DQB

Designated Quality Body
in England

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

Numerica Risk Management & Consulting Ltd trading as The School of Information Risk Management (SIRM)

Review Report

January 2023

Contents

Summary of outcomes and confidence levels

Core practice	Outcome	Confidence
S1 The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks.	Met	High
S2 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	Met	High
Q2 The provider designs and/or delivershigh-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
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 The School of Information Risk Management (SIRM).

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 assessmentteam'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 Emma Jeanes
Institution: University of Exeter
Role in assessment team: Subjectassessor

Name:Dr Steve Wright
Institution: Nelson and Colne College Group
Role in assessment team: Institutionalassessor

Name: Amy Gallacher
Institution: University of St Andrews
Role in assessment team: Student assessor

The QAA officer for the assessment was: Dr Roshani Swift.

The size and composition of this assessmentteam 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 The School of Information Risk Management (SIRM)

The School of Information Risk Management (SIRM) (hereafter the School) is the trading name of Numerica Risk Management and Consulting Ltd and is registered at Companies House as a private limited company established in 2014. It is owned by a sole proprietor, who is a member of the Governing Body. This Governing Bodywas reconstituted in 2021 and is made up of individuals from the world of academia and business, along with student and staff governors, to support, challenge and provide oversight to SIRM's senior management team.It is supported by a range of subcommittees, principally an Advisory Board, an Academic Board and a Quality and Performance Committee.

The academic structure is headed by the Principal, who reports directly to the CEO. The Principal is supported by a Quality Manager, a Curriculum Manager and two Programme Leaders, along with both full-time and part-time academic staff.

The current course portfolio consists of two courses, as follows:

Course	Accrediting Organisation	Current Student Numbers
Higher National Diploma (HND) Business Level 5	Pearson	246 Students (Full time)
Diploma in Education and Training (DET) Level 5 [Commenced 2022]	Pearson	19 Students (Full time)

The courses are delivered via a blended route, with the HND in Business delivered one day a week on campus, and one day a week online; while the DET provision is currently delivered on the basis of two evenings per week online, and Saturday classes on campus. All on-site classes take place at the premises in Ilford.

The School works in partnership with East Sussex College Group to deliver the HND in Business, and while the School is licensed by City and Guilds and Pearson, its current provision is registered via East Sussex College Group, through the Pearson/Edexcel awarding organisation. ██████████████████████████████████████

How the assessment was conducted

The assessmentwas 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 assessmentteam. 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 13Core 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 teamutilised 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, using the random sampling calculator, the assessment team sampled the following areas for evidence for the reasons given below:

- Assessed student work from the 2021-22 academic year across all courses and year groups toverify that assessed student work demonstrates that credit and qualifications are awarded only where the relevant threshold standards have been met; and that assessed student work demonstrates that students are given comprehensive, helpful and timely feedback.

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 frameworks to support the setting and maintenance of academic standards at the relevant threshold levels in line with awarding organisation requirements. 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. The Teaching, Learning and Assessment Strategy[1] clarifies that the Curriculum and Quality Committee is responsible for the monitoring and oversight of this strategy and sets out the School's approach to setting and maintaining academic standards.

2   The threshold standards described in definitive course documentation are consistent with the relevant national qualification framework.The School uses the BTEC Pearson Centre Guide[2] and the Higher Nationals Business BTEC Guide[3]for business and the Pearson BTEC DET Guide[4]as itscourse documentation and follows the Pearson module outlines and learning outcomes. These are included in the student handbooks[5] for Business and for DET,[6] which set out the selection of modules for each programme and reflect a typical structure for such qualifications. The Pearson module templates set out clear learning outcomes to enable students to recognise the standards they need to achieve at threshold level.The definitive course documentation therefore demonstrably meets the threshold standards in line with sector-recognised standards.

3   Staff understand and apply the School's approach to setting and maintaining standards.The responsibilities of staff are set out clearly in the Quality Assurance Policy,[7] and this is underpinned by a robust Teaching and Learning Observation Policy[8] and an Assessment and IV Policy[9]which sets out the assessment setting, standardisation and internal verification processes. There is a strong emphasis on staff development in this regard, which is evidenced in the minutes of the Quality and Performance Group[10] and their continuing professional development (CPD)records.[11]Academic staff[12] demonstrated that they understood the standards that students need to achieve, and also reported upon the training and support to achieve this.

4   Plans for maintaining threshold standards are robust and credible and fully

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[1]002 Teaching, Learning and Assessment Strategy
[2] 003 BTEC Higher Nationals Centre Guide
[3] 086 Higher Nationals Business BTEC Guide
[4] 085 Pearson BTEC DET Guide
[5] 021b Student Handbook Business
[6] 094 Student handbook for DET
[7] 041 Quality Assurance Policy
[8] 047 Teaching and Learning Observation Policy
[9] 046 Assessment and IV Policy
[10] 074 Minutes of Quality and Performance Group
[11] 146a-c CPD Records
[12]M03 Meeting with Academic Staff

understood by staff. The Quality Assurance Strategy[13] gives details of the annual quality assurance timeline and the Quality and Performance Committeein particular supports that process. This strategy also lists some of the specific practices (such as staff training, review of provision) that underpin quality assurance, also included within the Self Evaluation Document[14]which incorporates a Quality Improvement Plan. The Overall Quality Cycle[15] shows the work process including internal and external verification of grades, whilethe underpinning Quality Assurance Policy[16] sets out the responsibilities for staff in terms of maintaining quality and the responsibilities of the Curriculum and Quality Manager to review academic staff performance.

5   Assessed student work demonstrates that credit and qualifications are awarded only where the relevant threshold standards have been met.The assessed student work sample[17] reviewed by the team confirmed that students are meeting the required threshold standards.The sample included both first time passes and referred (capped) passes, and those subject todifferent verification processes in line with the Quality Cycle.[15] The assessments follow the Pearson structureclosely, as evidenced in the BTEC Higher Nationals Centre Guide,[18] with the specific requirements at pass level being given.

6   External examiners confirm that threshold standards are consistent with the relevant national qualification framework, and credit and qualifications are only awarded where those threshold standards have been met. In particular, external review of the School is achieved through the annual monitoring as well as external examiner reports. The Annual Monitoring Reviews by Pearson[19] note that the relevant processes are compliant with Pearson requirements as set out in the BTEC Centre Guide.[18]These annual (external) reviews are positive in their overall assessment, and give positive confirmation that students achievesector-recognisedthreshold standards. This is confirmed in minutes of Assessment Boards.[20]

7   The assessment team considers that, based on the evidence scrutinised, the standards achieved by the School's students are 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:

8   The assessment team was able to review all of the available evidence recommended in Annex 4, and this was triangulated in meetings with senior, academic and professional staff, and students, and by direct review of assessed student work. Therefore, the assessment team has a high degree of confidence in this judgement.

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[13] 006 Quality Assurance Strategy
[14] 020 Self Evaluation document
[15] 064 Overall Quality Cycle
[16]041 Quality Assurance Policy
[17] 158 Assessed Student work sample
[18] BTEC Higher Nationals Centre Guide
[19] 008-012 Pearson Annual Monitoring Reviews
[20] 029, 030, 150a-b Assessment Board minutes

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:

9   The School has clear and comprehensive academic regulations and frameworks to support the setting and maintenance of academic standards beyond the threshold levels that are reasonably comparable with those achieved in other UK providers.The School delivers Pearson-approved programmes and aims to deliver a Business programme as set out in the academic regulations and framework of the BTEC Higher Nationals Centre Guide - Quality Assurance and Assessment,[21] which sets out the processes of quality assurance and learning outcomes to be met. The DET programme is a pass/fail programme and there are no awards beyond threshold. The standards set for business students to go beyond threshold (Merit, Distinction) are clearly articulated in the regulations and these are also reflected in the Student Handbook.[22,23]

10   The standards described in definitive course documentation beyond the threshold level are reasonably comparable with those in other UK providers. This is because the School uses the awarding organisation's standards in terms of the specific criteria that need to be met to achieve beyond threshold awards and these are reasonably comparable with other UK providers. The Schoolbenchmarks its internal standards through the awarding organisation's annual reviews[24] by using the external examining process,[25] and throughthe assignment setting service offered by the awarding organisation, as well as its partnership with East Sussex College Group, as set out in its Memorandum of Cooperation and Sub Contract Agreement.[26]

11   Staff understand and apply the School's approach to setting and maintaining standards beyond threshold level. The Quality Assurance Policy[27] sets out the responsibilities of academic staff and these are reinforced in the Quality Performance Group meetings which place a strong emphasis on continuous professional development.[28]The School has also been providing training and support for the academic staff directly in areas such as internal verification, evidenced withinCPD records.[29] Academic staff[30] confirmed their understanding of standards beyond threshold level, and also made reference to the awarding organisation's online resources and the role of the awarding organisation's assessment checking service for assignment development. Staff also discussed the different verification processes including those undertaken in partnership with East Sussex College Group. Further, they noted that the Programme Leader was supported to get the Pearson IQA lead reviewer award, ensuring there was internal expertise on standards.

12   Business students understand what is required to reach standards beyond the

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[21] 003 BTEC Higher Nationals Centre Guide

[22] 021b Student Handbook

[23] 094 Student handbook DET

[24] 009 Awarding Organisation Annual Review

[25] 007; 013-016 External Examiner reports

[26] 090/091 Memorandum of Co-Operation and Sub-Contract agreement

[27] 041 Quality Assurance Policy

[28] 074-081 Quality Performance Meeting minutes

[29] 146a-c CPD records

[30] M03 Meeting with Academic Staff

threshold. For example, the Student Handbook for Business students[31] gives guidance on what is expected of them on their programme in terms of modules and credit structure to achieve awards. The Higher Nationals BTEC Guide[32] provides the full list of modules and learning outcomes. Students also have access toHN Global via the virtual learning environment (VLE) provision,[33] which enables students to access a range of guidance from the awarding organisation. In discussion, students[34] indicated that they were clear on what they needed to do to achieve higher grades for their work, and they stressed that they felt highly encouraged and supported to achieve at the highest level by the teaching staff.

13   Plans for setting and maintaining comparable standards are robust and credible, as the School uses the externality provided by the awarding organisation. Senior staff,[35]partner representative[36] and academic staff[37]acknowledged that despite support and information provided in achieving beyond threshold levels for the Business programme, students are only, in the main, achieving at threshold levels, which is also recognised within the sample of students' work, and in external examiner comments. It is also acknowledged that students are satisfied with achievement at threshold pass level, taking into account the different demands on their time and commitment from both work and personal priorities. The School therefore plans to further strengthen verification processes to direct students to higher grades. Plans are also in place to introduce an Honours level top-up for the HND in Business, which will contribute to this and create a culture of achieving beyond threshold as entry to that programme will require achievement above pass level. Students[34] acknowledgedthat they recognised and welcomed the proposed top-up programme and understood its positive impact on their aspirations to achieve beyond threshold.

14   Assessed student work[38] demonstrates that credit and qualifications are awarded only where the relevant standards have been met. While the review of assessed student work[38] indicated that few beyond threshold grades were awarded, those grades which were awarded above threshold were of demonstrably higher quality than those awarded pass grades.

15   External examiners confirm that standards beyond the threshold level are reasonably comparable with those in other UK providers, and credit and qualifications are awarded only where those standards have been met. This is because their reports[39] evidence an overall satisfaction with the processes in place, and only make developmental suggestions to areas which could be improved, such as the possibility of using more holistic assessments to enable students to achieve beyond threshold awards. This particular approach was endorsed by academic staff[37][12]as a way in which they aim to improve grades in future.

16   The School'sacademic regulations, policies and information are in place to ensure that students have the opportunity to achieve beyond threshold levels. Students and staff understand what it means to achieve beyond threshold levels, and student work also confirms that higher grades are only awarded when students achieve at that level. Based on scrutiny of the evidence provided, the assessment team concludes, therefore, that the Core practice is met.

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[31] 021b Student handbook for Business Students
[32] 003 High Nationals BTEC Guide
[33] 161 Notes of VLE Demonstration
[34] M04 Meeting with Students
[35] M01 Meeting with Senior Staff
[36] M02 Meeting with Partner Representative
[37] M03 Meeting with Academic Staff
[38] 158 Assessed Student Work
[39] 007, 013-016 External Examiner reports

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

17   The assessment team was able to review all of the available evidence recommended in Annex 4, and this was triangulated in meetings with senior, academic and professional staff, and students.Therefore, the assessment team has a high 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:

18   The School has robust and credible plans for designing and delivering high-quality courses, and the Approvals Process document[40] outlines how the School identifies suitable programmes for the local area that it has the skills and resources to develop and offer. Senior staff[41] confirmed that emphasis is placed upon the local employment requirements and what constitutes a well-rounded business programme. The Business Plan[42] and Strategic Plan[43] confirm the School's aim to target adult learners and meet the needs of local employers.

19   The School's regulations and policies for course design and delivery facilitate the design and delivery of high-quality courses. The School ensures quality of its programmes through its Teaching, Learning and Assessment Strategy[44]which emphasises staff development whileensuring teaching and assessment underpin achievement and raise aspiration levels for its students. The Quality Assurance Strategy[45]includes processes for ensuring ongoing quality assurance. The Quality Assurance Policy[46] sets out the responsibilities for all staff in terms of maintaining quality and specifically those of the Curriculum and Quality Manager to review academic staff performance. Regular meetings of the Quality and Performance Group[47] evidence continuous oversight and review of the design and delivery of high-quality courses.

20   Approved course documentation indicates that the teaching, learning and assessment design enables students to meet and demonstrate the intended learning outcomes. The Student Handbook for Business,[48] the full BTEC Guidance[49] and Handbook for DET[50] give an overview of the programmes and confirm that the credit weighting per year is appropriate. The School utilises the awarding organisation's programme specification[51] and module descriptors.[52] The Student Handbook for Business[48] indicates which modules a student will take on the Business programme and gives an overview of the balance of teaching/independent study. The Business programme specifies the learning outcomes against pass, merit and distinction levels, whereas the DET programme is pass/fail only. The assessments are highly structured by design and according to the Assessment and IV Policy[53] students are made aware of the assignments at the start of the module. Students[54][34]also confirmed that they have sufficient time to manage their workload and complete their assignments, and they were satisfied with the support available. They confirmed that they benefited from the formative feedback that enabled them to achieve their

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[40] 147 Approvals Process Document
[41] M03 Meeting with Senior Staff
[42] 000 Self Evaluation Document
[43] 001 Strategic Plan
[44] 002 Teaching, Learning and Assessment Strategy
[45] 006 Quality Assurance Strategy
[46] 041 Quality Assurance Policy
[47] 074 Minutes of Quality and Performance Group
[48] 021b Student Handbook for Business
[49] 003 BTEC Higher Nationals Centre Guide
[50] 094 Student Handbook for DET
[51] 003 BTEC Higher Nationals Centre Guide
[52] 086 Higher Nationals BTEC Centre Guide
[53] 046 Assessment and IV Policy
[54] M04 Meeting with Students

goals.[55]

21   Staff are able to articulate what 'high quality' means in the context of the School, and to show how the provision meets that definition.Discussions with academic,[56][12]senior[57][35] and professional support[58] staff evidenced that they have a good understanding of their roles and what 'quality' means. The emphasis on CPD was evident in all of the meetings. The senior staff[57][35]meeting set out the mechanisms for ensuring quality, including the role of the Assessment Boards with the partners and ensuring staff understand the awarding organisation's criteria and changing annual themes. The partner college representative[59][36] confirmed the close working relationship with the quality manager and programme leads. Both senior[57][35]and professional support staff[58][58]reinforced the collaborative relationship with the partner and also stressed the range of enrichment activities -such as sharing guest speakers and undertaking mock interviews -in place. These meetings confirmed how high quality was set and maintained in the design and delivery of courses.

22   Students tend to regard their courses as being of highquality, because in discussion[55] they highlighted the impact of their learning on their plans for their future careers, the development of their confidence in the workplace, and contribution to their workplace progression. These strengths are confirmed within the ongoing rolling process of data collection in the student surveys,[60] end-of-module surveys,[61] and in the student submission.[62]

23   Observations of teaching and learning demonstrate clarity of objectives, good planning and organisation, a sound method and approach, good delivery, appropriate content, effective use of resources and student engagement.Two classes were observed during the review visit -one online class and one in-person class.[63] The in-person (Business) class started with an explicit link to the learning outcomes for the session, and this ensured that the students were very clear on what was being covered and how it related to the learning outcomes of the unit. The material was relevant to the unit and examples were given. There was also evidence of student engagement both through students feeling confident to speak out and through an in-class quiz. The online (DET) class followed a similar approach and clear links were made between the previous session and this one, so that the learning outcomes of the observed session were clear to all participants.

24   External examiner reports confirm that the courses concerned are high quality, because the external Annual Monitoring Reviews by BTEC[64][19] consistently indicate that the School meets the core requirements to be a provider of their programmes. The two most recent confirmation lettersindicated no additional actions were required of the School, whilethe most recent external examinerreport[65][25] highlights the good quality of the feedback to students, noting that it is indicative of a high-quality provision.

25   The School's programme structure and programme delivery processes support the design and delivery of a high-quality curriculum, which enables students to achieve the intended learning outcomes and their award. Students and external sources confirm the high

[55] M04 Meeting with Students
[56] M03 Meeting with Academic Staff
[57] M01 Meeting with Senior Staff
[58] M05 Meeting with Professional Support Staff
[59] M02 Meeting with Partner College Representative
[60] 111; 112 Student Surveys
[61] 032 End of Module Surveys
[62] 160 Student Submission
[63] 159 Records of Observations
[64] 008-012 Pearson Annual Monitoring Reviews
[65] 007, 013-016 External Examiner reports

quality of the provision, and of the underpinning assessment processes. Based on scrutiny of the evidence provided, the assessment team concludes, therefore, that the Core practice is met.

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

26   The assessment team was able to review all of the available evidence recommended in Annex 4, and this was triangulated in meetings with senior, academic and professional staff, and students, and by direct observation of lessons. 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:

27   The School's policies for the recruitment, appointment, induction and support for staff provide for a sufficient number of appropriately qualified and skilled staff. This is because it has a People Strategy[66] that sets out its ambitions for its staff profile over the years 2021-24, and this is consistent with the School'ssubmission[67][42]whichoutlines a medium-term commitment to increasing the staffing pool in anticipation of growth in student numbers. The Strategy is supported by a suite of consistent policy documents, covering Staff Training and Development,[68]Safer Recruitment,[69]Staff Appraisal[70] and Induction.[71]

28   The School has robust and credible plans for the recruitment, appointment, induction and support of sufficient appropriately qualified and skilled staff. Senior staff[72] indicated that staff recruitment needs are identified by the management team, which approves job descriptions and person specifications for new posts. These are then advertised, and all applicants are asked to provide a short teaching session to an audience of senior staff. Job descriptions and person specifications[73] are appropriate for the roles they cover, and Staff CVs[74] show that staff recruited are qualified at higher levels than the minimum required. All staff have sufficient qualifications and experience for the posts they hold. In terms of induction and support, the School has an induction process[75][71] that covers the first threemonths of staff employment, transferring to a regular review process after sixmonths. Staff are subject to lesson observations[76] and Annual Performance Reviews,[77] the results of which feed into a monitored programme of continuous professionaldevelopment (CPD).[68]

29   There are sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience. A total of 20 staff CVs[78] were reviewed covering both academic and professional support staff, and it was evidentthat no significant subject area is without at least one staff member qualified to deliver it. Furthermore, staff are qualified to a level at least one level higher than that at which they are teaching, and a majority of them hold a relevant teaching qualification, which is further confirmed by the reports of the external examiner for the HND in Business.[79][25] Systems for lesson observation[80] and formal staff performance reviews[81][77] clearly demonstrate a well-structured approach to identifying and commending good practice, and a collaborative approach to identifying and addressing

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[66] 021a People Strategy
[67] 000 Self Evaluation Document
[68] 040 Staff Training and Development Policy
[69] 048 Safer Recruitment Policy
[70] 053 Staff Appraisal Policy
[71] 152a-b Induction Policy and Process
[72] M03 Meeting with Senior Staff
[73] 134-142 Job Descriptions and Person Specifications
[74] 102a-103f; 157 Staff CVs
[75] 152a-b Induction Policy and Process
[76] 105a-105i School Observation Records
[77] 106a-c Examples of Performance Reviews
[78] 102a -103f Staff CVs
[79] 007, 013-016 External Examiner Reports
[80] 105a-105i School Observation Records
[81] 106a-c Examples of Performance Reviews

areas for improvement.

30   Staff have been recruited, appointed, inducted and supported according to the School's regulations and policies. Discussions in meetings with academic staff[82] and professional support staff[83][58] confirmed that they had been recruited and appointed in line with these processes. The School has an appropriately detailed induction programme for new staff, which covers the first day, week, month and quarter of service and completion of this is closely monitored by the School, as evidenced by the checklists provided.[84]In terms of ongoing support, lesson observations[85][76] capture feedback on developmental needs, and this is also a feature of the Staff Performance Review system.[86] Staff CPD records[87][11] clearly demonstrate an effective engagement by the School in supporting staff pedagogy. The School's own lesson observations[85]are appropriately detailed and show a two-way dialogue between the teacher and observer about the teacher's practice, including agreed actions.

31   Observations of teaching and learning indicate that teaching staff are appropriately qualified and skilled. The assessor's lesson observations[88] show that the staff observed are competent in their subject matter and sufficiently skilled in terms of pedagogy and class management. The School's approach to teaching and learning is tailored towards the characteristics of their student demographics, and is effective in engaging them.

32   Students tend to agree that there are sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience.Students' views on teaching are obtained through end-of-semester surveys[89][61] and are very positive about the School's staff. In all cases, the overwhelming majority of students reported that they either 'agreed' or 'strongly agreed' with positive statements about teaching staff, and in all cases the proportion 'strongly agreeing' far exceeded those 'agreeing'. Students also confirmed that their views on staff were sought, and that when issues were raised these were addressed quickly, as evidenced within the Student Feedback & Proposed Actions May 2022[90] document. The student submission[91] also evidences that students feel that they receive a high-quality learning experience, and this view was further reinforced in the assessors meeting with students,[92] in which attendees expressed very high levels of satisfaction with staff and with the learning experience they receive.

33   The School has an appropriate suite of regulations, policies and plans which collectively enable its efforts on recruitment, appointment, induction and support of appropriate staff, which lead to the appointment of staff who are appropriately skilled and qualified.These operate effectively as evidenced within documentation, discussions with staff and students, and direct lesson observations. Therefore, the School has sufficient staff who are appropriately qualified to deliver 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:

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[82] M03 Meeting with Academic Staff
[83] M05 Meeting with Professional Support Staff
[84] 152a-b Staff Induction Checklists
[85] 105a –105i School Observation Records
[86] 106a-c Example of performance records
[87] 146a-c Staff CPD records
[88] 159 Assessors Observation Sheets
[89] 111-112 student surveys
[90]156 Student Representation and Feedback document
[91] 160 Student Submission
[92] M04 Meeting with Students

34   The assessment team was able to review all of the available evidence recommended in Annex 4, and this was triangulated in meetings with senior, academic and professional staff, and students, and by direct observation of lessons. 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:

35   The School's strategies and plans for facilities, learning and student support services are credible, realistic and demonstrably linked to the delivery of successful academic and professional outcomes for students. In particular, the Strategic Plan[93] addresses future priorities, including expansion of current provision, and the consequent need to further address supporting facilities and services. As a result of continued engagement with the local area and its employers, there are plans to open a new centre in Harrow for HND Business delivery along with new HNDs in Health & Social Care (H&SC) Fashion and Textiles and Computing at the Ilford campus.[93]Negotiations are also underway to deliver a BA Business top-up for graduating HND students as well as a full four-year BA in Business and a BSc in Information Security and Assurance, both in partnership with a university.

36   In order to monitor the sufficiency of learning resources available, the School utilises the monthly Quality and Performance meetings[94] to identify and discuss emerging in-year requirements and review its existing arrangements and provision annually. In addressing sufficiency of such learning resources, and to augment facilities on premises, students have access to HN Global and the digital resources of their partner institution, East Sussex College Group. Furthermore, the location of the campus enables students to make use of the various city libraries which provide additional relevant electronic and physical copies of texts, and other resources.

37   The School's approach to student support is embedded and robust, because it is specifically tailored to enabling students to engage with a widerange of learning materials.The Student Welfare, Pastoral & Academic Support Policy[95] details the approaches the School takes to support students through the duration of their studies, and clearly outlines which staff will be responsible for each of the student support services designed to ensure students feel part of a broader community and have a sense of belonging. Students receive access to academic support, financial advice, careers advice, counselling and wellbeing support, and disability and dyslexia support.[96]Staff[97]were able to explain how they used the different processes to ensure they deliver the curriculum in line with expectations.

38   Staff understand their roles and responsibilities, and in meetings academic staff,[98][12] including newly recruited staff members, were able to explain their roles and responsibilities and detailed the mechanisms the School uses to ensure they are delivering the curriculum in line with expectations, including a formal induction period, CPD, and lesson observations. Professional support staff[97]were also able to articulate their role and responsibilities in line with policy expectations, and clearly explained how they collaborate with academic staff to

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[93] 001 Strategic Plan
[94] 074 Minutes of Quality and Performance Group
[95] 087 Student Welfare, Pastoral and Academic Support Policy
[96] 156 Student Representation and Support document
[97] M05 Meeting with Professional Support Staff
[98] M03 Meeting with Academic Staff

monitor student support needs. The Organogram[99] underpins these arrangements, and shows the organisational structure of the School including the membership of the governing body, senior staff team, administrative support staff and lecturers on each of the programmes offered. To ensure that newly recruited staff are wellprepared to deliver the curriculum and understand their role and responsibilities, the School operates a formal induction period where they cover policies, procedures, and IT systems.[100]

39   Students tend to regard facilities, learning resources and student support services as sufficient and appropriate, and facilitating a high-quality academic experience.In a survey[101] undertaken in the current academic year (2022-23), which forms part of the School's ongoing commitment to develop and formalise its student feedback mechanisms,[102] respondents overwhelmingly endorsed the quality of teaching delivered by staff at the School and the sufficiency of resources available during their studies. The student submission[103] supports and endorses this view, which was further confirmed in the student meeting,[104] where participants praised the facilities (including building opening hours, PC and laptop provision, and study space availability), learning resources and support services available to them throughout their studies. Many students commented that if the Schooldelivers the BA Business top-up course as planned, then they will pursue further study at the School given the quality of their experience on their current course,[104] including resources and support services.

40   Assessment of particular facilities and learning resources confirms that they provide a high-quality learning experience, because the facilities in place are spacious, and appropriatelyresourced to support curriculum delivery.[105]33 The School has already secured an additional floor of its existing premises to accommodate the planned increase in student numbers and has also deliberately transitioned from associate to full-time teaching staff to ensure sufficient staffing levels and parity of student experience.[106]35 The School is continuing to invest in its digital resources; with teaching staff adding relevant articles and videos to the bank of weekly Moodle resources and the development of a mobile app which will better facilitate student access to interactive class activities on the VLE.[107] Sufficiency of resources is monitored through Quality and Performance meetings[108] to ensure that in-year emerging requirements are identified and addressed.

41   There is evidence from third parties which indicates that facilities, learning resources and student support services are sufficient and appropriate.In the meeting with the partner staff representative,[109] there was a clear endorsement of the current provision and the plans for development of facilities and learning resources, particularly those aimed at managing the increasing student numbers.

42   The plans and processes in place, discussions with staff and students, and direct observation of the facilities 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 they are able to adapt to the changing needs of the programmes offered to support the priorities of all students on the

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[99] 023 Organogram
[100] 152a-b Induction Policy and Process
[101] 113 SIRM NSS results summary
[102] 156 Student Representation and Feedback model
[103] 180 Student Submission
[104] M04 Meeting with Students
[105] 161 Review of VLE and Facilities
[106] M01 Senior Staff Meeting
[107] M03 Meeting with Academic Team
[108] 074 Minutes of Quality and Performance Group
[109] M02 Meeting with Partner Representative

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:

43   The assessment team was able to review all of the available evidence recommended in Annex 4, and this was triangulated in meetings with senior, academic and professional staff, and students, and by direct observation of facilities and learning resources. Therefore, the assessment team has a high degree of confidence in this judgement.

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:

44   The School has a clear and effective approach to engaging students, individually and collectively, in the quality of their educational experience, and the key document for this is the Student Engagement Strategy,[110] which describes the approach to formalising student engagement, both individually and collectively, in the quality of their educational experience. The range of engagement activities encompassed within the strategy include internal surveys, end-of-module questionnaires, focus groups and democratic election of student representation.[111] A unit level rolling survey, embedded on Moodle to ensure accessibility, allows students to provide feedback on any aspect of curriculum delivery throughout the semester.[112]

45   The School has robust and credible plans to actively engage students, individually and collectively, in the quality of their educational experience,and these enact the requirements of the strategy. The strategy[110] explicitly states the School's expectation to have the student voice at the heart of driving institutional change, ensuring that students not only have the opportunity to engage as partners but to shape the strategy and the approach towards effectively engaging students. At the end of the semester students are prompted to further respond to this survey and comment on the quality of all aspects of their academic experience.[113] The analysis of this data is used to create a Student Survey End of Unit Report which is then considered within the deliberative committee structure.[114] In addition to the rolling survey the School also delivers a Student Induction Survey, which checks that students are familiar with the formal student representation channels, and has also recently implemented an end of academic year questionnaire that closely follows the themes of the National Student Survey.[115] These surveys facilitate quantitative analysis of student experience at the programme level and support the School in assuring that its processes are successful in developing students' understanding of their course and the engagement with the support measures available.

46   The Quality and Performance meetings[116] have primary responsibility for co-ordinating actions arising from student feedback and ensuring the outcomes are reported to the student body.[111]Less formally, the Schoolhas also introduced a WhatsApp Group to collect student feedback which then is fed into the Quality and Performance meetings.[117] Students confirmed that WhatsApp is an effective means to facilitate collective engagement as it allows them to share ideas within their cohorts and programmes as well as informally share feedback with lecturers, who participate and monitor the discussions. Once actions are agreed the outcomes are then reported to students by the Programme Leads or Unit Tutors to close the feedback loop.[11734] The student handbooks[118]also contain an outline of

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[110] 025 Student Engagement Strategy
[111] 065 Student Representation Model
[112] 156 Student Representation and feedback model
[113] 037 Student Survey Outcomes
[114] 156 Student Representation and Feedback model
[115] 113 SIRM NSS Survey outcomes
[116] 074 Minutes of Quality and Performance Group
[117] M04 Meeting with Students
[118] 021b Student handbook Business

the commitment to engaging students in the quality of their programme and the different mechanisms operated to collect student feedback.

47   Student representatives are elected for the different courses, and once students have been elected, they are provided with the Student Representative Handbook[119]and receive training from the School to support them in understanding their role.[120] The handbook reiterates the mission statements and values, and clearly outlines the responsibilities and boundaries of the roles. The Student Representative Induction[120] training session covers the essential role responsibilities, the types of feedback they may wish to collect regarding the quality of their educational experience and an opportunity to ask questions to senior staff and their peers.

48   There are examples of the School changing and improving students' learning experiences as a result of student engagement.Minutes of the first Student Voice meeting[121] document the feedback provided by student representatives and the actions jointly agreed with senior staff. Particular elements of feedback, such as the preference to split studies between face-to-face on campus and online via Zoom and for better assessment scheduling visibility, have been addressed. In addition, students reported that they are happy with their assignment briefs as the submission dates are clear and the assessment tasks are outlined in a manner that supports their understanding of the expectations for their submitted work.[122] The Student Voice minutes[121] additionally document that the School Advisory Board intends to add a termly agenda item to consider the feedback provided through the Student Forum as well as survey data.

49   Students report that the School engages them in the quality of their educational experience.At the outset of planning new or revised provision, student representatives are fully involved in curriculum development, and this is evidenced, for example, in the documentation for the DET Partial Programme Review 21-22[123] and the Business Programme Review 21-22[124] which took place in October 2022. It was confirmed that the students were full members of the review panel and worked with staff to agree actions, and had received trainingto carryout their role. Students[122] felt that one of the strengths of the School is that 'everyone has a voice'. They particularly praised the staff open-door policy, and the facility to put suggestions forward via both WhatsApp and email.

50   The assessment team reviewed the School's plans to actively engage students, individually and collectively, in the quality of their educational experience. These arrangements include student representation at key committees, and opportunities for students to provide feedback via regular, targeted surveys. The School was able to provide examples of acting upon this feedback, and students praised their openness and inclusivity in the approach to engaging them collaboratively. 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:

51   The assessment team was able to review all of the available evidence recommended in Annex 4, and this was triangulated in meetings with senior, academic and professional staff, and students. Therefore, the assessment team has a high degree of confidence in this judgement.

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[119] 110 Student Representative Handbook
[120] 198 Student Representative Induction
[121] 027 Student Voice Meeting minutes
[122] 004 Student Meeting Minutes
[123] 018 DET Programme Review
[124] 019 Business Programme Review

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:

52   The School's policy and approach to student support facilitates successful academic and professional outcomes for the following reasons. The Teaching and Learning Strategy[125] clearly sets out the policy on student support including a commitment to one-to-one tutorials, monitoring of attendance, and creating challenging learning opportunities. The overall School Strategy[126] prioritises employability skills and personal development, including lifelong strategies to support positive mental health and wellbeing, leading to successful careers.

53   These themes are expanded upon in its Student Engagement Strategy[127] and supplemented by signposting in student handbooks[128,129]to support services available to students and a reiteration of the tutorial policy. The Initial Assessment Diagnostic and Signposting Policy[130]provides that all students receive an initial diagnostic assessment of their skills that identifies support needs and signposts students to the help available to them.

54   The Student Welfare, Pastoral & Academic Support Policy[131] sets out the detail of the support on offer and clearly directs students as to where this can be accessed. This policy provides for a range of supplementary study skills sessions and assignment workshops, in addition to subject tuition. This is augmented by the Student Induction Booklet[132] and 'Getting Started' documentation[133] which show that the School provides an appropriate induction process.

55   The plans to support students to achieve successful academic and professional outcomes are comprehensive, robust and credible, and endorsed by feedback from students.The results of a specific student survey,[134] for example, suggest that students feel that the induction provided is effective. It is clear from this that an extensive induction is provided and that students report very positively on their induction experience. In the meetings,academic[135] and professional support[136]58staff, and students[137]confirmed that a comprehensive initial assessment is undertaken and that this forms the basis of individual student learning plans,[138]whichare used to track students' needs and progress, updated periodically during their studies.

56   The Pearson external examiner reports[139] confirm that students have 'strong confidence' in teaching staff and described support mechanisms operating in practice in line with stated policies. The meeting with students[137] confirmed that they felt extremely well

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[125] 002 Teaching, Learning and Assessment Strategy
[126] 001 School Strategic Plan
[127] 025 Student Engagement Strategy
[128] 021b Student Handbook Business
[129] 094 Student Handbook for DET
[130] 036 Assessment Diagnostic and Signposting policy
[131] 087 Student Welfare, pastoral and academic support policy
[132] 155b Student Induction booklet
[133] 155c Student getting started documentation
[134] 037 Student Survey Outcomes
[135] M03 meeting with academic Support Staff
[136] M05 Meeting with Professional Support Staff
[137] M04 Meeting with Students
[138] 115-118 Individual Student Learning Plans
[139] 007, 013-016 External Examiner Reports

supported to achieve successful academic and professional outcomes.

57   Assessed student work demonstrates that students are given comprehensive, helpful and timely feedback.The extensive student work samples provided[140] show that feedback is given at a high level of granularity within each assessment, and that student work is marked and returned promptly. Academic staff[141]articulated that the School augments this summative feedback by accepting draft submissions on which formative feedback is given. Students[142][34] reported that they received sufficient feedback and that this was provided in a timely manner, often more quickly thanthe School's policy requires. This is further supported by the Pearson external examiner's report[143][25] which states that students receive detailed feedback on assessments within twoor threedays, which is substantially quicker than the sector average. This document also confirms that feedback is detailed, helpful and explains why a particular grade was awarded.

58   Staff (both academic and professional support) understand their role in supporting student achievement. Both the meeting with academic staff[141] and the meeting with professional support staff[144] evidenced a high degree of commitment of all attendees to support opportunities for their students. Staff understood their roles in student support and provided very open access to students. This was confirmed in the student meeting[142]where students reported very positively on the accessibility of staff and the availability of support as and when needed. It was clear in the meeting with senior staff[145][35]that the School has a systematic approach to the provision of student support and that all parties understand their different roles in delivering this.

59   Students tend to agree that they are supported to achieve successful academic and professional outcomes.This is evidenced clearly within the student submission,[146] where students explicitly express the view that they feel wellsupported. Students also expressed this strongly in meetings,[142]praising and fully appreciating the quality of the student support they receive, and its contextualisation to their work-based and family commitments. For example, a Business student explained their engagement with the opportunities the School provided to support their professional development, including targeted industry events and visits to places such as the Bank of England. DET students also reported that they were provided with opportunities within workshops to discuss real-life priorities for education. They appreciated the helpful guidance and support given by support tutors to prepare them for practice-based placements, and to build their self-confidence.

60   The School's approaches and 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, and students fully agree that they are wellsupported. 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:

61   The assessment team was able to review all of the available evidence recommended in Annex 4, and this was triangulated in meetings with senior, academic and professional staff, and students, and by direct review of assessed student work. Therefore,

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[140] 158 Student Work Sample
[141]M03 Academic Staff Meeting
[142] M04 Student Meeting
[143] 007, 013-016 External Examiner Report
[144] M05 Professional Support Staff Meeting
[145] M01 Meeting with Senior Staff
[146] 160 Student Submission

the assessment team has a high degree of confidence in this judgement.

Annex 1 – Evidence Listing

000 – SIRM – Provider Submission

001 - SIRM Strategic Plan 2021-2024.docx

002 - SIRM TLA Strategy 2021-2024.docx

003 - btec-higher-nationals-centre-guide-to-quality-assurance-and-assessment.pdf

004 - SIRM 2 Year Individual Learning Plan.docx

005 - Student Conduct, Attendance and Engagement Agreement_template.docx

006 - SIRM Quality Assurance Strategy Feb 2022.docx

007 - EQA REPORT_2021-2022.pdf

008 - 56715 East Sussex College Group AMR Outcome 2020-21.pdf

009 - 56715 East Sussex College Group AMR Report 2020-21.pdf

010 - 56715 ESC Hastings and SIRM 010 - Exceptional Collaboration - AMR Outcome Letter 19.20.pdf

011 - 64810 56715 AMR Outcome Letter 18-19 .pdf

012 - 64810 56715 SIR012 - M Annual Monitoring Review REPORT - Pearson - 18.19.pdf

013 - EV_report_ESCH_July_20.pdf

014 - External Examiner Report A - HND Business - June 2021.doc

015 - External Examiner Report B - HND Business - June 2021.doc

016 - HND Business SIRM 13 Sep 2019 - EV visit report - Pearson - ESCG and SIRM.pdf

017 - SIRM Annual Monitoring Review Report 19.20 - ESCG and Brooklands College in Exceptional Collaboration with SIRM (07968).pdf

018 - DET partial programme review 21-22.docx

019 - Business Programme Review 21-22.docx

020 - Self Evaluation Document Oct 2022.docx

021a - People Strategy 2021-2024.docx

021b - Student HandbookHND Business_2021.pdf

022 - SIRM Strategic Plan Targets 2021-24.docx

023 - SIRM Organogram October 2022.pptx

024 - Student Conduct, Attendance and Engagement Agreement_template.docx

025 - SIRM Student Engagement Strategy 2021-2024.docx

026 -SIRM Student Governor Role & Responsibilities.docx

027 - Student Voice Feedback & Proposed Actions May 2022.docx

028 - PEARSON Telephone consultation 271022.pdf

029 - HNDAssessment Board Minutes_09062021_ESCH_TAG statement.pdf

030 - HNDAssessment Board Minutes_25012021.pdf

031 - Student InductionSurveystatistical reportOct 2019.pdf

032 - Student SurveyEnd of SemesterReportRISHIRAM ARYAL_ESCH20O_UNIT 9_Y1S2.pdf

033 - Student SurveyInductionReportOct 2020.pdf

034 - Student SurveyInductionReportOct 2021.pdf

035 - Student Testimonials.pdf

036 - POL-SIRM-002_Initial AssessmentDiagnostic & Signposting Policy.docx

037 - POL-SIRM-009_Sustainability and Environmental Policy.docx

038 - POL-SIRM-010_Student Disciplinary Procedure and Code of Conduct.docx

039 - POL-SIRM-011_Transgender Policy.docx

040 - POL-SIRM-012_Staff Training and Development Policy.docx

041 - POL-SIRM-014_Quality Assurance.docx

042 - POL-SIRM-015_Refund and Compensation Policy.docx

043 - POL-SIRM-017_Complaints Policy and Procedures.docx

044 - POL-SIRM-018_Examination and Invigilation Procedure.docx

045 - POL-SIRM-020_Assessment Related Conflict of Interest Policy.docx

046 - POL-SIRM-021_Assessment and Internal Verification Policy.docx

047 - POL-SIRM-022_Teaching Observation Guidance.docx

048 - POL-SIRM-026_Safer Recruitment Policy.docx

049 - POL-SIRM-027_Safeguarding Policy and Procedures.docx

050 - POL-SIRM-028_Risk Assessment Procedure.docx

051 - POL-SIRM-029_Reasonable Adjustments and Special Consideration Policy.docx

052 - POL-SIRM-031_Student Application Process_Flowchart.docx

053 - POL-SIRM-032_Staff Appraisal Policy.docx

054 - POL-SIRM-033_Probation Policy.docx

055 - POL-SIRM-034_Plagiarism Policy.docx

056 - POL-SIRM-038_Health Safety and Welfare Policy.docx

057 - POL-SIRM-040_Equality & Diversity Policy.docx

058 - POL-SIRM-041_Equality & Diversity Policy for Learners.docx

059 - POL-SIRM-043_Service Standards Statement.docx

060 - POL-SIRM-049_Attendance and Engagement Policy.docx

061 - POL-SIRM-051_Admissions Policy.docx

062 - POL-SIRM-052_Business Continuity and Disaster Recovery Plan.docx

063 - POL-SIRM-054_Health & Safety Procedure for Fire and Evacuation.docx

064 - Overall Quality Cycle.pptx

065 - SIRM School Advisory Board Terms of Reference.docx

066 - SIRM Academic Board Terms of Reference.docx

067 - SIRM QPM Terms of Reference.docx

068 - SIRM Search and Governance Terms of Reference.docx

069 - SIRM Staff Voice Questions.docx

070 - SIRM Advisory Board mins and action points 13.1.2022.pdf

071 - SIRM Advisory Board mins and action points 6.4.2022.pdf

072 - SIRM Advisory Board mins and action points 6.7.2022.pdf

073 - SIRM Advisory Board mins and action points 17.10.2022.pdf

074 - Minutes of QPM 28 Jan. 2022 - 15.30.docx

075 - Minutes of QPM 22.02 2022 - 15.30.docx

076 - Minutes of QPM 31.03.2022 - 16.30.docx

077 - Minutes of QPM 28.04.2022 - 16.30.docx

078 - Minutes of QPM 26.05.2022 - 16.30.docx

079 - Quality Performance Meeting - June 30th Minutes.docx

080 - Quality Performance Meeting - October 19th Minutes.docx

081 - Quality Performance Meeting - September 16th Minutes.docx

082 - SIRM email to ESCGPearson Edexcel OnlineResult Inaccuracies_21 JUL 2022.pdf

083 - SIRM email to ESCGPearson Registration inaccuracies_25 April 2022.pdf

084 - Standardisation Meeting ESCG, SIRM, CECOS 10.09.20.pdf

085 - BTEC_Lvl_L5_EduTrain.pdf

086 - HNCD_L45_BUSINESS_RQF.pdf

087 - POL-SIRM-023_Student Welfare, Pastoral & Academic Support Policy.docx

087 - SIRM Learner Support.docx

088 - Unit 1_unit 41_SV resample and action plan_24th-25th June 2021.pdf

089 - SIRM email_IV plan - July 2021 assessment.pdf

090 - ESCG DET SIRM SCA Agreement 03 Feb 2022.pdf

091 - HND Sub-contract Agreement - East Sussex College Group and SIRM.pdf

092a - UNIT 1 DET mandatory unit Teaching, learning and assessment in education and training.doc

092b - UNIT 2 DET mandatory unit Developing teaching, learning and assessment in education and training.doc

092c - UNIT 3 DET mandatory unit Theories, principles and models in education and training.doc

092d - UNIT 4 DET mandatory unit Wider professional practice and development in education and training.doc

092e - Unit 12_Assignment Brief_V3.pdf

092f - UNIT 13 optional Developing, using and organising resources in a specialist area.doc

092g - Unit 21 optional unit Inclusive practice.doc

092h - UNIT 27 optional unit Teaching in a specialist area.doc

093a - Unit 1_Assignment Brief_V3_approved.pdf

093b - Unit 2_Assignment Brief_V1_approved.pdf

093c - Unit 3_Assignment Brief_V2_approved.pdf

093c - Unit 4_Assignment Brief_V1_approved.pdf

093d - Unit 9_Assignment Brief_V2_approved.pdf

094 - Student HandbookDET 2021 20123.docx

095 - DET ASSESSMENT STRATEGY.docx

096 - Grading Standardisationunit 6_20-09-2022.pdf

097 - ASSESSMENT SCHEDULE -DET.docx

098 - ASSESSMENT SCHEDULE - HND BUSINESS.docx

099 - Assessment-Record-Template.docx

100 - HND_Assessment Board Minutes_19 May 2022_ESCH.pdf

101 - HN Business Spec 2016_Unit 12 brief_V3_IV report_approved.pdf

102a - CV_███████████████

102b – CV███████████████

102c – CV█████████████████████

102d – CV████████████

102e - CV██████████

102f – CV██████████

102g – CV███████████████

102h – CV███████████

102i – CV█████████████████

102j – CV█████████

102k – CV█████████████

102l – CV█████████████

102m – CV██████████

103a – CV█████████████

103b – CV█████████████

103c – CV██████████

103d - CV███████████████

103e – CV██████████

103f – CV█████████████

104 - Lesson Observation Checklist Form.doc

105a - ██████████ 09.11.2022 SIRM Lesson Observation Form 21-22 - V1 - FOR learning walk trail.docx

105b - ██████████ 12.11.2022 SC SIRM Lesson Observation Form 21-22 - V1 - FOR learning walk trail.docx

105c - ██████████ 11.2022 SIRM Lesson Observation Form 21-22 - V1 - FOR learning walk trail.docx

105d - ██████████ 10.11.2022 SIRM Lesson Observation Form 21-22 - V1 - FOR learning walk trail.docx

105e - ██████████ 17.11.2022 SIRM Lesson Observation Form 21-22 - V1 - FOR learning walk trail.docx

105f - ██████ observed by ████████ with SC 07.11.2022 SIRM Lesson Observation Form 21-22 - V1 - NOOR NASIR.docx

105g - ██████████ 19.11.2022 SIRM Lesson Observation Form 21-22 - V1 - FOR learning walk trail.docx

105h - ██████ SC 12.11.2022 SIRM Lesson Observation Form 21-22 - V1 - FOR learning walk trail.docx

105i - ██████████ 07.11.2022 SIRM Lesson Observation Form 21-22 - V1 - FOR learning walk trail.docx

106a - Performance Review ██████████.docx

106b - Performance Review ████████.docx

106c - SIRM performance appraisal formPart BPart ██████████April 2021.pdf

107 – SIRMLibrary Catalogue.png

108 - Student Representative Induction.pptx

109 - SIRM Student Governor Role & Responsibilities.docx

110a - SIRM Student Rep Handbook 2022-2023.docx

110b - 3.063 QSR QAAO request to provider for additional evidence DBA.docx

111 - Ongoing Student Survey 2022.pdf

111 3.063 QSR QAAO request to provider for additional evidence DBA.docx

112 - Ongoing Student Survey 2022.xlsx

113 - SIRM NSS Results Summary.pdf

114 - SIRM National Student Survey 2022(1-110).xlsx

115 - SIRM Individual Learning Plan - S1.docx

116 - SIRM Individual Learning Plan - S2.docx

117 - SIRM Individual Learning Plan - S3.docx

118 - SIRM Individual Learning Plan - S4.docx

119 - SIRM QIP 22022-23 at 9 Dec 2022.docx

120 - 9781446913727_BTEC_Lvl_L45_EdTrain_Issue_2 Option units .doc

121 - Level 5 Diploma.pptx

122 –Not used

123 –Not used

124 –Not used

125 –Not used

126 - SIRM via centre 56715 Feb 2022 amr-centre-engagement-document.pdf

127 - Unit 1_Assignment Brief_V1.2.pdf

128 - Unit 2_Assignment Brief_V1.2.pdf

129 - Unit 3_Assignment Brief_V1.2.pdf

130 - Unit 4_Assignment Brief_V1.2.pdf

131 - Unit 44_Assignment Brief_V2_approved.pdf

132 - Learner Induction Part 1.pptx

133 - Retention, achievement and attendance .xlsx

133 - Student Grade Profiles.docx

134 - Admissions Officer Job Description.docx

135 - Lecturer (Business) Job Description.docx

136 - Lecturer (DET) Job Description.docx

137 - Marketing and Admissions Manager Job Description.docx

138 - Operations and Compliance Manager Job Description.docx

139 - Programme Leader Job Description.docx

140 - Quality Manager Job Description.docx

141 - Student Recruitment Manager Job Description.docx

142 - Student Support & Welfare Manager Job Description.docx

143 - SIRM Student Governor Feedback January 2023.pdf

144 - Timetabling unit allocation to staff.docx

145 - Student Welfare Referrals to External Agencies.docx

146a - CPD_TEACHERS_Maha.docx

146b - CPD Record KYM 012023.docx

146c - CPD_TEACHERS Najia.docx

147 - Approvals Process.docx

148 - Learning Resources at School of Information and Risk Management.docx

149 - Student Governor Training Confirmation.pdf

150a – HNDAssessment Board Minutes_19 May 2022_ESCH.docx

150b – HNDAssessment Board Minutes_19 May 2022_ESCH.pdf

150c - SIRM Assessment Board Agenda_13 October 2022.docx

150d - SIRM Assessment Board Agenda_19 MAY 2022.pdf

150e – SIRMAssessment Board Agenda_13 October 2022.pdf

150f - Assessment Board Minutes_13 Oct 2022.pdf

151 - Student HandbookDET 2021 20123 (credit value for units 1,2,3 needed to be 20 Credits).docx

152a - Staff Induction Checklist.docx

152b - Staff Health Safety Induction Checklist.docx

153 - SIRM Student Engagement Strategy 2021-2024 (annotated).docx

154 - SIRM VLE Screengrabs.docx

155a – CataloguesE-Libraries SIRM.docx

155b - Learner Induction Booklet Business SIRM Final.pdf

155c - SIRM Getting Started Session.pdf

156 - Student Representation and Feedback Model.docx

157 - ███████ CV.docx

158 – Student Work Sample

159 – Observations Sheets

160 – Student Submission

161 – Review of VLE and Facilities

M01 – Meeting with Senior Staff

M02 – Meeting with Partners

M03 – Meeting with Academic Staff

M04 – Meeting with Students

M05 – Meeting with Professional Support Staff

M06 – Final Meeting