ and was confirmed in meetings with academic and professional staff.⁸⁷

68 As the School 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.

69 The School's procedures for handling complaints and appeals are definitive, fair and transparent, and will deliver timely outcomes. 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:

70 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.

⁸² 011 Academic Governance, Academic Standards and Management Policy

⁸³ 026 Academic appeals procedure

⁸⁴ 008 Complaints and grievance procedure

⁸⁵ 037 Student Handbook

⁸⁶ M04 Meeting with placement providers

⁸⁷ M02 Meeting with academic and professional staff

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:

71 Staff from the School, the awarding organisation and the placement providers understand their respective responsibilities for quality. The Responsibilities Checklist⁸⁸ confirms that the School follows the awarding organisation's guidance in all areas of its programme delivery, and senior staff⁸⁹ explained how oversight of partnerships is maintained through the School's deliberative structures to ensure they remain of high quality. Placement providers understand their roles and responsibilities in their work with the School.⁹⁰

72 The School has robust and credible plans to ensure a high-quality academic experience for provision delivered in partnership. The Academic Governance and Academic Standards Management policy⁹¹ outlines plans to consult partners about their views on the quality of provision. The External Examiner protocols⁹² confirm that oversight and monitoring of these plans will be undertaken by Programme Leaders, Course Leaders and the Principal. The Quality Handbook⁹³ highlights that in association with partners, the School will undertake a cycle of termly, annual and periodic reviews of the partnerships, and this was confirmed by senior staff⁸⁹ who described their strategic approach to the development of effective partnerships. Senior staff are mindful of the potential risks associated with collaborative partnerships, which in turn is corroborated in the School's Internal Audit and Risk Management procedure.⁸⁹

73 The School has clear and comprehensive policies for the management of partnerships.⁹⁵ Academic and professional staff⁹⁴ will use a tracking system to ensure that the quality of placement learning is monitored and that all feedback from all stakeholders including students and placement providers will be gathered. The School understands the need to ensure that partnership work is successfully managed and the need to have appropriate policies in place is a theme that appears numerous times in the School's Strategic Plan.⁹⁵

74 Partnership agreements are clear and comprehensive, up-to-date and reflect the School's policies for the management of partnerships, in relation to the awarding organisation, and this is set out in the Quality Handbook⁹³ and the responsibilities checklist.⁸⁸ The School also confirmed its commitment to ensuring that partnership agreements with placement providers⁸⁹ will be clear and comprehensive and signed prior to the commencement of academic delivery, and this was confirmed in discussion with the placement providers.

⁸⁸ 002 Responsibilities Checklist

⁸⁹ M01 Senior staff meeting

⁹⁰ M04 Meeting with placement providers

⁹¹ 011 Academic Governance and Academic Standards Management Policy

⁹² 007 External Examiner protocols

⁹³ 015 Quality Handbook

⁹⁴ M02 Meeting with academic and professional staff

⁹⁵ 001 Strategic Plan

75 As the School 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.

76 The documentation and discussions with staff demonstrate that the School 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. Its plans for managing the quality of the partners are sufficiently comprehensive, credible and robust so as to ensure the delivery of a high-quality academic experience for its students. 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:

77 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 and further corroborated by placement providers. 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:

78 The School's plans to support students to achieve successful academic and professional outcomes are comprehensive, robust and credible, aiming to provide effective support, appropriate to their individual needs, as outlined in its Student Support and Engagement Policy.⁹⁶ These plans are further articulated in the Student Engagement and Student Committee document⁹⁷ stating support for all students to achieve successful academic and professional outcomes and these cover areas such as pastoral support, tutorial support and support for academic and study skills.

79 The School's policy for student support will facilitate successful academic and professional outcomes. All students, full-time and part-time, will have a named personal tutor as highlighted within the Student Handbook⁹⁸ who will be their programme tutor or another member of the teaching team. The Student Support and Engagement Policy⁹⁶ expects students to meet with their personal tutor at least twice per term and the focus of these tutorials will be to support their academic achievement and meet their individual priorities. This policy also requires records of tutorials to be monitored by the Programme Leader and sample-checked on a random basis by the Principal. Where either personal tutors or other academic staff identify students at risk of not progressing in a timely fashion, they can refer them to one of the School's academic support tutors, who will provide tailored one-to-one support.⁹⁹

80 The School plans to support students to achieve successful academic and professional outcomes through the design of an Academic and Study Skills programme,¹⁰⁰ which consists of workshops delivered by teaching staff during timetabled sessions. These sessions will be tailored to the needs of students, focusing on finding and evaluating sources, academic reading and writing skills, as well as referencing and avoiding academic misconduct. Further academic and study skills support materials, such as the School's student guide on avoiding plagiarism, will be made available via the VLE.¹⁰¹ The School's Learning Resource Centre will additionally offer both face-to-face and online student support sessions, which includes providing an introduction to the library and its available resources, demonstrating how to search for online materials.¹⁰²

81 Staff (both academic and professional support)¹⁰³ understand their role in supporting student achievement. The School has appointed a Student Welfare Officer who will provide one-to-one personalised support and, where necessary, refer and signpost students to professional local agencies who offer counselling or financial advice, as well as health and welfare guidance.¹⁰⁴ There is full and appropriately detailed information on what support services are recommended by the School in the Student Handbook.⁹⁸

82 As the School is not yet at the stage of delivering its higher education curriculum,

⁹⁶ 027 Student Support and Engagement Policy

⁹⁷ 063 Student Engagement and Student Committee document

⁹⁸ 037 Student handbook

⁹⁹ 002 Strategy

¹⁰⁰ 033 Academic and Study Skills Programme

¹⁰¹ 100 VLE Study skills

¹⁰² 062 Library Handbook

¹⁰³ M02 Academic and professional support staff meeting

¹⁰⁴ 058 Student welfare officer CV

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.

83 The team reviewed the School's policies as they relate to student support and concluded that they would facilitate successful academic and professional outcomes. Further, the School'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:

84 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.

Annex 1

000	SED September 2022.
001	Strategic Plan 2022 - 2025.
002	Provider checklist – City and Guilds.
003	Management and Governance - Policy 1.
004	Deliberative Structure and Committees Terms of References - Procedure 1.9.
005	Internal Audit and Risk Management - Procedure 8.9.
006	Financial Sustainability - Policy 8.
007	External Examiner protocols - Procedure 4.11.
008	Complaints and Grievances - Procedure 2.2.
009	Admission Recruitment and Widening Access - Policy 3.
010	Policies and Procedures Framework.
011	Academic Governance and Academic Standards Management - Policy 2.
012	Guide to assessment and internal verification - Procedure 4.5.
013	Delegated authority to the Principal - Procedure 1.8.
014	DET Programme Handbook.
015	Quality Handbook.
016	Performance review - Procedure 7.3.
017	Approval of New Programmes - Procedure 2.3.
018	Academic misconduct - Procedure 2.4.
019	External assessment - Procedure 4.7.
020	Annual Monitoring - Procedure 2.7.
021	Work placement - Procedure 5.2.
022	Staff Development - Procedure 7.2.
023	Review and sign off public information - Procedure 6.2.
024	Information Marketing and `Promotion - Policy 6.
025	Student engagement - Procedure 5.1.
026	Academic Appeals - Procedure 2.1.
027	Student support and engagement - Policy 5
028	Learning Teaching and Assessment - Policy 4
029	Teaching observation and peer review - Procedure 4.9
030	Human Resources and Health and Safety - Policy 7

Evidence provided after team planning meeting

031	Unit 502 Assignment Brief
032	Unit 503 Assignment Brief
033	Procedure 5.11 Academic and Study Skills Support and SOW
034	Internal Verification Guidance
035	Organogram
036	Procedure 1.1 Policies and procedures approval and implementation
037	Student Handbook
038	Student Guide on Avoiding Plagiarism
039	QAP Approval final decision - 6502-51
040	Guide to mentoring and observing DET student teachers
041	Plans for sourcing, quality assuring, monitoring, and tracking placements
042	Plan for engaging with External Examiner
043	Admission Recruitment and Widening Access procedures
044	Statement on Operationalising Admission Policy and Procedures.
045	Information Marketing and Promotion procedures.
046	Recruitment and Marketing Plan.
047	School Prospectus.
048	matrix standard CICl report and certificate.

049	Plans for external experts to provide independent and impartial comment and input in course design, its management, monitoring, evaluation, and review.
050	Examples of medium and or long-term planning showing teaching coherence with the requirements of the awarding body
051	Delivery Plan
052	Academic Calendar 2023
053	DET Assessment Plan
054	DET Formative Assessment
055	DET Summative Assessment
056	IV Plan April 2023
057	Job Descriptions
058	Staff CVs
059	Staffing document
060	Planned staff development and training
061	Unit 502 Handbook
062	Library-Handbook September 2022
063	Student Support and Engagement procedures
064	Planning to support student engagement Statement
065	Procedure 3.7 Admission Complaints and Appeals
066	Complaints Register
067	Learning Teaching and Assessment procedures
068	QSR preparation schedule and Higher Education Provision Planning-Staff Development
069	QSR - planning against requirements
070	Map of UKQC and policy requirements for Higher Education
071	Staff Development Calendar 2022 - 23
072	Data Protection Presentation
073	Prevent Duty Presentation
074	Student Engagement in Higher Education and Adult Learning
075	Higher Education Provision Delivery Planning
076	Plan for maintaining threshold standards
077	Lesson Plan, Scheme of Work and Time table - Examples

Evidence provided during the visit

078	Additional evidence request
079	Procedure 5.2 Work placement
080	Work placement - A Best Practice Guide for Students.
081	Guidelines on Recognition of Prior Learning.pdf
082	Procedure 2.3 Approval of New Programmes and programme review.pdf
083	Plans for the staff recruitment for higher education programmes.pdf
084	Learning resources planning to meet planned higher education provision.pdf
085	Support for students to achieve academic and professional outcomes as part of their Higher Education programme.pdf
086	Procedure 7.1 Recruitment and selection.pdf
087	School Wide Development Plan.xlsx
088	Placement Workshops and Events.pdf
089	Prevent risk assessment at Work Placement.pdf
090	Quality Assurance Calendar 2023-24.xlsx
091	Learning resource provision.
092	Observations-requirements.
093	Quality improvement plan.
094	Additional documents for assessment team.
095a	DET Unit 503 assignment brief with word limit.
095b	Unit 502 Handbook.

095c	Programme Grading Rubric.
095d	DET Programme Handbook.
096a	Work placement - A Best Practice Guide for Students- 30 Nov 22- CHANGING PLACEMENTS.
096b	Procedure 5.2 Work placement updated - 30 Nov 22 highlighted
097	Guidance on sharing external examiner reports with students and stakeholders - 30 Nov 22
098	Academic misconduct - Procedure 2.4-Page 1
099	Planning to support student engagement Statement
100	Study Skills
101	Statement on sourcing of external counselling and wellbeing support and advice.
101a	Student Handbook- Page 15
102	Procedure 1.9 Student representative role and rights in various committees
103	Procedure 3.1 Recruitment and Admissions updated - 30 Nov 22
104	Short courses and Pearson Provision
105	Procedure 3.1 Recruitment and Admissions updated - 1 Dec 22
106	DET Unit 503 assignment brief
107	Future Development on the VLE
M01	Meeting with Senior Staff including Board of Governance
M02	Meeting with Academic and Professional Staff
M03	Meeting with Quality Consultant
M04	Meeting with Placement Providers
M05	Final Meeting

QAA2777 - R13379 - Jul 23

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