



Designated Quality Body
in England

Assessment for New Degree Awarding Powers

New Model Institute for Technology and Engineering (NMITE)



Review Report

July 2022

Contents

Summary of findings	1
About this report	1
Provider information	2
About NMITE	2
How the assessment was conducted	3
Explanation of findings	5
Criterion A: Academic governance	5
Criterion A1 - Academic governance	5
Criterion B: Academic standards and quality assurance	18
Criterion B1 - Regulatory frameworks.....	18
Criterion B2 - Academic standards	23
Criterion B3 - Quality of the academic experience.....	30
Criterion C: Scholarship and the pedagogical effectiveness of staff	48
Criterion C1 - The role of academic and professional staff.....	48
Criterion D: Environment for supporting students	58
Criterion D1 - Enabling student development and achievement.....	58
Criterion E: Evaluation of performance	67
Criterion E1 - Evaluation of performance	67
New Degree Awarding Powers overarching criterion	73
Required changes to the New DAPs Plan	75
Annex	76

Summary of findings

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

About this report

This is a report of a New Degree Awarding Powers Test (NDAPs) assessment of the New Model Institute for Technology and Engineering (NMITE) conducted by QAA in July 2022 in accordance with the process outlined in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

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

This assessment was undertaken for the purposes of providing advice on the award of a New DAPs authorisation for Taught Degree Award Powers (TDAP) up to and including Level 7.

Provider information

Legal name	New Model Institute for Technology and Engineering
Trading name	NMITE
UKPRN	10067406
Type of institution	Higher education institution
Date founded	2018
Start date of proposed higher education provision	17 September 2021
Application route	New DAPs
Level of powers applied for	Taught Degree Awarding Powers (TDAP) up to and including Level 7
Subject(s)	CAH10-01 Engineering CAH13-01 Architecture, Building and Planning
Location(s) of teaching	Blackfriars Street, Hereford, HR4 9HS; Canary Drive, Skylon Park, Hereford, HR2 6SR (under development)
Number of current programmes as at July 2022	One professional master's degree in Engineering
Number of students as at July 2022	Total: 37, all full time
Number of staff as at July 2022	Total: 50 staff 4 senior managers 13 academic staff 6 student support staff 27 other roles
Current awarding body arrangements	The Open University is the awarding body for the currently running MEng Integrated Engineering (accelerated)

About NMITE

The New Model Institute for Technology and Engineering (NMITE) is a higher education institution founded in 2018. It is a not-for-profit company limited by guarantee registered in England, and a registered charity. NMITE was founded to develop and demonstrate a new model of engineering higher education. NMITE aspires to be an exemplar in higher education, working in partnership with local further education providers and being a regional resource that amplifies the UK's world-leading technological innovation for the benefit of Herefordshire. NMITE strives to nurture future engineers and technology professionals who understand the social value in their work, learn in an agile way and in a diverse environment. It received significant start-up funding from the Department for Education and the Marches Local Enterprise Partnership as well as philanthropic support from a wide range of individuals, institutions and charitable trusts to realise this ambition.

NMITE currently delivers a Master of Engineering (MEng) Integrated Engineering programme validated by the Open University. It welcomed its first intake of students in

September 2021 with a second cohort commencing in January 2022. Students on this programme will transfer to NMITE should it achieve DAPs authorisation. From January 2023 NMITE will deliver 60 credits of a 180 credit Master of Science (MSc) in Engineering Project Management of the University of Roehampton which has subcontracted delivery of three modules to NMITE. Should it proceed to the New DAPs probationary period, NMITE also plans to expand its programme portfolio with a total of five additional programmes at undergraduate and postgraduate level (from entry level to Level 7) to be launched in September 2023 and 2024 in engineering, built environment and manufacturing subjects.

NMITE is governed by a Board of Trustees. The supreme academic authority is the Academic Council which has strategic oversight of academic standards and ensures compliance with all relevant external regulatory frameworks. NMITE is led by the CEO, supported by a Chief Academic Officer and a Chief Operating Officer. On 28 July 2022, and therefore outside of the NDAPs scrutiny period, NMITE informed the team of changes to the governance and management structures. The Board of Trustees approved the succession arrangements on 27 July 2022 which will see the current CEO leave the institution on 15 September 2022. According to the succession plan, the current Chief Operating Officer will be appointed CEO and President and will join the Board of Trustees on 1 September 2022. The Chief Academic Officer, while continuing to be line-managed by the CEO, will take the lead on reporting to the Board of Trustees on matters related to academic governance, including the annual review of academic governance which is currently the responsibility of the President and CEO. Subject to confirmation by the Academic Council, there will also be a change to the chairing arrangement for the Academic Affairs Committee with the Academic Director taking over this role from the Chief Academic Officer.

NMITE has one academic team which is supported by a range of professional staff including key posts such as the Academic Registrar, the Head of Student Experience and the Quality Assurance Managers.

How the assessment was conducted

The QAA team completed an assessment of the New Model Institute for Technology and Engineering according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

The OfS referred New Model Institute for Technology and Engineering to QAA for a New DAPs test assessment on 7 February 2022 and the provider's submission and supporting evidence was received on 14 April 2022. The assessment began on 14 April 2022, culminating in a final report to the Advisory Committee on Degree Awarding Powers on 13 October 2022 and final advice to the OfS.

The team appointed to conduct the assessment was as follows:

Name: Matthew Armstrong
Institution: University of Newcastle upon Tyne
Role in assessment team: Institutional assessor and subject expert (CAH 10-01 Engineering)

Name: Alan Howard
Institution: University of Reading
Role in assessment team: Institutional assessor

Name: Mary Blauciak
Institution: Independent
Role in assessment team: Institutional assessor/student assessor

The QAA Officer was Monika Ruthe.

The size and composition of this team is in line with published guidance and, as such, is comprised of experts with significant experience and expertise across the higher education sector. The team included members with experience of a similar provider to the institution, knowledge of the academic awards offered and included academics with 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 NMITE prior to the assessment to identify and resolve any possible conflicts of interest.

The team conducted the assessment by reference to a range of evidence gathered according to the process described in the Guidance for Providers. The criteria used in relation to this assessment are those that apply in England as set out paragraphs 215-216 and in Annex C in the OfS regulatory framework. To support the clarity of communication between providers and QAA, the DAPs criteria from the OfS regulatory framework have been given unique identifiers and are reproduced in Annex 4 of *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

NMITE's initial documentary submission was received on 14 April 2022. Following the initial desk-based analysis of the New DAPs Plan and evidence, and in line with the published guidance, the assessment was suspended while the provider revised the submission to meet the requirements of the NDAPs Test. A new submission was received on 18 May 2022 consisting of the revised New DAPs Plan and 203 items of supporting evidence superseding the original submission. Following the desk-based analysis of the revised New DAPs Plan and the evidence, the team made requests for further evidence and clarification and an additional 170 pieces of evidence were provided. Further clarification and a small number of additional items of evidence were requested by the team following its planning meeting and NMITE provided 17 additional items in response, bringing the total evidence base by the end of the process to 390. No evidence was sampled as NMITE delivers one programme and the volume of material was such that all evidence could be reviewed by the team.

The online assessment visit took place from 19 to 20 July 2022. The visit included four meetings with senior, academic and professional support staff and students, and a final meeting with senior staff. An onsite tour of specialist facilities was conducted by the subject assessor on 11 August 2022.

Further details of the evidence the assessment team considered are provided in the 'Explanation of findings' below.

Explanation of findings

Criterion A: Academic governance

Criterion A1 - Academic governance

- 1 This criterion states that:
- A1.1: *An organisation granted degree awarding powers has effective academic governance, with clear and appropriate lines of accountability for its academic responsibilities.*
- A1.2: *Academic governance, including all aspects of the control and oversight of its higher education provision, is conducted in partnership with its students.*
- A1.3: *Where an institution granted degree awarding powers works with other institutions to deliver learning opportunities, it ensures that its governance and management of such opportunities is robust and effective and that decisions to work with other institutions are the result of a strategic approach rather than opportunism.*

The evidence considered and why the team considered this evidence

2 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and NMITE's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess NMITE's understanding of this criterion and to test the credibility of NMITE's New DAPs Plan in relation to this criterion.

- 3 Specifically, the assessment team considered or assessed whether:
- a the provider's higher education mission and strategic direction and associated policies are coherent, published, understood and are likely to be applied consistently. The team therefore considered the New DAPs Plan, [0000] the Founding Declaration, [0001] the Memorandum and Articles of Association, [0002] the NMITE website, [<https://nmite.ac.uk/partner/pledge-bepartofit>] the Guiding Principles for Learning and Teaching, [0006] the Equality, Diversity and Inclusion Strategy [0046] and the Access and Participation Plan. [0600] The team also met with senior, teaching and student support staff. [M2 academic governance]
- b the provider's academic policies are likely to support its higher education mission, aims and objectives. To do this the team examined the Founding Declaration, [0001] the Admissions Policy, [0009] Assessment Policy, [0008] Extenuating Circumstances Policy, [0013] Academic Misconduct Policy, [0015] Academic Appeals Policy, [0025] External Examiner Policy, [1016] Student Equality, Diversity and Inclusion Policy, [0019] Student Complaints Resolution Policy [0026] and the Disability and Reasonable Adjustments Policy. [0501]
- c there is clarity and differentiation of function and responsibility at all levels in the institution in relation to its academic governance structures and arrangements for managing its higher education provision. The team therefore reviewed the New DAPs Plan, [0000] the Governance Handbook, [0028] the Memorandum and Articles of Association, [0002] the terms of reference and membership of Academic Council, [0030] the Academic Affairs Committee, [0031] the Assessment Board,

[0032] the Quality Assurance Committee [0033] and the Extenuating Circumstances Committee, [0034] the Board of Trustees Paper on Academic Governance, September 2020, [0061] Academic Council minutes, [0035i-iii, 0220, 1005, 2054, 2056] Academic Affairs Committee minutes, [0036i-iii, 0231, 2059-2060] Quality Assurance Committee minutes, [0038i-iii, 0211, 2051-2052] Extenuating Circumstances Committee minutes, [0039], the Partnership Advisory Group terms of reference and membership, [0091] the institution structure diagram, [0057] job descriptions of the Chief Executive Officer and President, Chief Academic Officer and Chief Operating Officer [0029i-iii] and the Academic Director, [3009] and the terms of reference and membership of the Executive Board. [1006]

- d the function and responsibility of the senior academic authority is clearly articulated and is likely to be consistently applied. To assure itself of this the team considered terms of reference and membership of the Academic Council. [0030]
- e there is appropriate depth and strength of academic leadership. To assess this the team examined the CVs of the Chief Executive Officer, [0040] Chief Academic Officer, [0041] Academic Director, [0042] Chief Operating Officer, [0090] Head of Programme Development, [0043] Director of the Centre for Advanced Timber Technology [0044] and the list of academic staff external roles. [0212]
- f the provider will develop, implement and communicate its policies and procedures in collaboration with its staff and students and external stakeholders. To do this the team read the New DAPs Plan, [0000] the staff survey questionnaire on graduate attributes, [0047] examples staff fortnightly reports, [0048i-iii] screenshot of student access to policies on the portal, [0050] the Student Code of Conduct, [0510] the terms of reference and membership of the Partnership Advisory Group [0091] and additional provider information. [additional information 2] The team also met with senior staff [M2 academic governance] and six students (including one student representative) of the September 2021 and January 2022 cohorts from the MEng Integrated Engineering programme. [M4 student meeting]
- g the provider will manage successfully the responsibilities that would be vested in it were it to be granted degree awarding powers. To establish this the team considered the New DAPs Plan, [0000] the Annual Report of Academic Governance 2020-21, [0059] Academic Council minutes, [0035i-iii, 0220, 1005, 2054, 2056] Academic Affairs Committee minutes, [0036i-iii, 0231, 2059-2060] Quality Assurance Committee minutes [0038i-iii, 0211, 2051-2052] and Extenuating Circumstances Committee minutes. [0039]
- h students individually and collectively will be engaged in the governance and management of the institution and its higher education provision, with students supported to be able to engage effectively. The team therefore reviewed the New DAPs Plan, [0000] the Student Engagement Strategy, [0053] the terms of reference and membership of the Academic Council [0030] and the Equality, Diversity and Inclusion Committee, [0054] minutes of the Board of Trustees, March 2022 [0078] and Academic Council, April 2022. [1005] The team also met with senior, teaching and student support staff. [M2 academic governance]
- i the arrangements to deliver learning opportunities with industry curriculum partners are based on a strategic approach, informed by the effective assessment of risk including the carrying out of due diligence, are defined in written legal agreements and will be subject to the same robust oversight and governance as the rest of the institution's provision. To establish this, the team examined the New DAPs Plan, [0000] the OU Validation Letter MEng Integrated Engineering, [0003ii] the OU

Approval and Validation Agreement with NMITE, [0065] the list of curriculum partners, [0426] the Partnerships Guide, [0068] an example of a due diligence score chart, [0069] examples of Memoranda of Understanding, [0076i-iii] an example of a partner relationship, [2064] the Partner and Guest Speaker Handbook, [0074] the role of challenge briefs document, [2066] the Intellectual Property Policy [0075] and the terms of reference and membership of the Partnership Advisory Group. [0091]

How any samples of evidence were constructed

4 No sampling of evidence was undertaken because NMITE only delivers one programme at present and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

5 The provider's plans in relation to this criterion are set out below.

6 NMITE plans to have its academic governance arrangements fully implemented by year 1, quarter 3 of the probationary period. There are no plans to make major changes to the existing governance arrangements during the probationary period. NMITE plans to review the effectiveness of its academic governance arrangements on an annual basis in the third quarter of each year.

7 NMITE commits to working with students as partners and a review of the Student Engagement Strategy is planned for summer 2023 and annual reflective reports on student engagement are planned to be presented to the Quality Assurance Committee in quarter 3 with the first report scheduled for July 2023. A guide for student representatives to support their engagement in academic committees is planned for spring 2023.

8 NMITE has formed partnerships with a range of industry partners to support the delivery of the curriculum of its current and planned programmes. NMITE's initial focus in educational partnership working will be on subcontracted delivery, franchise arrangements and articulation agreements. NMITE has plans, from January 2023, to deliver provision on a subcontracted basis on behalf of Roehampton University.

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

10 NMITE's stated core purpose [0000 New DAPs Plan] is to be a provider of innovative higher education. NMITE's mission and objectives to fulfil its core purpose are communicated through its Founding Declaration [0001] and its Memorandum and Articles of Association. [0002] NMITE aspires to be a new type of engineering higher education institution and a 'globally significant centre for innovative mould-breaking engineering and technology education' [0001 Founding Declaration] and is committed to contribute to help changing an engineering profession to one that is more representative of society.

11 NMITE's principles and associated values and behaviours set out in the Founding Declaration are published for staff, students and partners on the website. [<https://nmite.ac.uk/partner/pledge-bepartofit>] They are underpinned by Guiding Principles for Learning and Teaching [0006] and an Equality, Diversity and Inclusion Strategy, [0046] which are coherent with its vision and strategic direction. For example, the Guiding Principles for Learning and Teaching [0006] set out high-level goals such as the provision of 'teaching and learning that recognises and explores the ways in which engineering and technology are deeply connected with other disciplines and society' and 'the integration of employers and communities in teaching and learning'. NMITE intends for these principles to deliver its vision through active learning and open enquiry delivered through the use of problem-based learning opportunities devised by industry partners; curricula that

contextualise engineering and technology in social, cultural, environmental and economic contexts; spaces for students to manage their own development; and 'deep integration with employers and partners' in the immediate region and beyond. [0000 New DAPs Plan] The Equality, Diversity and Inclusion Strategy [0046] sets out strategic goals and identifies values and behaviours to be adopted by staff and students and to support NMITE's ambition to build a diverse and inclusive community that actively seeks to attract, recruit, support and promote talented individuals from different backgrounds and heritages and reduce the gender disparity seen in engineering. These articulated values align with aspirations outlined within the Founding Declaration, [0001] for instance to work in an environment of openness and transparency, and to be recognised and valued for the contribution one makes.

12 NMITE's Access and Participation Plan [0600] makes clear its approach to targeting the recruitment of students currently under represented in higher education, for instance from areas with lower higher education participation rates and low household income and/or socio-economic status. In line with NMITE's mission to diversify the engineering population, it states an intent to consider mechanisms to encourage gender balance and access and participation of minority ethnic students, access for mature students, and particularly ex-military personnel and those considering a change in career, [0600 Access and Participation Plan] thus fully supporting its vision and mission. The team concludes that NMITE's higher education mission and strategic direction are clearly articulated in the Founding Declaration, institutional strategies and plans which are coherent, published and support the stated mission.

13 Staff [M2 academic governance] showed a clear understanding of NMITE's mission, values and supporting strategies and were able to explain how they are being implemented through the committee structure, and in their areas of responsibility. For instance, staff stated that the overarching function of the deliberative committees is implementing the mission, vision and values and that the Board of Trustees ensures that the academic governance structures deliver on this through an annual review of the effectiveness of governance arrangements. [M2 academic governance] Staff also explained that NMITE's mission and vision are already embedded in the content and in the delivery of the Open University validated MEng Integrated Engineering programme through the deployment of problem-based learning approaches and design challenges set by industry curriculum partners. In addition, the content of the weekly programme team meetings for the MEng Integrated Engineering is informed by the Guiding Principles on Learning and Teaching. [1001 academic delivery meeting notes, M2 academic governance] This reassured the team that NMITE's higher education mission and strategic direction and associated policies are understood and are likely to be applied consistently.

14 The team found that NMITE's academic policies on admissions, [0009 Admissions Policy] assessment [0008 Assessment Policy, 0013 Extenuating Circumstances Policy, 0015 Academic Misconduct Policy, 0025 Academic Appeals Policy, 1016 External Examiner Policy] and student support [0019 Student Equality, Diversity and Inclusion Policy, 0026 Student Complaints Resolution Policy, 0501 Disability and Reasonable Adjustments Policy] support its mission, aims and objectives as set out in the Founding Declaration. [0001] For example, both the admissions policy it developed and operates for the Open University validated MEng Integrated Engineering [0203 MEng Admissions Policy 2021-22] and for its own planned provision [0009 Admissions Policy] encourage applications from prospective students who may not meet the entrance requirements of traditional universities such as applicants who have not achieved, or do not expect to achieve, A Levels in science, mathematics or engineering subjects provided they can demonstrate an ability and commitment to succeed. In order to widen access to engineering and technology education, the admissions procedures emphasise looking beyond grades and qualifications and understanding applicants more holistically. NMITE aims to recruit highly motivated, creative, and curious students from a variety of backgrounds, with or without formal qualifications (see

Criterion B3, paragraphs 138 and 156), who would benefit from a team and project-based learning approach. NMITE's current assessment process, which will also apply to the planned provision, is geared towards the development of the professional practice of students through experiential learning approaches, [0008 Assessment Policy] and supports the creation of a learning-by-doing environment. This aligns with the vision for a new approach to engineering higher education described in the Founding Declaration. [0001] The Assessment Policy and the policies for external examining, academic misconduct, academic appeals and complaints are discussed in detail under Criterion B3 (paragraphs 157-158, 164-166, 171-175 and 177-178) and the student support policies under Criterion D (paragraphs 241-242 and 259-261).

15 NMITE has established a framework of committees to undertake academic decision making which started to operate in its current form from the academic year 2020-21. [0000 New DAPs Plan] Academic governance is overseen by NMITE's governing body, the Board of Trustees. The current Board of Trustees has 10 members. There are four standing committees of the Board: the Audit and Risk Committee, the Nominations Committee, the Remuneration Committee and the Resources and Property Committee. [0028 Governance Handbook] The Board of Trustees approves the mission, strategic vision and ethos and NMITE's long-term academic plans, business plans and performance indicators. It oversees the academic regulatory and governance framework as delegated to the Academic Council, the senior academic authority that was established in autumn 2020, and seeks assurances from Academic Council on the maintenance of academic standards and quality. [0028 Governance Handbook] The Board does not have separate terms of reference, as its powers, role and responsibilities are clearly outlined in the Articles of Association [0002] and the Governance Handbook. [0028]

16 The Academic Council is responsible to the Board for all matters of academic governance. The membership consists of ex-officio and elected members and comprises academic leadership, elected academic and professional service representatives and students. Academic Council is chaired by the Chief Executive Officer who is also a member of the Board of Trustees. [0030 AC terms of reference and membership] The team formed the view that the breadth of experience in the Academic Council membership is appropriate to discharging its roles and responsibilities. An agreed protocol has been designed between Academic Council and the Board of Trustees which sets out how Academic Council facilitates the discharge of its responsibilities through reporting mechanisms and procedures, and a schedule of agreed activity and performance measures. As part of this, Academic Council prepares its schedule of business for the year for consideration by the Board of Trustees together with its terms of reference at the first session each year. [0061 Board of Trustees Paper on Academic Governance, Sept 2020]

17 The function and responsibility of the Academic Council, as the senior academic authority, is clearly articulated in its terms of reference. [0030] The Academic Council is tasked with maintaining strategic oversight of academic standards and the quality of learning opportunities. Its remit includes the approval and monitoring of the effectiveness of all academic policies and procedures including those related to curriculum development and review, admissions, learning and teaching, student support, student progression, quality assurance, and all other policies related to the assurance of standards and quality. [0030 AC terms of reference]

18 Academic Council discharges its duties through four subcommittees: the Academic Affairs Committee, the Quality Assurance Committee, the Assessment Board, and the Extenuating Circumstances Committee. [0000 New DAPs Plan] The roles, responsibilities and accountabilities of the Academic Council and its subcommittees are clearly defined in their terms of reference, [0030 AC, 0031 AAC, 0032 AB, 0033 QuAC, 0034 ECC] which set out the system of delegated authority for the Academic Council and its subcommittees. It is

clear that the decision-making authority on academic matters is principally Academic Council. [0030 AC terms of reference] Subcommittees report into each Academic Council meeting, and this is the mechanism for assuring Academic Council on the maintenance of academic standards and the quality of teaching and learning and the wider student experience. [0000 New DAPs Plan]

19 The Academic Affairs Committee has overall responsibility for the development, monitoring, review and implementation of academic affairs including learning, teaching, knowledge generation and exchange. It is chaired by the Chief Academic Officer and draws its membership from across both the academic team and professional services. [0031 AAC terms of reference and membership] The remit of the Quality Assurance Committee is to ensure that NMITE's academic standards reflect the expectations of regulators, employers and professional bodies, and to provide an auditable system for demonstrating this is achieved. The Quality Assurance Committee is chaired by the Chief Academic Officer and its membership includes the Quality Assurance Manager and academic representatives. [0033 QuAC terms of reference and membership]

20 The Assessment Board has responsibility for the quality and integrity of NMITE's assessment outcomes and oversees the assessment process. It is chaired by the Chief Academic Officer and its membership is made up of academic, academic support and quality assurance staff. [0032 AB terms of reference and membership] The Extenuating Circumstance Committee is responsible for ensuring students with temporary unforeseen personal circumstances that prevent them from attending and participating in timetabled learning activities and/or undertaking assessments are not disadvantaged. The committee is chaired by the Academic Registrar and its membership includes members of the academic team and professional services. [0034 ECC terms of reference and membership]

21 Examining the academic governance structures NMITE has created and operates, the team formed the view that these are fit for purpose and appropriate for the size of the institution. The terms of reference, membership and reporting lines of the various bodies are clearly articulated, and all committees are scheduled to meet sufficiently often to enable robust governance oversight and timely action.

22 Examples of minutes from Academic Council confirm that the meetings held in the 2020-22 period adhered to its terms of reference and that it discharges its academic governance responsibilities effectively. For example, oversight of quality and standards is evidenced through the scrutiny of reports from its subcommittees and through amendment and approval of academic regulations and policies. [0035i-iii, 0for220, 1005, 2054, 2056 AC minutes] This demonstrates that the function and responsibility of the senior academic authority is implemented in practice. Similarly, meeting minutes from its subcommittees from the same period also show that they have all been operating within their terms of reference and fulfilling their functions. [0036i-iii, 0231, 2059-2060 AAC minutes, 0038i-iii, 0211, 2051-2052 QuAC minutes, 0039 ECC minutes] This gives the team confidence that responsibilities of the senior academic authority and its subcommittees will continue to be appropriately discharged and consistently applied during the probationary period.

23 Externality in the academic governance arrangements is provided through the Partnership Advisory Group which feeds into the Academic Council. This group is populated and chaired by industrial and community partners who advise Academic Council on curricula and how best to successfully work with partners to achieve NMITE's educational goals. [0000 New DAPs Plan, 0091 PAG terms of reference and membership]

24 The Academic Governance handbook [0028] makes a clear distinction between governance and management. NMITE is led by the President and Chief Executive Officer, supported by the Chief Academic Officer and the Chief Operating Officer, [0057

Organisation Structure Diagram, 0029i-iii Job Descriptions CEO, CAO, COO] who together with the Academic Director [3009 JD Academic Director] form the senior leadership team with responsibility for managing the higher education provision. They are members of the Executive Board which also includes senior staff in non-academic functions. [1006 ToR and membership EB] Their respective responsibilities are clearly set out in their job descriptions.

25 The President and Chief Executive Officer (CEO) guides the development and implementation of NMITE's strategic vision and plans, and as such is responsible for developing the strategic vision, to respond to circumstances and translate it into a meaningful and realistic rolling five-year business plan. The post-holder also has ultimate responsibility for ensuring the design of the academic programme, its integrity to the vision and its achievement of validation, accreditation, and any other relevant academic, statutory, regulatory or licensing requirements. The CEO informs trustees of all key NMITE activities and their progress. [0029i JD CEO, 0078 BoT minutes, March 2022, 0086 paper to BoT, Sept 2021, 0425 update by CEO]

26 The CEO is supported in this by the Chief Operating Officer and Chief Academic Officer. The Chief Operating Officer has specific responsibility for the development and delivery of NMITE's corporate services, business and infrastructure functions, [0029ii JD COO] whereas the Chief Academic Officer is tasked with setting academic priorities and driving curriculum development to deliver effective educational programmes. The Chief Academic Officer is also responsible for ensuring the successful implementation of NMITE's vision and strategic activities relating to student admissions, progression and achievement, maintenance and enhancement of quality and standards, and the wider student experience including student wellbeing and support. [0029ii JD CAO] The Academic Director supports the Chief Academic Officer in delivering and continuing to develop the student experience and leads the delivery of the educational portfolio, both strategically and on a day-to-day basis. [3009 JD Academic Director]

27 Consideration of the CVs of the academic leadership team [0040 CV CEO, 0041 CV Chief Academic Officer, 0042 CV Academic Director, 0090 CV Chief Operating Officer] led the team to conclude that there is appropriate strength and depth in the current academic leadership team. Senior academic leaders have extensive experience in corporate and academic governance of higher education institutions, academic leadership in higher education and curriculum development and have distinguished professional and external standing. Members of the academic leadership team have worked and held positions in other higher education institutions, served as external examiners, work with the Higher Education Academy and engage formally with relevant industry bodies. [0212 academic staff external roles]

28 The current CEO is appropriately qualified and experienced having held senior leadership roles in higher education and numerous relevant professional executive and non-executive external positions including Trustee and Directorships. [CEO CV 0040] The Chief Academic Officer is a qualified engineer and experienced higher education manager with specialisms in start-up environments and leading change in higher education. [0041 CV CAO] The Academic Director has extensive experience in curriculum development and development of engineering pedagogy and is a National Teaching Fellow. [0042 CV AD] The wider academic leadership team also includes the Head of Programme Development and the Director of the Centre for Advanced Timber Technology (CATT) both of whom are experienced engineers and educators. [0043 CV Head Programme Development, 0044 Director CATT] Changes to the senior leadership team, of which the team was informed after the end of the scrutiny period, have been set out above in the 'about NMITE' section.

29 The New DAPs Plan [0000] states that NMITE already fully meets component one (A1.1) of the criterion: effective academic governance with clear lines of responsibilities. The

team broadly agrees and considered that there is clarity and differentiation of function and responsibility of the academic committees, and that the academic governance framework is appropriate for NMITE's current size and stage of development. Reporting lines are clear, and responsibilities of committees are clearly delineated with no duplication of responsibilities. All committees have been operating within their stated terms of reference and functions. Similarly, responsibilities for managing the higher education provision are clearly articulated with a clear differentiation of responsibilities in the senior leadership team. However, the effectiveness of the governance arrangements in managing NMITE's own provision cannot be demonstrated yet and the New DAPs Plan [0000] identifies credible evidence that will become available during the probationary period to support this.

30 NMITE develops and implements its policies and procedures in collaboration with staff through representation of academic and non-academic functions on academic governance committees and through staff consultation, and plans to continue to do so. [0000 New DAPs Plan] NMITE has made use of consultation surveys, for example in the development of graduate attributes. [0047 staff survey questionnaire graduate attributes] It communicates its policies to the wider staff community through weekly all-staff meetings, a fortnightly report for internal staff [0048i-iii examples of staff fortnightly reports] and the publication of its policy and procedures on the website which will continue during the probationary period. [0000 New DAPs Plan] In addition, information is published internally on an online interactive information portal. This includes key policies and procedures and the minutes of Academic Council and the Board of Trustees portal. [0050 screenshot of student access to policies]

31 NMITE develops its policies and procedures in collaboration with students through student representative membership of the Academic Council and the Board of Trustees. [0000 New DAPs Plan, 0030 ToR AC, 0078 BoT minutes, March 2022] Senior staff explained student input in the early stages of NMITE's development has been limited because academic policies had already been developed when the first cohort of MEng students arrived in 2021. However, NMITE has been able to involve students in the development of some student-facing policies such as the Student Code of Conduct [0510] and students confirmed this. [M4 meeting students] Staff [M2 academic governance] also stated that the planned regular reviews of academic policies by the deliberative committees will include student representatives. Any significant changes to policies will be communicated to the wider student body through the online portal and in tutorials. [M2 academic governance] The team is satisfied that this should ensure collaboration with students in policy development.

32 NMITE develops its policies and procedures in collaboration with external stakeholders primarily through the Partnership Advisory Group, which draws its membership from industrial partners, cognate non-profit institutions, prospective employers of NMITE graduates, community partners and government institutions. [0091 PAG membership] The group has a remit to support the ongoing development of NMITE's employability strategy including development of a distinctive graduate profile, and the provision of expert knowledge in the practical navigation of the employment market that can be translated internally into a careers support for students. The group also serves as an Industrial Advisory Group for the purposes of Professional Statutory and Regulatory Body (PSRB) accreditation with input into curriculum and skill development. [0091 PAG terms of reference] Staff also use both formal and informal networks to draw on external expertise to inform policy development. Examples include the development of the Suicide Safer Strategy, the Prevent Policy and the Mental Health Policy. The process of involving external stakeholders and expertise is currently not formalised but NMITE intends to keep the introduction of a more formal approach to using external readers for policies under review. [additional information 2]

33 In view of all of the above, the team formed the view that NMITE has robust mechanisms for the development, implementation and communication of its policies and procedures in collaboration with staff, students and external stakeholders.

34 The team is satisfied that NMITE will manage successfully the responsibilities that would be vested in it were it to be granted degree awarding powers. This is because NMITE will review the effectiveness of its academic governance arrangements through the Board of Trustees on an annual basis. Reviews are informed by an annual report of the Quality Assurance Committee appraising the functioning and effectiveness of quality assurance mechanisms. [0000 New DAPs Plan] An initial report was produced for 2020-21 (prior to the start of the delivery of the OU-validated MEng Integrated Engineering) which appraised the academic frameworks, policies and processes that had been developed at that stage. [0059 Annual Report of Academic Governance 2020-21] NMITE intends for future reports to interrogate the implementation of those arrangements. [0000 New DAPs Plan] The next report covering the academic year 2021-22 is expected in winter 2022 and then annually in the third quarter of each probationary year. An examination of the initial report shows a reflective approach with recommendations for further development and/or enhancement. As mentioned above (see paragraph 22), an examination of academic committee minutes for the academic year 2021-22 [0036i-iii, 0231, 2059-2060 AAC minutes, 0038i-iii, 0211, 2051-2052 QuAC minutes, 0039 ECC minutes] shows that the committees are operating within their terms of reference and functions, and that responsibilities have, to date, been consistently applied. This gives the team confidence that NMITE takes its responsibilities seriously and is likely to maintain appropriate academic standards and manage its higher education provision effectively.

35 Students are seen as valued partners in academic governance and management of higher education. NMITE actively encourages students to participate and engage across all aspects of its higher education provision and takes deliberate steps to engage all students individually and collectively as partners in both ensuring and enhancing the quality of the student experience. NMITE's Student Engagement Strategy [0053] explicitly states this principle of students as partners and sets out how it engages students including through student representatives, student feedback and student working groups. The strategy will remain under review in the probationary period, and it is expected to evolve as the student body grows in size with a formal review planned for summer 2023. An annual report on student engagement will be presented to the Quality Assurance Committee with the first report scheduled for July 2023. [0000 New DAPs Plan]

36 NMITE makes use of student representatives to ensure a student voice in the academic governance structure, to represent students' interests and to work closely with academic staff in enhancing the student experience. Students are also seen as a sounding board for emerging issues and as a source for areas that might benefit from targeted feedback or enhancement work. [0000 New DAPs Plan, 0053 Student Engagement Strategy] In the 2021-22 academic year, when programme delivery of the MEng Integrated Engineering commenced, NMITE had one student representative each on the Board of Trustees and Academic Council, and one on the Equality, Diversity and Inclusion Advisory Group. [0030 ToR AC, 0054 ToR EDI] The student representative for Academic Council also represents the MEng cohort on the Programme Committee. [0053 Student Engagement Strategy] The minutes of the Board of Trustees [0078 minutes BoT March 2022] and Academic Council meeting for the 2021-22 academic year evidence student attendance at meetings. [1005 AC April 2022]

37 During the probationary period NMITE envisages one student representative on the Board of Trustees, two (one full-time and one part-time) on the Academic Council and two representatives on the Equality, Diversity and Inclusion Advisory Group. [0053 Student Engagement Strategy] Programme Committees will include representatives from each

programme's year of study. Student representatives on the Board of Trustees are registered with Companies House and have full director responsibilities in line with those of all trustees. NMITE will fully explain this to any student wishing to stand for election to this position and plans to discuss this further with the elected student representative during their induction to the Board of Trustees. [0000 New DAPs Plan]

38 NMITE provides training to all elected student representatives. Staff [M2 academic governance] explained that current student representatives on committees met with committee Chairs and were briefed about their roles and the rules of engagement, which was confirmed by student representatives. [M4 student meeting] To standardise information given to student representatives and as a basis for their induction, NMITE intends to create a 'Guide for Student Representatives'. This will be produced by the Quality Assurance Manager together with the Head of Student Experience and student representatives and will be subject to approval by the Quality Assurance Committee scheduled for March 2023. [0000 New DAPs Plan]

39 NMITE plans to engage students individually through a standardised annual survey that will evaluate the learning experience and the broader student experience and monitor inclusion and diversity. NMITE anticipates that over time more frequent surveys closely targeted at the learning experience are likely to be required. [0000 New DAPs Plan] While surveys on the MEng Integrated Engineering are currently conducted at the end of each cluster of modules, NMITE plans to agree the frequency of student feedback activity and surveys for its planned programmes at the programme development stage. [0053 Student Engagement Strategy] When particular issues emerge through channels such as elected student representatives, programme committees or external examiners, NMITE plans to carry out more targeted surveys about the relevant issues for students on a particular programme or the whole student body. NMITE also plans to encourage final year students to participate in the National Student Survey. [0053 Student Engagement Strategy] In addition to survey feedback, when programme design or review activities take place NMITE plans to use student working groups to gain more structured qualitative contributions from students. [0053 Student Engagement Strategy]

40 NMITE places a responsibility on all students to ensure that they provide feedback and raise academic and pastoral issues with staff at the earliest opportunity in person or by electronic means. [0053 Student Engagement Strategy] A log of all methods by which student feedback has been obtained, or where students are engaged in enhancement activities, is maintained by the Quality Assurance Manager [1026 quality assurance log] and reported to the Quality Assurance Committee on a regular basis. This log is intended to ensure that actions are identified in response to issues raised, and that there are clear lines of responsibility for ensuring actions are carried out. [0053 Student Engagement Strategy]

41 The team formed the view that NMITE's arrangements and future plans for the collective and individual engagement of students in the management of its higher education provision are sound and should enable it to engage students effectively. There is developing evidence that academic governance at NMITE, including some aspects of the control and oversight of its higher education provision, is conducted in partnership with its students.

42 The New DAPs Plan [0001] states that NMITE will meet component two (A1.2) of the criterion: academic governance conducted in partnership with students in full in year 1, quarter 3 of the probationary period which in the team's view is not realistic because programme delivery of NMITE's planned provision only starts at that point and insufficient evidence of student engagement and collaboration with students will be available at that point.

43 NMITE currently does not work with any other higher education institution to deliver

learning activities, nor has it any plans to do so on a joint basis during the probationary period. Therefore, in the probationary period NMITE does not plan to manage the quality of another provider in teaching NMITE students. [0000 New DAPs Plan] Its relationship with the Open University is that of a validation arrangement where the delivery of learning opportunities rests solely with NMITE with no contribution from the University. [0003ii OU Validation Letter MEng Integrated Engineering, 0065 OU Approval and Validation Agreement with NMITE] While NMITE plans to deliver three modules a postgraduate programme for the University of Roehampton from January 2023 (see Criterion C, paragraph 202 for details of staff resource), the students belong to the University and NMITE's responsibility for the students and learning opportunities will operate wholly within the University of Roehampton's processes. NMITE's initial focus in educational partnership working will be on franchise arrangements and articulation agreements. [0000 New DAPs Plan]

44 NMITE has formed strategic curriculum partnerships with industrial and community institutions [0426 list of curriculum partners] who can support its educational activities. Curriculum partnerships can support the student learning experience through a range of activities such as the setting of real-world engineering challenges, sponsoring of community-based challenges, hosting of visits to the workplace, providing placement learning opportunities, granting ad hoc access to specialist equipment, and the delivery of seminars to share expertise and knowledge in technical and professional skills. [0068 Partnerships Guide]

45 NMITE has developed processes for the scrutiny of possible partners which are set out in the Partnerships Guide. [0068] These are already operational for the current Open University validated programme and are expected to continue for its own provision. All potential partners undergo a due diligence check against the defined set of criteria in the Partnership Guide [0068, 0069 example of due diligence score chart] and every partnership is governed by a Memorandum of Understanding [0076i-iii MoU examples] that shows the areas of agreed engagement. Partners are not usually involved in all possible activities [2064 example of partner relationship] and have no responsibility for the assessment of students.

46 Arrangements for guest speakers and curriculum partners setting challenge briefs are governed by individual agreements. For guest speakers this covers the content the guest speaker will be covering [0074 Partner Handbook, appendix 1 module guest speaker agreement] and for challenge briefs the final brief and any resource requirements. [0074 Partner Handbook, appendix 4 project brief agreement] Challenge briefs are part of the overall module learning experience aimed at supporting students to prepare for assessment; [2066 role of challenge briefs] however, they do not constitute the module assessment. NMITE is aware that a challenge-based curriculum can lead to the creation of intellectual property. Its overarching Intellectual Property Policy [0075] describes the general approach to intellectual property and the Partner and Guest Speaker Handbook sets out how this will be managed on an operational basis. [0074 Partner Handbook, appendix 6 intellectual property agreement] In the team's view these arrangements are well thought out and sound because they involve thorough scrutiny of potential partners and are governed by detailed agreements.

47 The Partnership Advisory Group (see paragraph 23 above) will consider improvements to partnership engagement [0068 Partnership Guide] and advise Academic Council on aspects of partnership activities and provide input into the development of strategies. [0091 ToR PAG]

48 The New DAPs Plan [0000] states that NMITE already meets this component (A1.3) of the criterion: governance and management of partnerships to deliver learning

opportunities. The team was satisfied that NMITE's curriculum partnership arrangements are based on a strategic approach and are defined in a written agreement between the relevant parties. Arrangements are informed by the assessment of risk including the carrying out of due diligence and will be subject to appropriate institutional oversight through the Partnership Advisory Group and Academic Council.

Conclusions

49 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

50 NMITE's higher education mission and strategic direction are coherent, published and understood by staff. They have been applied in the delivery of the Open University validated MEng Integrated Engineering programme and through the implementation of academic policies on admissions and assessment. NMITE's academic policies align with the aims and objectives stated in the Founding Declaration. Staff met by the team were able to explain their respective roles and responsibilities in implementing NMITE's mission, vision and values and in delivering the New DAPs Plan, demonstrating understanding of the criterion.

51 NMITE's academic governance structures are appropriate to its current status and provide a robust framework for managing academic standards and quality. The deliberative committees have clear and appropriate terms of reference, membership and lines of accountability. There is clarity and differentiation of function and responsibility at all levels in relation to academic governance and the management of higher education provision. Appropriate depth and strength of academic leadership supports NMITE's development, with substantial and appropriate subject expertise, industry experience and extensive engagement in wider higher education activities.

52 The function and responsibility of Academic Council as the senior academic authority is clearly articulated and has been applied consistently to date. Similarly, committees reporting to the Academic Council have been operating consistently within their stated terms of reference. NMITE's plans for the regular review of the effectiveness of academic governance arrangements are sound and are likely to evolve appropriately with the growth of the institution. The team is satisfied that NMITE has the understanding and capacity to manage successfully the governance responsibilities incumbent on a degree awarding body.

53 Staff and students have been effectively engaged in academic governance and management of the higher education provision during the initial development phase. Developing plans for student membership of governance bodies are likely to enable appropriate future student involvement in the development, monitoring and communication of academic policies and quality procedures. NMITE's current and planned arrangements for the collective and individual engagement of students in the management of its higher education provision are sound and enable it to engage students effectively. It is, therefore, likely that academic governance will be appropriately conducted in partnership with students during the probationary period.

54 NMITE arrangements for the management of its industrial curriculum partnerships are well thought out. There are clear criteria for the approval and engagement of partners which are supported by appropriate agreements.

55 The team concludes, therefore, that NMITE understands this criterion and that its New DAPs Plan is credible and should enable NMITE to demonstrate that it will fully meet the criterion by the end of the probationary period.

56 Notwithstanding the above, there are some areas where the team considers the New DAPs Plan would benefit from additional detail or changes (see paragraphs 316 to 322). The New DAPs Plan currently details by when NMITE expects to meet individual components of Criterion A1 but not the criterion as a whole. The New DAPs Plan should be amended to provide a definitive end date for the entire criterion against which progress can be assessed during the probationary period. The New DAPs Plan also states that components one (A1.1) and three (A1.3) of Criterion A1 are already fully met. The team's assessment suggests that this is not the case because delivery of NMITE's own programmes will not start before September 2023 and evidence in support of the criterion will become available during the probationary period as set out in the New DAPs Plan. NMITE must therefore review the timeline and take into account when sufficient evidence will have been submitted to enable a probationary period monitoring team to reliably assess whether a criterion has been met in full. Finally, there is insufficient information on the activities NMITE plans to undertake in each quarter of each probation year in relation to this criterion. This should be set out in the plan, listing all tasks and sub-tasks/activities also indicating deadlines for specific actions to be completed and the roles responsible.

Criterion B: Academic standards and quality assurance

Criterion B1 - Regulatory frameworks

57 This criterion states that:

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

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

The evidence considered and why the team considered this evidence

58 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and NMITE's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess NMITE's understanding of this criterion and to test the credibility of NMITE's New DAPs Plan in relation to this criterion.

59 Specifically, the assessment team considered or assessed:

a whether the provider's academic framework and regulations governing its higher education provisions are appropriate to its current status and will be implemented fully and consistently, and whether they are likely to be appropriate for the granting of its own higher education qualifications. The team therefore examined the New DAPs Plan, [0000] the Open University Academic Regulations for Validated awards 2021-22, [0200] the MEng Admissions Policy, [0203] the terms of reference and membership of the Assessment Board, [0093] the MEng Integrated Engineering Programme Handbook 2021-22, [0201] the MEng Integrated Engineering Assessment Handbook 2021-22, [0202] the General Regulations for First Degrees, [0005] Academic Regulatory Framework document, [0072] the Admissions Policy, [0009] Assessment Policy, [0008] External Examiner Policy, [1016] Extenuating Circumstances Policy, [0013] Academic Misconduct Policy, [0015] Academic Appeals Policy [0025] and Student Complaints Resolution Policy, [0026] the Policy Framework Guidance, [2086] an email to staff on policy updates [0243] and the policy framework update process 2022-23. [2087] The team also met with senior, academic and student support staff. [M2 regulatory frameworks]

b how the provider intends to maintain definitive and up-to-date records of each qualification to be awarded and each programme being offered, and how these will be used as the basis for the delivery and assessment of each programme and that there is evidence that students and alumni will be provided with records of study. To establish this the team considered the New DAPs Plan, [0000] examples of indicative learning plans [0221] and assessment briefs, [0022] the MEng Integrated Engineering programme specification, [0213] the Open University module change process, [0207] the module change log, [0208] the Approval Process for New Programmes document, [0071] the generic Student Handbook, [0011] draft certificate [2062] and transcript [2063] templates and the production of degree

certificate and transcripts document. [2050] The team also met with senior, teaching and student support staff. [M2 regulatory frameworks]

How any samples of evidence were constructed

60 No sampling of evidence was undertaken because NMITE only delivers one programme at present and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

61 NMITE's plans in relation to this criterion are set out below.

62 NMITE has prepared an academic framework, policies and regulations for granting its own higher education qualifications and plans to review these on an annual basis in quarter 3. In 2023, a cross-institutional project is planned to be conducted to review, standardise and rationalise the policy framework. NMITE plans to set up and implement a more sophisticated student record system to facilitate the production of records of study as new programmes come on stream by June 2024.

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

64 NMITE is currently operating under an academic framework, approved by the Open University, for the delivery of its single validated programme, the MEng Integrated Engineering. This includes the Open University Academic Regulations for Validated awards 2021-22, [0200] as well as a suite of Open University approved policies, procedures in relation to admissions [0203 MEng Admissions Policy] and assessment [0093 ToR Assessment Board] which are articulated in the Programme Handbook 2021-22 [0201] and the Assessment Handbook 2021-22 [0202] for the MEng Integrated Engineering. Evidence of their successful implementation thus far can be found in relation to assessment. Assessment brief verification forms [0216, 2123-2138] show that NMITE sets challenging assessments at the right level. NMITE also held its first non-progression Assessment Board in February 2022 [0037 AB minutes] which reviewed module results. Open University representatives attending did not raise any significant issues. [0206 report to OU Validation Partnerships] A second Assessment Board took place in July 2022.

65 NMITE's academic framework and regulations that will govern its own academic provision are already fully developed in anticipation of NDAPs authorisation. NMITE has developed General Regulations for First Degrees [0005] which set out clear rules and regulations for the award of credit and qualifications (including exit awards) for its planned undergraduate provision. This includes academic progression rules, rules for condonement and compensation and rules for the classification of awards which are appropriate for granting its own higher education qualifications. They are transparent because there are definitive criteria for the award of credit, and this should ensure that credit and qualifications are only awarded where students have satisfied the regulation's requirements.

66 NMITE's Academic Regulatory Framework [0072] document, approved by Academic Council in April 2022, sets out the components of the proposed framework which include academic policies, academic and programme regulations, programme specifications as well as programme handbooks and student handbooks. NMITE has already developed an appropriate academic policy framework to manage its planned higher education provision consisting of key academic policies such as the Admissions Policy, [0009] Assessment Policy, [0008] External Examiner Policy, [1016] as well as ancillary policies such as the Extenuating Circumstances Policy, [0013] Academic Misconduct Policy, [0015] Academic Appeals Policy [0025] and Student Complaints Resolution Policy [0026] (a more detailed discussion of these policies can be found under Criterion B3, paragraphs 157-158, 164-166,

171-175 and 176-178). The development of its own fit-for-purpose General Regulations and academic regulatory framework along with operating effectively the Open University's academic framework gives the team confidence that NMITE understands this criterion.

67 NMITE intends to update its policy framework annually through its academic governance structures for re-publication on 1 August each year. [0000 New DAPs Plan, 2086 Policy Framework Guidance] The same process has been invoked for updating policies currently governing the MEng Integrated Engineering. [2087 policy framework update process 2022-23] The Academic Council undertakes this review activity for all academic policies. [0072 Academic Framework] Any amendments are to be communicated to staff through email. [0000 New DAPs Plan, 0243 email to staff on policy updates, M2 regulatory framework] In 2023, a cross-institutional project is planned to be conducted to review, standardise and rationalise the policy framework. [0000 New DAPs Plan]

68 Staff explained that NMITE intends to ensure that academic policies are implemented fully and consistently through mechanisms such as the annual review of the effectiveness of policies and procedures by Academic Council and staff development sessions when new policies have been approved. If required, additional guidance on their implementation would be issued. Staff demonstrated a good understanding how the framework would work in practice stating that they already operate very similar arrangements under the Open University arrangements. [M2 regulatory frameworks]

69 The team therefore formed the view that the academic framework, regulations and policies developed by NMITE are appropriate for the granting of its own higher education qualifications as they cover all aspects of the student journey. They are likely to be implemented fully and consistently because there are appropriate mechanisms to communicate change and brief staff.

70 NMITE holds the definitive Open University approved qualification records for the MEng Integrated Engineering in the form of the programme specification and module descriptors. These are securely locked on its central file system with access restricted to authorised personnel. They are used as the basis for delivery and assessment of this programme with learning plans and assessments being developed using the definitive records as reference points. [0221 indicative learning plan, 0022 assessment brief] The programme specification [0213] contains a definitive list of approved programme modules, which governs the recording of assessment results for each module and level. NMITE plans to use these assessment records to generate records of study for students and alumni. [0000 New DAPs Plan] Any agreed changes under the Open University module change process [0207] to the modules for this programme, including changes to the module specification, are catalogued in a module change log [0208] which ensures that definitive records are kept up to date. Examination of the log reassured the team that NMITE appropriately operates this part of the Open University's academic framework.

71 Upon achieving NDAPs authorisation and delivering its own programmes from September 2023, NMITE plans to use the approved programme and module specifications from those programmes as a reference point for the delivery and assessment of the programmes [0000 New DAPs Plan] and to produce records of study for students and alumni. [M2 regulatory frameworks] The Quality Assurance Manager will be responsible for maintaining these records. The programme and module amendment process in the Approval Process for New Programmes document, [0071] if implemented as intended, should ensure that qualification and programme records are up to date. This is because there are clear processes for the approval of amendments ranging from editorial to minor and major changes and a change log will be maintained by the Quality Assurance Manager. The amended documentation will be kept in the central programme records. [0071 Approval Process for New Programmes] This approach should ensure that records for NMITE's own

programmes remain up to date.

72 Responsibility for the provision of records of study and the production of transcripts and certificates rests with the Academic Registrar. [0011 generic student handbook] Draft certificates [2062] and transcripts [2063] examined by the team contain appropriate details with certificates clearly specifying the awarding body and the qualification achieved, including any classification where appropriate. [2062 draft certificate template] Transcripts will show the language of instruction, the unit results per year of study including the credits gained for each unit as well as the percentage mark. NMITE plans to produce degree certificates and transcripts on official letter-headed paper which will be kept in a secure locked cabinet in an office only accessible via named members of staff. [2050 production of degree certificate and transcripts] If necessary, students will be able to request replacement certificates or transcripts or certified copies of certificates from the Registry for which it has developed a secure process. NMITE also intends to offer award verification, and verification letters will be an official letter stating the qualification (including classification) the student received, the start date of the programme and the date it was awarded. [2050 production of degree certificate and transcripts] In the view of the team the planned arrangements are well considered and should result in the production of accurate records of study.

73 NMITE anticipates that in order to facilitate the production of study records as it grows, it will be necessary to implement a more sophisticated student record system that centralises multiple data streams by bringing together the student data base and the assessment results and provides appropriate access to data and reports for staff (see Criterion D, paragraphs 253-255). NMITE will scope an enhanced student records system and proposals are scheduled to be considered by the Infrastructure Committee in June 2023. There is a staged plan to complete the introduction of the enhanced system by June 2024. [0000 New DAPs Plan] Staff [M2 regulatory framework] explained that this will not be the replacement of one student record system with another, rather the migration of information to a platform with enhanced capabilities and were confident that the implementation deadline is achievable. Information with the highest priority would be migrated first and the existing student record system would continue to be used until such a point when NMITE could be confident the new system is operating effectively. [M2 regulatory framework] The team was reassured that records of study could be provided when needed because the current system can generate them for the current cohorts and the implementation plan for the enhanced student records system has clearly defined stages and deadlines.

74 Overall, the team formed the view that NMITE will keep definitive and up-to-date qualifications records which are used as the basis for the delivery and assessment of programmes and that it will provide student and alumni with appropriate records of study.

75 The New DAPs Plan [0000] states that NMITE already meets component one (B1.1) of the criterion: transparent and comprehensive academic frameworks and regulations and that it intends to meet component two (B1.2): maintenance of definitive programme records and provision of study records in full by year 2, quarter 2. In the team's view this is not realistic because its own academic framework and policies will not have been fully implemented and limited evidence would be available as not all programmes would have begun.

Conclusions

76 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

77 NMITE is working effectively with the Open University's academic framework and policies applicable to the delivery of the MEng Integrated Engineering programme which demonstrates that NMITE understands the criterion. This is evident in the implementation of the admissions and assessment policies.

78 NMITE's academic framework, regulations and policies that will govern its own academic provision are already fully developed. They are comprehensive and transparent and appropriate for granting its own higher education qualifications. Plans to keep them fit for purpose through annual updates of policy are robust and institutional responsibilities for reapproval of policies are clear. Clear mechanisms exist for the communication of changes to and effectiveness reviews of the academic policies and regulations. Additional staff development and guidance should ensure that NMITE's academic framework, regulations and policies are fully and consistently implemented.

79 NMITE's current and future arrangements for maintaining definitive, secure and up-to-date records of approved programmes and qualifications which will be used for the delivery and assessment are robust. Plans for updating the student record system through an iterative process to respond to institutional growth are realistic and have a clearly stated timeframe.

80 The team concludes, therefore, that NMITE understands this criterion and that its New DAPs Plan is credible and should enable NMITE to demonstrate that it will fully meet the criterion by the end of the probationary period.

81 Notwithstanding the above, there are some areas where the team considers the New DAPs Plan would benefit from additional detail or changes (see paragraphs 316 to 322). The New DAPs Plan currently details by when NMITE expects to meet individual components of Criterion B1 but not the criterion as a whole. This should be amended to provide a definitive end date for the entire criterion against which progress can be assessed during the probationary period. The New DAPs Plan also states that component one (B1.1) of Criterion B1 is already fully met. The team's assessment suggests that this is not the case because delivery of NMITE's own programmes will not start before September 2023 and evidence in support of the criterion will become available during the probation as set out in the New DAPs Plan. NMITE must therefore review the timeline and take into account when sufficient evidence will have been submitted to enable a probationary period monitoring team to reliably assess whether a criterion has been met in full. Finally, there is insufficient information on the activities NMITE plans to undertake in each quarter of each probation year in relation to this criterion. This should be set out in the plan, listing all tasks and sub-tasks/activities also indicating deadlines for specific actions to be completed and the roles responsible.

Criterion B2 - Academic standards

82 This criterion states that:

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

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

The evidence considered and why the team considered this evidence

83 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and NMITE's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess NMITE's understanding of this criterion and to test the credibility of NMITE's New DAPs Plan in relation to this criterion.

84 Specifically, the assessment team considered or assessed whether:

- a the provider's higher education qualifications will be offered at levels that correspond to the relevant levels of the Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies. The team therefore examined the programme specification MEng Integrated Engineering programme, [0213] the OU validation approval report, [0063] the programme specification template, [1018] the Programme and Module Approval Process document [0071] and additional provider information. [information 2] The team also met with senior, teaching and student support staff. [M1 academic standards]
- b the setting and maintaining of academic standards will take appropriate account of relevant external points of reference and external and independent points of expertise, including students. To establish this, the team scrutinised the programme and module approval process document, [0071] the programme specification template, [1018] the MEng Integrated Engineering programme specification, [0213] the validation report for the MEng Integrated Engineering programme, [0063] the external examiner report template, [3006] External Examiner Policy, [1016] the annual programme monitoring template, [1015] the Programme Monitoring Policy, [1020] the design cohort programme, [0051] the design cohort outcomes [0052] and cohort cluster A module survey results. [2112] The team also met with senior staff. [M5 final meeting]
- c the provider's programme approval arrangements are robust, will be applied consistently, and will ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with their own academic frameworks and regulations. To do this the team considered the Open University validation letter, [0003ii] the programme and module approval process document, [0071] the degree outcomes statement, [0219] Academic Council

Minutes, February 2022 [0220] and additional provider information. [additional information 2] The team also met with senior, academic and student support staff. [M1 academic standards]

- d credit and qualifications will be awarded only where the achievement of relevant learning has been demonstrated through assessment, and both the UK threshold standards and the academic standards of the relevant degree awarding body have been satisfied. The team therefore examined the Open University's Academic Regulations, [0200] Assessment Board minutes, February 2022, [0037] the Open University report on the NMITE Assessment Board, 23 Feb 2022, [0206] Assessment Policy [0008] and the General Regulations for First Degrees. [0005]
- e the provider's programme approval, monitoring and review arrangements are robust, will be applied consistently and explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree-awarding body are being maintained. To assess this, the team scrutinised the Programme Monitoring Policy, [1020] the annual programme monitoring template [1015] and additional provider information. [additional information 2]
- f in establishing, and then maintaining, threshold academic standards and comparability of standards with other providers of equivalent level qualifications, the provider will make use of appropriate external and independent expertise. To do this the team considered the New DAPs Plan, [0000] the programme and module approval process document, [0071] the external examiner report template, [3006] the External Examiner Policy [1016] and the Programme Monitoring Policy. [1020]

How any samples of evidence were constructed

85 No sampling of evidence was undertaken because NMITE only delivers one programme at present and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

86 NMITE's plans in relation to this criterion are set out below.

87 By April 2023 NMITE plans to approve its MEng and BEng (Hons) Integrated Engineering (unaccelerated) programmes, BSc Sustainable Built Environment, BEng (Hons) Manufacturing (part-time, including apprenticeship route) and extended (Year 0) versions of Integrated Engineering degrees through the programme approval process it has created. This will be followed by MEng Mechanical Engineering in 2024. Programme monitoring reports are to be produced on an annual basis in quarter 3 and considered by the Quality Assurance Committee. An annual report summarising key findings from annual monitoring, themes and actions is to be submitted to Academic Council. Periodic programme reviews are expected to take place every four years from the date of programme approval.

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

89 NMITE has not yet approved any programmes under its own programme approval arrangements. The MEng Integrated Engineering it currently delivers was approved under the Open University's approval process. [0003ii OU validation letter] A degree outcomes statement [0219] on the standards NMITE will set and maintain was approved by the Academic Council in February 2022. [0220 Academic Council Minutes, February 2022] While NMITE's first anticipated award date is 2024, and therefore no comparative and

analytical data are available, the statement draws together NMITE's approach on assessment, classification algorithms and academic governance arrangements pertinent to the setting and maintenance of academic standards.

90 The team is confident that NMITE delivers a qualification at levels that correspond to the relevant levels of the Frameworks for Higher Education Qualifications (FHEQ) of UK degree-awarding bodies. This is because the programme specification for the MEng Integrated Engineering programme [0213] that NMITE designed and delivers shows that this programme aligns with the appropriate levels of the FHEQ. Programme learning outcomes, teaching and learning strategies, assessment methods, credits and awards for this programme are specified at the relevant FHEQ levels. The Open University Validation Approval Report [0063] also makes explicit that the programme outcomes have been developed with reference to relevant Subject Benchmark Statements, the FHEQ, the UK Quality Code for Higher Education and relevant professional body or statutory requirements. This demonstrates that NMITE has experience of programme development and setting appropriate academic standards.

91 In the team's view it is therefore likely that NMITE will also be offering its own qualifications at levels that correspond to the relevant levels of the FHEQ because the programme specification template [1018] that NMITE will be utilising in the programme development process is modelled on the Open University programme specification and references the FHEQ. It states that the expectations in relation to student achievement and attributes must be appropriate to the level of the award within the FHEQ and that learning outcomes must reflect the graduate attributes set out in Subject Benchmark Statements that are relevant to the programme and award. It requires the specification of programme learning outcomes, teaching and learning strategies and assessment methods by FHEQ level. [1018 programme specification template]

92 While NMITE's Programme and Module Approval Process document [0071] makes no reference to the FHEQ, staff [M1 academic standards] explained that they plan to hold briefing meetings with external subject experts to set out the expectations on what to consider and to provide documentation on the internal processes the programme has progressed through. Staff confirmed that subject experts will be asked to consider subject benchmarks, the FHEQ and PSRB frameworks for comparison of levels and standards. Guidance for scrutiny panel members is in preparation and is scheduled for approval by the Academic Affairs Committee in September 2022. [additional information 2]

93 NMITE's programme approval procedures [0071] clearly specify that any programmes to be developed and approved must take account of relevant external reference points such as Subject Benchmark Statements and PSRB requirements. These have to be listed in the programme specification. [1018 programme specification template] NMITE has demonstrated that it understands the requirement to take account of external reference points in the development of the MEng Integrated Engineering programme. Although this programme was validated under the awarding body's approval processes, the programme specification [0213] indicates the consideration of PSRB standards such as the Engineering Council's UK Standard for Professional Engineering Competence and the validation report [0063] confirms the alignment of the programme learning outcomes with relevant Subject Benchmark Statements, the FHEQ and PSRB requirements.

94 External reference points will also be taken account of in maintaining academic standards through annual programme monitoring and external examining because the external examiner report template [3006] NMITE will be using requires external examiners to comment on the achievement of academic standards by reference to Subject Benchmark Statements and qualifications frameworks. Similarly, the annual programme monitoring template that will be used for NMITE's own programmes [1015] requires taking into account

feedback from external examiners and PSRBs in relation to standards.

95 The programme approval procedure [0071] states explicitly that all programme and module development must be designed by subject experts in consultation with stakeholders including students, employers and professional bodies. The approval process includes scrutiny from external academic or professional subject experts. The setting of academic standards, therefore, takes account of external and independent expertise because NMITE plans to use external subject specialists to review the proposed programme proposals and to provide feedback on them in a minuted meeting to the Academic Affairs Committee. [0071 programme approval process]

96 The formal programme approval process where academic standards are set will not include students as they are not members of the scrutiny panel or the Academic Affairs Committee (see Criterion B3, paragraphs 127-130 for details on the programme approval process). NMITE stated that it consulted with students and invited extensive feedback on the MEng Integrated Engineering in a trial run of the programme and uses student surveys and feedback. [0000 New DAPs Plan] However, this feedback centred on the learning opportunities and the student experience programme [0051 design cohort programme, 0052 design cohort outcomes, 2112 cohort cluster A module survey results] rather than academic standards. Senior staff explained that the current number of students is small and therefore student contributions are limited. However, the nature of student input would change as the institution grows. NMITE will keep its Student Engagement Strategy under regular review (see Criterion A, paragraph 35) and there is scope for student involvement in other committees at a later stage. [M5 final meeting]

97 NMITE will take account of relevant external expertise in maintaining academic standards through the consideration of and responding to the reports of its external examiners (see Criterion B3, paragraphs 174-175). Reports are expected to explicitly comment on the achievement and maintenance of academic standards. [1016 External Examiner Policy, 3006 EE report template] In addition, the annual programme monitoring process requires the consideration and actioning of external examiner comments and feedback from industrial and employer partners. [1020 Programme Monitoring Policy] Students will be involved in programme monitoring through discussion of the monitoring report at Programme Committee which has student representation.

98 NMITE's planned programme approval arrangements are robust because they consist of a staged process of approval that considers both the business and the academic case, the latter carried out by external subject experts. Final approval will be given by a formally constituted academic committee, the Academic Affairs Committee, and all approvals will be ratified by the senior academic authority, the Academic Council. At the academic approval stage, the panel is expected to consider key documentation such as the programme specification and module descriptors, programme regulations and handbooks. These will set out the teaching, learning and assessment methods at each level and contain a mapping of learning outcomes against programme outcomes in the context of relevant external reference points such as the FHEQ, Subject Benchmark Statements and PSRB requirements. [0071 programme approval process] Planned guidance for scrutiny panels [additional information 2] will set out the expectations and focus of programme proposal scrutiny with a clear focus on threshold academic standards. [M1 academic standards] This approach should ensure thorough consideration of proposals, which is likely to ensure that academic standards for the proposed programmes are set at a level which meets the UK threshold standard for the respective qualification and are in accordance with NMITE's own academic regulations. It should also ensure that all proposals are being judged using the same criteria and approach, thus helping to ensure the consistent implementation of policy.

99 While scrutiny of proposed programmes where threshold academic standards are

set will be undertaken by independent external subject experts, [0071 Approval Process for New Programmes] NMITE plans to make use of its external examiners to confirm the maintenance of threshold standards and beyond and the comparability of such standards with other providers of equivalent level qualifications. [0000 New DAPs Plan, 3006 EE report template] On an annual basis external examiners are expected to comment on the maintenance of threshold academic standards and whether the standards above the threshold level are being maintained, are reliable over time and reasonably comparable to those at other UK degree-awarding bodies. [1016 External Examiner Policy, 3006 EE report template] In addition, programme annual monitoring reports are expected to reflect on feedback from external examiners, industry partners and employers. [1020 Programme Monitoring Policy] In the team's view, this approach should ensure that NMITE makes appropriate use of external and independent expertise in establishing, and then maintaining, threshold academic standards and comparability of standards with other providers of equivalent level qualifications.

100 NMITE has devised a process for programme monitoring and evaluation which will be iterative rather than a single event. [1021 programme monitoring reporting process, 1020 Programme Monitoring Policy] Annual programme monitoring reports are expected to draw on student performance and achievement data and other supporting evidence such as external examiner feedback to support the development and completion of focused actions through the identification of areas for improvement and good practice with a view to improving student outcomes and enhancing the student experience. [1020 Programme Monitoring Policy]

101 The reporting template shows a strong focus on the consideration of academic standards and student outcomes. [1015 annual programme monitoring template] NMITE will ensure sufficient institutional oversight of the process with the Quality Assurance Committee having overall responsibility for the consideration of the monitoring reports in quarter 3 each year, [additional information 2] identifying wider institutional trends emerging from these, and ensuring actions are put in place in response. An annual report summarising key findings, themes and actions will be submitted to Academic Council. [1020 Programme Monitoring Policy] The team considers that the planned annual programme monitoring arrangements are robust, if implemented as intended, and explicitly address whether the threshold academic standards are being maintained.

102 NMITE intends to periodically review each of its programmes, normally every four years from the date of approval. A periodic review procedure along with a schedule of reviews will be considered and approved by Academic Council in April 2023. [additional information 2] As no programmes have yet been approved, programme reviews will not take place during the probationary period.

103 NMITE has not yet awarded credit and qualifications using its own academic regulations and assessment policies. The MEng Integrated Engineering is subject to the Open University's Academic Regulations. [0200] Assessment Board documentation of the first Board under OU rules [0037 AB minutes, 23 February 2022, 0206 report to OU on NMITE Assessment Board 23 Feb 2022] shows that module credit was awarded where students had demonstrated the achievement of learning outcomes.

104 NMITE's Assessment Policy [0008] and its academic regulations [0005 General Regulations for First Degrees] which will govern the award of credit and qualifications for the planned provision clearly state the requirements for the award of credit and qualifications. NMITE plans to award module credits 'when an overall mark of 40% or greater (at FHEQ Levels 4-6 inclusive), or an overall mark of 50% or greater (at FHEQ Level 7), is achieved; and the student has demonstrated achievement of all of the module's learning outcomes' and students who do not meet the criteria to be awarded credit outlined at the first attempt

should be reassessed. [0008 Assessment Policy] In order to be eligible for an award, students 'must have taken and passed assessment for modules with a minimum total credit value as prescribed by the programme regulations for the relevant degree programme' with credits taken at FHEQ Levels 5-7 being classifiable. In considering awards, Assessment Boards will have the discretion to compensate a marginal fail in one module per FHEQ level with a value of no more than 15 credits. Compensation will only be allowed if students have 'obtained an overall weighted mean mark of at least 45 cumulatively to date and if, in the opinion of the Board, the student has achieved all the outcomes of the award at that FHEQ level'. Degree classifications will be determined on the basis of 'a credit-weighted mean grade or on the basis of a credit-weighted mean grade and a specified number of credits within the degree classification'. [005 General Regulations for First Degrees] This approach should ensure that credit and qualifications are only awarded where the achievement of relevant learning outcomes has been demonstrated through assessment, and both threshold standards and the NMITE's academic standards have been satisfied and demonstrates that the provider understands this element of the criterion.

105 The New DAPs Plan [0000] states that NMITE intends to meet the two components of the criterion at different times with component one (B2.1): clear and consistently applied mechanisms for setting and maintaining academic standards expected to be met in year 3, quarter 1 and component two (B2.2): design and delivery of courses that meet threshold FHEQ standards, and reliable over time and reasonably comparable standards above the threshold in year 1, quarter 4. While an end date for meeting the criterion as a whole is required, in the team's view the latter timeline is unrealistic as there would be insufficient evidence for the maintenance of academic standards above the threshold standard and their reliability of over time.

Conclusions

106 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

107 NMITE is currently delivering one qualification it designed under the validation agreement with the Open University that meets the threshold academic standards described in the FHEQ. It has experience in setting appropriate academic standards and clear requirements for setting academic standards, therefore its own qualifications, still to be designed, are likely to be offered at the correct level of the FHEQ.

108 NMITE has credible mechanisms for setting and maintaining the academic standards of its higher education qualifications and these are likely to be applied consistently. Its policies and processes for the design and approval of programmes are robust and allow for a full evaluation of the programme that explores whether academic standards are being set at the correct level. The approval process includes an appropriate use of external reference points in the design stage and independent external expertise in the approval process. While students are not currently involved in programme approval, consultation with them is a requirement for approval. Consideration will be given to the formal inclusion of students in approval committees as the institution develops.

109 There are clear academic regulations which together with the Assessment Policy and classification framework that will govern its planned provision provide an appropriate reference point for setting and maintaining academic standards. Arrangements for ensuring that credit and qualifications are only awarded where the achievement of learning outcomes has been demonstrated are clearly articulated, with the Assessment Board being the only authority to grant credit and qualifications.

110 Plans for the maintenance of academic standards through the use of external examiners and their reports and annual programme monitoring are sound, with specific expectations for the content of external examiner and annual monitoring reports in relation to the maintenance of academic standards. These plans should ensure that NMITE is able to demonstrate that the standards it sets and maintains above the threshold will be reliable over time and reasonably comparable to those set and achieved by other UK degree awarding bodies.

111 The team concludes, therefore, that the provider understands this criterion, and that the academic standards of the proposed programmes are likely to be appropriate. The provider's New DAPs Plan is credible and should enable NMITE to demonstrate that it will fully meet the criterion by the end of the probationary period.

112 Notwithstanding the above, there are some areas where the team considers the New DAPs Plan would benefit from additional detail or changes (see paragraphs 316 to 322). The New DAPs Plan currently details by when NMITE expects to meet individual components of Criterion B2 but not the criterion as a whole. This should be amended to provide a definitive end date for each criterion against which progress can be assessed during the probationary period. While the New DAPs Plan identifies valid and credible sources of evidence and indicates when these will become available over the probationary period the timeline for meeting this criterion has to be carefully considered taking into account when sufficient evidence will have been submitted to enable a probationary period monitoring team to reliably assess whether a criterion has been met in full. Finally, there is insufficient information on the activities NMITE plans to undertake in each quarter of each probation year in relation to this criterion. This should be set out in the plan, listing all tasks and sub-tasks/activities also indicating deadlines for specific actions to be completed and the roles responsible.

Criterion B3 - Quality of the academic experience

113 This criterion states that:

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

The evidence considered and why the team considered this evidence

114 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and NMITE's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess NMITE's understanding of this criterion and to test the credibility of NMITE's New DAPs Plan in relation to this criterion.

115 Specifically, the assessment team considered or assessed whether:

Design and approval of programmes

- a the provider is likely to operate effective processes for the design, development and approval of programmes. The team therefore examined the Learning and Teaching Guiding Principles, [0006] the module specification template, [0215] the OU validation report MEng Integrated Engineering, [0063] the academic staffing spreadsheet, [0079] the design cohort programme, [0051] design cohort outcomes, [0052] and the Programme and Module Approval Process. [0071] The team considered additional information submitted by the provider [additional information 2] and met with senior, academic and student support staff. [M1 quality of the academic experience]
- b relevant staff are likely to be informed of and provided with guidance and support on, these procedures and their roles and responsibilities in relation to them. To do this, the team reviewed the Programme and Module Approval Process, [0071] the Academic Regulatory Framework, [0072] graduate attributes, [0007] the General Regulations for First Degrees, [0005] the Assessment Policy, [0008] and the Guiding Principles for Learning and Teaching [0006] and met with senior, academic and student support staff. [M1 quality of the academic experience]
- c responsibility for approving new programme proposals is clearly assigned, including the involvement of external expertise, where appropriate, and subsequent action is likely to be carefully monitored. To establish this the team scrutinised the Programme and Module Approval Process [0071] and met with senior, academic and student support staff. [M1 quality of the academic experience]
- d close links are likely to be maintained between learning support services and the institution's programme planning and approval arrangements. To assess this the team considered the terms of reference and membership of the Academic Affairs Committee [0031] and the Academic Council. [0030]

Learning and teaching

- e the provider articulates and is likely to implement a strategic approach to learning and teaching which is consistent with its stated academic objectives. The team therefore considered the New DAPs Plan, [0000] the Guiding Principles for Learning and Teaching, [0006] the Founding Declaration, [0001] the Exigence in Engineering Education paper, [0401] the learning spaces plan, [1009] the MEng Integrated Engineering Student Handbook 2021-22, [0012] the module description Electromagnetics in Engineering, [2014] a challenge brief example, [0516] the Academic Skills and Knowhow Strategy [0500] and additional information submitted by the provider. [additional information 2] The team also met with senior, academic and student support staff [M1quality of the academic experience] and six students (including one student representative) of the September 2021 and January 2022 cohorts from the MEng Integrated Engineering programme. [M4 student meeting]
- f the provider is likely to maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use. To assess this, the team examined the MEng Integrated Engineering Student Handbook 2021-22, [0012, the generic Student Handbook, [0011] examples of risk assessments, [3015 printing, 3016 cutting] staffing projections and budget, [3014] the Acceptable Internet Use Policy, [3008] the virtual learning environment (VLE) audit proposal [3007] and additional provider information. [additional information 2] The team also conducted a tour of facilities [tour] and met with senior, academic and student support staff [M1quality of the academic experience] and six students (including one student representative) of the September 2021 and January 2022 cohorts from the MEng Integrated Engineering programme. [M4 student meeting]
- g robust arrangements exist for ensuring that the learning opportunities provided to those of its students that may be studying at a distance from the institution are effective. To do this, the team read the New DAPs Plan, [0000] the VLE, [nmite.instructure.com] the online information portal, [nmite.myday.cloud] minutes of the Academic Affairs Committee [0231] and additional provider information. [additional information 2]
- h every student is likely to be enabled to monitor their progress and further their academic development. The team therefore scrutinised the New DAPs Plan, [0000] the MEng Integrated Engineering Assessment Handbook, [0202] records of interactions between students and personal tutors, [0240] the ASK Strategy [0500] and additional provider information. [additional information 2]

Assessment

- i the provider is likely to operate valid and reliable processes of assessment, including for the recognition of prior learning, which are likely to enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought. The team therefore scrutinised the New DAPs Plan, [0000] the Assessment Policy, [0008] the Academic Misconduct Policy, [0015] the Extenuating Circumstances Policy, [0013] the Academic Appeals Policy, [0025] an assessment brief example, [0022] internal assessment verification form examples, [0216, 2123-2138] the MEng Assessment Handbook 2021-22, [0202] the terms of reference and membership of the Assessment Board, [0032] the General Regulations for First Degrees, [0005] the Admissions Policy, [0009] the Admissions Policy MEng Integrated Engineering 2021-22, [0203] the Recognition of Prior Experiential Learning review form, [0237]

the MEng Integrated Engineering programme monitoring form [0210] and additional provider information. [additional information 2]

- j staff and students are likely to engage in dialogue to promote a shared understanding of the basis on which academic judgements are made. To establish this, the team examined the New DAPs Plan, [0000] an MEng Integrated Engineering assessment brief example, [0222] assessment grading criteria, [0232] and the VLE. [nmite.instructure.com] The team also met with six students (including one student representative) of the September 2021 and January 2022 cohorts from the MEng Integrated Engineering programme. [M4 student meeting]
- k students are likely to be provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice. To do this, the team considered the Academic Misconduct Policy, [0015] the ASK Strategy, [0500] the ASK indicative timetable for the MEng Integrated Engineering, [0507] the Assessment Handbook 2021-22 for the MEng Integrated Engineering, [0202] the MEng Integrated Engineering Student Handbook [0012] and module specifications. [2006-2035] The team also met with senior, academic and student support staff [M1 quality of the academic experience] and six students (including one student representative) of the September 2021 and January 2022 cohorts from the MEng Integrated Engineering programme. [M4 student meeting]
- l the provider will be operating processes for preventing, identifying, investigating and responding to unacceptable academic practice. To assess this, the team reviewed the Academic Misconduct Policy. [0015]
- m processes for marking assessments and for moderating marks are clearly articulated and are likely to be consistently operated by those involved in the assessment process. The team therefore read the Assessment Policy, [0008] the Degree Outcomes Statement, [0219] the academic calendar 2022-23, [0080] the module leader checklist [0234] and additional provider information. [additional information 2]

External examining

- n the provider is likely to make scrupulous use of external examiners including in the moderation of assessment tasks and student assessed work. The team therefore examined the Open University Regulations for Validated Awards, [0200] assessment verification forms, [0216, 2123-2138] external examiner CVs [0214] an email to external examiners regarding student work and grades, [2121] Assessment Board minutes, [1002] the External Examiner Policy, [1016] the Assessment Policy, [0008] the programme and module approval process [0071] and additional provider information. [additional information 2] The team also met with senior and academic staff. [M1 quality of the academic experience]
- o the provider is likely to give full and serious consideration to the comments and recommendations contained in external examiners' reports and is likely to provide external examiners with a considered and timely response to their comments and recommendations. To establish this, the team scrutinised the External Examiner Policy, [1016] the annual monitoring report template, [1015] the Annual Monitoring Policy [1020] and additional provider information. [additional information 2]

Academic appeals and student complaints

- p the provider is likely to have effective procedures for handling academic appeals and student complaints about the quality of the academic experience; these procedures are likely to be fair, accessible and timely, and are likely to enable enhancement. To assess this, the team considered the Academic Appeals Policy [0025] and the Student Complaints Resolution Policy, [0026] the MEng Integrated Engineering Academic Appeals Policy 2021-22, [3001] the MEng Integrated Engineering Student Complaints Resolution Procedure 2021-22, [3002] student access to NMITE policies on the online information portal [0050] and the generic Student Handbook. [0011] The team also met with senior, academic and student support staff. [M1 quality of the academic experience]
- q appropriate action is likely to be taken following an appeal or complaint. The team therefore reviewed the Academic Appeals Policy [0025] and met with senior, academic and student support staff [M1 quality of the academic experience] and six students (including one student representative) of the September 2021 and January 2022 cohorts from the MEng Integrated Engineering programme. [M4 student meeting]

How any samples of evidence were constructed

116 No sampling of evidence was undertaken because NMITE only delivers one programme at present and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

117 NMITE's plans in relation to this criterion are set out below.

118 In year 1 of the probationary period (September 2023), NMITE plans to launch the MEng and BEng (Hons) Integrated Engineering (unaccelerated programme), the BSc Sustainable Built Environment, and BEng (Hons) Manufacturing Degree (part-time including an apprenticeship route) and extended Year 0 versions of the Integrated Engineering degrees. In year 2 (September 2024), NMITE plans to launch the MEng Mechanical Engineering. NMITE does not plan to introduce new programmes in year 3.

119 NMITE plans to appoint at least one external examiner for each programme. External examiners are expected to be in post six months prior to the start of each new programme.

120 Annual reports on appeals and complaints are expected to be produced for consideration by the Academic Council in quarter 1 of each year.

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

Design and approval of programmes

122 The design and development of NMITE's planned programmes is to be a collegiate activity led by experienced senior staff with extensive experience in programme design and development including the Chief Academic Officer, the Academic Director, the Director of the Centre for Advanced Timber Technology (CATT) and the Head of the Academic Skills and Knowhow (ASK) Centre. [additional information 2] There is guidance for staff on programme design in the form of the Learning and Teaching Guiding Principles. [0006] The stated principles are, however, high level such as 'provide teaching and learning that recognises and explores the ways in which engineering and technology are deeply connected with other

disciplines and society, that is of long-term value within a rapidly changing society and technology and engineering profession and to deeply integrate employers and communities in teaching and learning'. Achievement of these principles is couched in equally high-level language, for example, 'designing curricula that present technical topics within the context of environmental, social, cultural, commercial, and other matters' or 'embedding a future skills philosophy in the design and delivery of courses that broaden students' perspectives and prepare them for a rapidly-changing society and promulgating learning strategies based on active and open enquiry' which does not constitute guidance on how to implement them in practice. To support staff in developing programmes, NMITE has, therefore, developed a module specification template [0215] with some brief guidance on how to complete it, in particular linking modular learning outcomes to programme learning outcomes and assessment to the achievement of module learning outcomes.

123 Senior and academic staff [M1 quality of the academic experience] explained that due to the current number of programmes delivered, the programme development team is still small, but the aim is to develop expertise in a wider group of staff. Teams will therefore have regular meetings and experienced staff will work with less experienced staff in a mentoring role. NMITE envisages that, through this activity, the programme lead role (see paragraph 127 below) would become formalised by the end of the probationary period. All staff also have a development budget which can be used to attend additional external training in programme design and development. As the institution grows, and the academic team further expands, the need for formalised written guidance to staff on programme design and development would be revisited but there are no plans to do this during the probationary period. [additional information 2, M1 quality of the academic experience] The team considers this approach to be reasonable which should ensure that staff are effective in programme design and development.

124 NMITE's ability to design and develop programmes that meet sector-recognised standards is evidenced by the successful validation of the MEng Integrated Engineering by the Open University [0063 OU validation report MEng Integrated Engineering] and NMITE was able to draw upon the expertise of its senior academic staff who have experience in programme and curriculum design. [0079 academic staffing spreadsheet] Students have played a key role in the development of this programme. Over the course of one academic year NMITE engaged a cohort of students (design cohort) in a range of activities to evaluate the learning and social experience of being an NMITE student. [0051 design cohort programme] A key element was the provision of feedback on elements of the proposed academic programme and educational model. The feedback received was incorporated into the developing MEng programme. For example, students requested more academic support in the earlier modules and NMITE adapted its pedagogic approach at Level 4 to focus learning through directed development of foundation skills and knowledge. Students also requested more flexibility in learning time which was accommodated by the introduction of core and flexible hours for reflection, academic support and individual study. [0052 design cohort outcomes]

125 NMITE has developed its own programme and module approval process [0071] which also covers changes to programmes and modules. NMITE plans to implement it from the start of the probationary period for the programmes that it intends to launch in 2023 and 2024 (see paragraph 118 above). The programme and module approval process [0071] shows that NMITE takes a strategic approach to the development and approval of new programmes and a three-year portfolio (based on programme titles, modes of study and expected student numbers) was approved by the Board of Trustees in November 2021. Any major variations to the portfolio would require Board approval.

126 There is a multi-stage process for the approval of programmes and modules which comprises approval in principle, academic approval, and final academic approval. New

module approval comprises preliminary review by the Head of Programme Development, proposal development, external scrutiny, and recommendation on approval. [0071 programme and module approval process]

127 Responsibility for approving new programme proposals is clearly assigned in NMITE's Programme and Module Approval Process. [0071] Proposals for new programmes have to be scrutinised by the Academic Affairs Committee and a recommendation on their merit would be submitted to the Academic Council. This constitutes approval in principle. [0071 programme approval process] The Chief Academic Officer is responsible for allocating a member of professorial staff to act as the 'proposer' (programme lead), although this role can be delegated. The proposer is then responsible for completing the programme proposal form, and for securing an agenda item at Academic Affairs Committee to present the proposal for discussion. This process is likely to be robust and effective because approval in principle considers a wide range of information such as market need based on market research, planned student numbers, programme rationale and educational aims, entry requirements and recruitment strategy, programme structure, learning outcomes and exit awards, mode of delivery and proposed delivery methods and human, physical and learning resources required. [0071 programme and module approval process]

128 The second stage, academic approval, is also likely to be robust and effective because the academic approval panel consists of external academic and professional subject experts who will consider and, during an approval meeting, comment on pertinent documents developed by the programme lead such as the programme specification, module descriptors, programme regulations and programme handbook. These should include all of the information in paragraph 127 on the programme as well as external reference points incorporated into programme design and a mapping of learning outcomes against PSRB requirements, proposed learning, teaching and assessment methods, methods for feedback to students on assessed work, ongoing programme review arrangements, student support arrangements and any collaboration or partnership arrangements with other institutions and employers. [0071 programme and module approval process] NMITE plans to use at least two external experts per programme to scrutinise the programme proposal, one of whom would have to be qualified in the subject area to Level 7 or above and hold (or held in the last two years) an academic post of senior lecturer or higher; the second expert will be an industry expert. Where the programme breadth indicates more than one academic expert would be beneficial, a third expert will be appointed. [additional information 2]

129 Student support services do not take part in the discussions between the programme team and the external subject experts. However, close links are to be maintained between learning support services and NMITE's programme planning and approval arrangements through the presence of the Head of Student Experience and the Head of the ASK Centre on committees such as the Academic Affairs Committee and the Academic Council [0031 ToR AAC, 0030 ToR AC] that consider initial programme proposals and grant final approval.

130 The approval panel meeting, which the Quality Assurance Manager has responsibility for arranging, results in a record of the discussions with the external experts and any agreed changes to the proposal. This record and the finalised programme documentation are subsequently submitted to the Academic Affairs Committee which is responsible for the final approval. The committee has the power to set approval conditions, refer the proposal back for further work, or reject it. Approval decisions will then be submitted to the senior academic authority, the Academic Council, for ratification. [0071 programme and module approval process] NMITE expects Academic Council approval to be completed in April 2023 for the four programmes to be launched in September 2023 and in year 2, quarter 1 for the programme launching in September 2024. [additional information 2]

131 Senior and academic staff [M1 quality of the academic experience] stated that the Academic Director and the Quality Assurance Manager will work closely with each programme lead to ensure consistency in the implementation of the programme approval process. The clearly defined academic governance process for programme approval should also help to ensure consistency of approach. There is also a clear mechanism for the monitoring of the fulfilment of any approval conditions set by the Academic Council. The Quality Assurance Manager has responsibility for tracking the progress of any actions arising from approval conditions and is expected to report to the Academic Council when the fulfilment of these conditions is considered met. [M1 quality of the academic experience]

132 NMITE has no current plans to introduce programmes with multiple elements or alternative pathways during the NDAPs probationary period. [additional information 2]

133 If implemented as intended, the team considers that the process for the design, development and approval of programmes is likely to be effective because responsibilities for the approval of programmes and modules are clearly specified, programme proposals will be considered against defined criteria by a panel of external experts and there is sufficient academic governance oversight of the approval outcomes. The planned timescales for approval are realistic and should ensure that any approval conditions or recommendations can be met prior to the planned programme start date.

134 Responsibilities of key staff are clearly articulated. The programme lead has responsibility for producing the approval documentation for the various stages and suggesting external subject specialists to review the programme proposal (academic approval). Staff assured the team that nominations would be reviewed by the Quality Assurance team using the conflict of interest procedure and have to be formally approved by the Head of Programme Development and the Quality Assurance Manager. [M1 quality of the academic experience] Finally, the programme lead has responsibility for presenting the final proposal to the Academic Affairs Committee for approval. [0071 programme and module approval process]

135 While there is a lot of emphasis put on the responsibilities of the programme lead, senior staff [M1 quality of the academic experience] stressed that support for the programme lead is available through the Head of Programme Development and Quality Assurance team, and templates for the programme approval form, [0071 appendix programme and module approval process] and module descriptors [1017] are available. The programme approval form has clear links to related policies, procedures, and guidance such as the Academic Regulatory Framework, [0072] graduate attributes, [0007] General Regulations for First Degrees, [0005] the Assessment Policy, [0008] and the Guiding Principles for Learning and Teaching. [0006] In addition, there is guidance on the completion of module descriptors and support for less experienced programme developers through the mentoring scheme (see paragraph 123 above). Guidance on the role and responsibilities of external subject experts is in preparation and due to be approved shortly by the Academic Affairs Committee. [additional information 2] The team therefore considers that relevant staff are likely to be informed on the programme design, development and approval procedures and provided with sufficient guidance and support.

Learning and teaching

136 NMITE has articulated its strategic approach to learning and teaching in its Learning and Teaching Guiding Principles. [0006] The document sets out four high-level strategic goals such as 'to be a globally significant centre for innovative, mould-breaking engineering and technology education, to provide teaching and learning that recognises and explores the ways in which engineering and technology are deeply connected with other disciplines and society, to provide teaching and learning that is of long-term value within a rapidly changing

society and technology and engineering profession and to deeply integrate employers and communities in our teaching and learning' and how NMITE intends to meet them. The team found that the goals are consistent with its stated academic objectives of 'human-centred engineering' characterised by 'the evolution and delivery of a programme of engineering learning that is truly interdisciplinary within the profession and truly liberal in the integration of other disciplines, knowledge and skills' and which eclipses 'the traditional models of learning and operation by engaging with its Engineers in a life-long partnership of shared learning and experience' as expressed in the Founding Declaration. [0001]

137 NMITE's strategic approach to teaching and learning is based on experiential and practical learning. As such, programmes require students to spend significant time in workspace environments (studio model). Learning sessions largely comprise active learning exercises rather than information transfer, and learning is supported through dialogue rather than direct answers. [1009 learning spaces plan] The New DAPs Plan [0000] states that the approach to teaching and learning is characterised by 'active learning and open enquiry; the use of partner-conceived problem-based learning opportunities; curricula that contextualise engineering and technology in a social, cultural, environmental and economic context; provision of space for students to manage their own development; and deep integration with employers and partners including those in the immediate region'. NMITE's educational philosophy of 'increasing the potential of human beings, experimenting, failing and responding, learning how to learn, working with people from a variety of backgrounds, reflecting on work done and yet to do' is also expressed in scholarly publications. [0401 The Exigence in Engineering Education]

138 NMITE has started to implement its strategic approach to learning and teaching with the MEng Integrated Engineering. The approach for this programme is designed around the principle that communication, mathematics and IT are vital tools, but should not be pre-requisite to studying engineering. These skills will be acquired through 'doing' as part of the modules being studied [0012 Student Handbook 2021-22] and in a number of modules a team-based challenge approach is employed. [2014 module description Electromagnetics in Engineering, 0516 challenge brief example] Students still encounter complex mathematical concepts on their degree programme, for example, logarithms, vector calculus, and fast Fourier transform algorithms, but these concepts are introduced to students on a need-to-know basis, within each module.

139 Central to the delivery of NMITE's approach to teaching and learning is the Academic Skills and Knowhow (ASK) Strategy [0500] with the ASK Centre as the central hub for academic support (see Criterion D, paragraph 241). This support will continue for the planned programmes. [additional information 2] Senior staff explained that students undertake indicative mathematical 'tests' prior to studying modules. These tests highlight areas of academic weakness and provide an indication to students where mathematical support may be required in advance of the module taking place. Students are then able to liaise with the ASK team, who support their identified learning needs. [M1 quality of the academic experience] MEng students confirmed that the ASK Centre had supported their learning and the development of skills. [M4 student meeting]

140 Senior staff [M1 quality of the academic experience] stated that NMITE plans to ensure the consistent implementation of its approach to learning and teaching through the induction of staff to the Learning and Teaching Guiding Principles, [0006] the sharing of good practice and staff development days in relation to topics such as assessment and feedback. In addition, the Academic Affairs Committee will ensure, through its role in programme approval, that the teaching and learning principles are adhered to in programme design and development. The team therefore considered that NMITE has articulated a strategic approach to learning and teaching that is consistent with its stated academic objectives and is likely to implement its approach in a consistent manner.

141 NMITE maintains a range of physical resources such as the Blackfriars campus with teaching and learning spaces (studios, breakout spaces, technical workshop and quiet spaces) and a factory facility for self-directed projects. NMITE students also have access to an external facility, a community artist blacksmith space they can use to hone their practical skills. The subject assessor undertook a tour of the Blackfriars campus facilities and was shown several workspace areas, capable of hosting up to 30 students. Each room was typically equipped with robust tables and chairs, whiteboards, and cupboard facilities for hosting subject-specific equipment and consumables. [M6 tour of facilities]

142 Much of the furniture is height adjustable, making it safe, readily accessible and comfortable for all students to use. Most rooms are very spacious, and would be readily accessible via wheelchair, if necessary, as a lift is available which serves the two floors of the building. Each workspace room contained module-specific resources such as relevant academic textbooks, tools and materials. As such, students find everything they need to hand in the workspace itself. Adjacent to these workspace areas, there are several break-out rooms, well-furnished self-study areas with modern IT facilities, and kitchen areas for food and refreshment. [M6 tour of facilities] In the subject assessor's view this creates a communal learning environment which is well suited for the block mode of teaching employed by the MEng programme, and which will also be used by future provision.

143 The subject assessor also saw two dedicated practical workshop spaces, equipped with an array of equipment and tools for engineering prototyping. The workshops had a range of high-end wood and metalwork machinery such as milling and drilling machines. Workbenches were of industrial grade, many with height adjustable legs. Tool chests were fully equipped and provided a comprehensive set of hand tools and measurement equipment for engineering work, for example, measurement gauges, saws and screwdrivers. There are also dedicated storage spaces and staff-only workshops for housing a range of specialist engineering equipment and storing module equipment when not in use. [M6 tour of facilities] In the team's view, much of the equipment is exemplary for a non-industrial academic learning environment and provides sufficient capability for the current and planned engineering courses.

144 The Blackfriars campus also has a student resource room with artefacts and a small library. All students can access them during campus opening hours with their access card, normally weekdays between 07.30 and 19.00 hours. The resource room is not staffed and NMITE 'trusts that students use the space responsibly'. [0011 generic Student Handbook] Responsible use is set out for students during induction when learning resources and facilities are introduced. NMITE is planning a more structured library induction. [additional information 2] The ASK Centre resources at the campus are open to students on an individual and group basis through drop-in or booking every weekday from 09.00 to 17.00 hours. All of the above demonstrated to the team that NMITE maintains physical learning environments that are safe and accessible and that students will develop the skills to make effective use of the learning resources provided.

145 The team considers that there is sufficient learning space available to accommodate current students as well as the likely planned growth in student numbers.

146 NMITE has a Health and Safety Policy [0012 MEng Integrated Engineering Student Handbook 2021-22] which it implements by providing a health and safety briefing and giving students guides and information on safe working in studios and workshops. [0011 generic Student Handbook] This covers workshop behaviours, examples of good and bad practice, detail in correct dress, personal protective equipment (PPE) usage, intoxicants, risk assessments, maintenance, guarding and material selection. [additional information 2] The factory is fully risk assessed and equipment for student use has been selected accordingly. [3015 risk assessment printing, 3016 risk assessment cutting] NMITE follows the

Explanation, Demonstration, Imitation, Practice (EDIP) model. When students need to use a piece of equipment, a discussion is held around process selection, materials and PPE required. The student then has the machine and its safe use demonstrated and explained after which they carry out that process themselves. As evidenced on the tour of facilities, all workspaces and workshops are fitted with appropriate safety equipment, for example, fume and dust extractors, equipment guards, safety notices, sound level monitors, and emergency shut down buttons. The subject assessor saw evidence of a substantial risk register. [M6 tour of facilities]

147 Students [M4 student meeting] confirmed that a generic induction into health and safety was available which was supplemented by a detailed induction into the equipment students use. Students reported that their work in the factory was overseen by a learning facilitator and that the facility is well staffed. Students also commented that the quality and breadth of equipment available was good and enabled them to carry out the work they need to.

148 While staff view the current number of staff as sufficient to support the safe operation of the facility, as the number of programmes grows staff support resource would also have to increase [M1 quality of the academic experience] and this has been planned for. [3014 staffing projections and budget] They also stated that the Equality, Diversity and Inclusion Committee undertakes accessibility audits to promote inclusivity and to keep access limitations for disabled students due to health and safety requirements to a minimum. [M1 quality of the academic experience]

149 Students have access to digital learning resources such as online journals and VLE. The VLE is entirely cloud hosted by an external service provider who guarantees an annual uptime percentage of at least 99.9%. If the network failed on NMITE premises students would be able to access the VLE by using 4G and 5G mobile networks. [additional information 2] Students are introduced to the VLE as part of their induction [additional information 2] and the Acceptable Internet Use Policy [3008] sets out expected online behaviours. NMITE plans to undertake a benchmarking exercise on accessibility of the VLE and an initial briefing paper sets out proposals for a VLE audit. [3007 VLE audit proposal] Students are adequately supported in making effective use of the learning resources and specialist facilities (see Criterion D, paragraph 266). The team was satisfied that digital learning resources are accessible and reliable.

150 At present, NMITE has no plans to introduce programmes designed for full-time study at a distance. However, the New DAPs Plan [0000] does state that some of the part-time timber technology programmes and the continuous professional development programmes still to be developed will include elements of blended learning and remote delivery. Online learning opportunities and online student support is already provided to students through the VLE, [nmite.instructure.com] the ASK Centre and the online information portal. [nmite.myday.cloud] NMITE has started discussions to ensure the technology needs of future remote learning delivery are considered and supported in a strategic manner through the establishment of a sub-group of Academic Affairs Committee. [0231 AAC Minutes 19 Jan 2022] The group, which includes the programme development team and the Chief Academic Officer, meets weekly and will develop a project plan which is expected to be confirmed in July 2022. [additional information 2] This is a robust approach that should enable students to study at a distance if future developments make this likely.

151 Students are able to monitor their progress through verbal formative and written summative feedback on assessment with clear expectation for such feedback specified in the assessment handbook for the programme. [0000 New DAPs Plan, 0202 MEng Assessment Handbook] Both formative and summative feedback is expected to 'compare the process, activity level, timing, effort, and engagement with expected levels', and 'provide

students with guidance as to how your work on the assessment could have been improved'. This will include whether students 'have successfully completed the tasks in the expected way and to the appropriate level'. [0202 MEng Assessment Handbook]

152 The New DAPs Plan [0000] states that students have the opportunity to book an appointment with the module leader to discuss their work, or with their personal tutor to discuss academic progress. Records of interactions between students and personal tutors show [0240] that MEng students make use of this opportunity, and the records of such meetings are kept within a confidential area of the student record system.

153 NMITE plans to enable students to further their academic development through the feedforward element of the summative feedback that is being provided. Feedforward is expected to include 'detailed improvement opportunities together with advice about content, time management, effort, engagement, information sources, presentation style and effectiveness' as well as 'personal development and learning and coping strategies'. [0202 MEng Assessment Handbook] This is supported by NMITE's strategy for student support [0500 ASK Strategy] that sets out how students who have skills gaps and require remedial help can further their academic development through engaging with the offering of the ASK Centre outside the content delivered by the Centre in programme modules. [0507 ASK indicative timetable for MEng programme] For this purpose, the ASK Centre provides optional support in transferable skills development (such as mathematics, communication and IT) in one-to-one or small group sessions to students who have gaps, particularly at the early stages of their programme as well as basic study support. This provision is currently available for students on the MEng Integrated Engineering and will continue for students on NMITE's own programmes. [additional information 2]

154 Overall, the proposed mechanisms indicate a credible and coherent approach to enabling students to monitor their progress and that NMITE is likely to provide sufficient opportunities for students to further their academic development.

Assessment

155 NMITE has developed a number of policies that it will use to manage the assessment process. These include an Assessment Policy, [0008] an Academic Misconduct Policy, [0015] an Extenuating Circumstances Policy [0013] and an Academic Appeals Policy. [0025] While assessment for the MEng Integrated Engineering is conducted under the Open University's assessment policies and regulations, NMITE's Academic Misconduct Policy [0015] and Extenuating Circumstances Policy [0013] are already in force.

156 NMITE also has a Recognition of Prior Experiential Learning (RPEL) entry route in place, [0009 Admissions Policy, 0203 Admissions Policy MEng Integrated Engineering 2021-22] aimed at career changers. NMITE assesses applications via this route through a Recognition of Prior Experiential Learning review form [0237] and applicants must evidence their experience and demonstrate their ability to apply both practice and theory, and to explain how their experiences make them a suitable candidate to join their intended programme of study. [0203 MEng Admissions Policy, 0009 Admissions Policy] The process is transparent as applicants are given guidance on the submission of evidence and assessment of applications is made against specified criteria. The MEng admissions data for the 2021-22 cohort [0210 programme monitoring form] indicates that just under one third of students enrolled came through the RPEL route.

157 The proposed Assessment Policy [0008] is fit for purpose because it covers all relevant aspects of the management of the assessment process such as assessment types, assessment verification arrangements, marking protocols and the award of credit, assessment feedback to students, moderation and arrangements for the retrieval of failure (resits and repeats), assessment security arrangements and the retention of assessed work.

158 As NMITE intends the assessment process to develop the professional practice of students through experiential learning approaches, unseen closed-book examinations will not be used as an assessment method. [0008 Assessment Policy] Each module of the current MEng programme is summatively assessed using multiple assessments as well as formative assessments in the form of regular quizzes on the VLE. [0202 MEng Assessment Handbook 2021-22] NMITE expects that this will broadly continue for the planned programmes but the number and variety of assessments in a module will be dependent on the intended learning outcomes and the means by which their achievement can be demonstrated. [additional information 2] The team formed the view that NMITE's approach to assessment fully aligns with its approach to learning and teaching.

159 While the New DAPs Plan [0000] does not set out how staff and students will engage in dialogue to promote a shared understanding of the basis on which academic judgements are made, at the meeting with senior and teaching staff, [M1 quality of the academic experience] staff could clearly identify how NMITE intends to engage with students to explain how academic judgements are made. Staff gave examples of intended practice, such as talking through grading rubrics with students on the release of assignments and tutor feedback sessions to discuss grading and academic outcomes. MEng students [M4 student meeting] confirm that they understand the basis for academic judgements and stated that assessment rubrics are used for grading. They also reported that justifications for grades achieved are provided in each case.

160 Evidence shows that students on the existing MEng Integrated Engineering programme are provided with clear assessment information which includes detailed marking criteria and the marking process (for example, anonymous double marking). The marking criteria are detailed and include each element of assessment, and the criteria required to achieve the marks on the grading scheme. [0222 MEng Integrated Engineering assessment brief example, 0232 assessment grading criteria] The MEng Integrated Engineering programme provides the grading criteria for assessments on the VLE [nmite.instructure.com] which clearly set out the elements of the assessment that will be graded and the knowledge, skills or behaviours students need to demonstrate to achieve the marks on the grading scale.

161 Students [M4 student meeting] confirmed that they were always provided with the grading criteria and assessment rubrics in advance of attempting each assessment. Furthermore, students confirmed that staff were readily available should they wish to ask for further feedback or query the academic judgement for an assessment, and they were generally satisfied with the standard of engagement with staff. The team therefore considered that staff and students at NMITE are likely to engage in dialogue to promote a shared understanding of the basis on which academic judgements are made.

162 NMITE intends to embed good academic practice skills at induction, and in the ongoing delivery of the curriculum. [0015 Academic Misconduct Policy] Students on the MEng Integrated Engineering programme confirmed that talks on plagiarism and academic skills took place in the first week of their induction, and at points close to assessment in modules. [M4 meeting with students] Referencing and academic integrity also form part of the ASK study support offer with the former being delivered as part of the modules that MEng students take. [0500 ASK Strategy, 0507 ASK indicative timetable for MEng] NMITE also pledges to make further resources available through ASK to support students with academic practice and requests that students contact ASK for further support and guidance. [0500 ASK Strategy, 0202 Assessment Handbook 2021-22 for the MEng Integrated Engineering] Electronic submission of all written work and the use of plagiarism-checking software is standard practice and should help to secure the integrity of the assessment process.

163 In addition, the MEng Integrated Engineering Student Handbook [0012] has a section on academic good practice and misconduct which directs students to the academic misconduct policy, assessment regulations, and states a commitment to teaching the concepts of academic integrity and ensuring any work completed conforms to these principles. Likewise, within each module specification for the programme [2006-2035] the notional learning hours and content are defined, and this includes time and content allocated to academic skills development indicating that opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice is embedded into the modules. Staff confirmed that the same format for student handbooks and module skills development would be adopted for the proposed new programmes. [M1 quality of the academic experience] It is therefore likely that students will have similar opportunities to gain an understanding of, and the necessary skills to demonstrate, good academic practice as there is an approach in place to consistently provide students with information on adopting good academic practice habits.

164 NMITE plans for addressing unacceptable academic practice are outlined in its Academic Misconduct Policy. [0015] It commits to upholding the values of academic integrity, honesty, and trust. A comprehensive list of academic misconduct offences is listed, including plagiarism, false authorship, collusion, misconduct in scheduled/time-limited assessments, and fabrication or misrepresentation. NMITE's approach focuses on the prevention of malpractice through communication with students at induction and regular intervals throughout the course, distinguishes between poor academic practice and misconduct and establishes a hierarchy for the manner of response and penalties that vary according to severity. [0015 Academic Misconduct Policy]

165 The Academic Misconduct Policy [0015] is comprehensive and clearly sets out the types of offences and processes for the reporting, investigation, application of penalties and recording of decisions of suspected cases of academic misconduct for formative and summative assessments. The former is usually to be addressed through extensive feedback on the issue. This approach is appropriate as NMITE's formative assessments do not normally contribute to a module mark. Responsibilities for the investigation of offences is clearly assigned and timelines for the completion of such investigations specified. [0015 Academic Misconduct Policy] Cases of poor academic practice will receive a written caution whereas all others have penalties applied which can range from the re-submission of the work, percentage reductions to a mark of zero for an assessment or module, or termination of study. The policy clearly sets out which penalties are to be applied under which circumstances.

166 Once internal investigations have been completed, the policy points to the option for students to escalate cases to the Office of the Independent Adjudicator. [0015 Academic Misconduct Policy] NMITE is likely to operate effective processes for the identification and investigation of unacceptable academic practice if its Academic Misconduct Policy is consistently implemented because the clear protocols for investigating and responding to unacceptable academic practice should ensure that academic malpractice is appropriately responded to.

167 Overall, the team considers NMITE's policies and proposed approach to operating processes for preventing, identifying, investigating and responding to unacceptable academic practice is credible with robust mechanisms to protect the academic integrity of programmes.

168 NMITE's approach to marking assessments and moderating marks of summative assessments is clearly articulated in the Assessment Policy [0008] which will come into force from the start of the probationary period. It will apply to all newly launched programmes and will supersede the current Open University processes for the MEng Integrated Engineering

programme. [additional information 2] The process is clear and specifies the percentage of student work to be double marked for all assessments which varies depending on whether the assessment contributes 25% or more to the module mark. Assessment Boards may moderate marks with the agreement of external examiners. [0008 Assessment Policy] At present, NMITE moderates all summative assessments, but has plans for a sample-based approach for programmes with a larger number of students. The approach set out in the Assessment Policy [0008] is robust and is likely to aid the validity and accuracy of decision-making as it involves a comprehensive and staged process consisting of marking and moderation, verification of assessment results and awarding of credit with external examiner involvement. NMITE proposed assessment and marking practices are reaffirmed in the Degree Outcomes Statement. [0219]

169 To ensure the consistent implementation of the policy, NMITE has run two staff development sessions on assessment marking and moderation to support staff on the MEng Integrated Engineering. NMITE has now formalised marking and moderation processes in a Standard Operating Procedure for Marking and Moderation to be approved by the Quality Assurance Committee in July 2022. Further academic staff team development days are planned in the academic year 2022-23 [0080 academic calendar] which will incorporate further training on marking and moderation. [additional information 2] In addition, to support academic staff in confirming all relevant quality assurance procedures are complete, a module leader checklist [0234] has been developed and is in operation. The checklist sets out the responsibilities for the module with regards to marking, assessment, and moderation. Alongside the Assessment Policy, [0008] the checklist should help to ensure that marking and moderation processes are likely to be consistently operated by those in the assessment process.

External examining

170 The MEng Integrated Engineering currently operates under Open University arrangements for external examining including the appointment and induction of external examiners. [0200 OU regulations for validated awards] Three external examiners have been appointed [0214 EE CVs] and it was confirmed that upon NDAPs authorisation these external examiners would remain in post. [additional information 2] Module assessment verification forms for the programme [0216, 2123-2138] evidence that external examiners on this programme are involved in the approval of assessment tasks. NMITE also utilises these external examiners to review student work and marks before they are released to students as provisional marks prior to Assessment Board meetings. [2121 EE email regarding student work and grades] Assessment Board minutes [1002 Assessment Board minutes, February 2022] also show external examiner involvement in the moderation of marks.

171 NMITE has developed its own External Examiner Policy [1016] to ensure the rigour of the assessment process which will come into effect from the start of the probationary period. The policy articulates the critical role of external examiners in securing the academic quality and standards of NMITE assessment and awards. It is comprehensive and would allow NMITE to make good use of external examiners and their reports because it contains a clear external examiner appointment process and sets out roles and responsibilities.

172 NMITE plans to appoint at least one external examiner per credit-bearing programme. The exact number of appointments will depend on the breadth of the subject content. [0008 Assessment Policy, additional information 2] External examiners will receive an induction through a series of meetings with staff and be provided with relevant course documentation such as programme and module specifications and handbooks. [M1 quality of the academic experience] External examiner appointments are approved by the Academic Council. [1016 EE Policy] The External Examiner Policy [1016] also includes provision for the avoidance of conflicts of interests in the appointment of external examiners and during

tenure, and the Quality Manager would alert Academic Council to approve an alternative external examiner. [M1 quality of the academic experience]

173 External examiner roles and responsibilities include the approval of assessment tasks and moderation of a sample of marked student work, attendance at Assessment Boards at which awards will be confirmed and the submission of annual reports. The team was satisfied that NMITE is likely to make scrupulous use of external examiners including in the moderation of assessment tasks and student assessed work.

174 NMITE's External Examiner Policy [1016] contains clear processes for the consideration of external examiner reports and their findings at programme and institutional level. There will be an initial review of reports by the Quality Assurance Manager for concerns with academic standards. Any such concerns would be highlighted to Chief Academic Officer and discussed with the Programme Leader. Responses to report recommendations will be formulated by the Programme Leader in conjunction with the programme team and must include actions that will be taken in response or not, in which case a rationale for not-actioning must be provided. [1016 EE Policy] Actions in response to external examiner comments are also to be included into programme annual monitoring reports. [1015 annual monitoring report template, 1020 Annual Monitoring Policy] Written responses including an action plan, if required, are to be made within 14 working days of receiving the report. [additional information 2] This timeframe should ensure timely responses to external examiners.

175 Reports and response are to be considered by the Quality Assurance Committee, which will approve the response prior to it being sent to the external examiners. In addition, the committee will also receive an annual summary report on external examiner comments and consider common trends and emerging themes. An annual report comprising a summary of external examiner comments and any actions taken will be presented to the Academic Council to assure itself of the maintenance of academic standards. [1016 EE Policy] If implemented as specified, NMITE is likely to give full and serious consideration to the comments and recommendations contained in external examiners' reports and is likely to provide external examiners with a considered response to their comments and recommendations.

Academic appeals and student complaints

176 NMITE has developed an Academic Appeals Policy [0025] and Student Complaints Resolution Policy, [0026] which will come into force from the start of the probationary period. Students on the MEng Integrated Engineering are currently subject to versions of the academic appeals and complaints policies [3001 Academic Appeals Policy 2021-22, 3002 Student Complaints Resolution Procedure 2021-22] that have been approved by the Open University as the awarding body, and appeals and complaints cases are handled by NMITE. Information relating to these policies and procedures is accessible to MEng students on the online information system [0050 screenshot student access to NMITE policies] and signposting to the Student Complaints Resolution Procedure [0025] is made in the generic Student Handbook. [0011] Students confirmed that they were aware of the complaints procedures. [M4 student meeting]

177 The Academic Appeals Policy [0025] is comprehensive and sound, clearly setting out its scope: what is covered by the policy and what is not; the grounds for making an appeal; the appeals process with clear instructions to students as to what they need to do to submit their appeals together with evidence requirements; the timescales for the consideration of appeals and the decision-making authority; and the process for the communication of outcomes. There is provision for the review of decisions in case of a negative appeal outcome (that is the appeal is rejected) and escalation of appeals to the

Office of the Independent Adjudicator (OIA) once internal processes have been exhausted. [0025 Academic Appeals Policy] The appeals process is likely to be effective because the appeals policy is sound and allows for the fair and timely consideration of academic appeals by an independent panel based on clearly defined criteria and within reasonable timescales. NMITE also plans to provide an annual report on academic appeals in quarter 1 [0025 Academic Appeals Policy] for monitoring purposes both to the Academic Council and the Board of Trustees identifying generic issues that have arisen and any actions to address them and it is therefore likely that this approach will enable enhancement.

178 Similarly, the Student Complaints Resolution Policy [0026] is comprehensive and covers NMITE's general approach to complaints resolution, the scope of the policy, the informal and formal resolution stages of the complaints process together with timescales for the consideration of complaints and ways to escalate the complaint to the next stage in case of dissatisfaction with the outcome. There are clear instructions to students how to formulate and submit their complaint and both individual and group complaints are permitted. Complaints are to be investigated by a member of staff appointed by the Academic Registrar. For formal complaints students will be informed of the outcome within 30 working days from submission. As for appeals, there is provision for the review of decisions in case of a negative outcome and escalation of complaints to the OIA. As for academic appeals, an annual report on complaints is to be considered by the Academic Council. [0026 Student Complaints Resolution Policy] Outcomes as a result of annual reporting will be shared with staff and students. The complaints process is likely to be effective, if implemented as intended, because the process is clearly articulated, and the policy enables timely outcomes for students as reasonable timescales for the resolution of complaints at each stage are stipulated. There is also a clear commitment to use appeals and complaints for enhancement, with planned annual reports on the outcomes and effectiveness produced by the Registrar for the Academic Council. [M1 quality of the academic experience]

179 NMITE is aware that as a small provider the same staff may be involved in more than one appeals or complaints stage but stressed that independence of decision making is ensured because groups of people including academic and non-academic staff, not individuals, would make decisions and there is provision in the appeals and complaints policies to appeal an outcome. As staff numbers grow over time, NMITE would ensure that cases would be looked at by a larger number of staff. [M1 quality of the academic experience] The team agrees that this approach would strengthen independent decision making but is satisfied that the arrangements that will be in place at the beginning of the probationary period are appropriate given the size of the provider.

180 NMITE has not received any academic appeals or formal complaints to date, hence there is no evidence available to evaluate the application of the complaints and appeals policies and procedures and whether appropriate action has been taken following a complaint or appeal. However, the team considers that appropriate action is likely to be taken following an academic appeal if the Academic Appeals Policy [0025] is implemented as intended. This is because the full range of possible outcomes and required actions is clearly articulated in the policy. Both for appeals and complaints, monitoring at institutional level through the senior academic authority also provides reassurance that actions are likely to be identified, where necessary, and progress monitored. In meetings, staff stressed that actions on complaints would be taken by the people who have responsibility for the area complained about [M1 quality of the student experience] and students [M4 student meeting]. reported that while they had not lodged any formal complaints, informal complaints were quickly resolved by NMITE.

181 NMITE intends to meet criterion B3 in full by year 2, quarter 4 of the probationary period and the New DAPs Plan [0000] identifies a range of credible evidence to support this. The team views this as realistic as sufficient and appropriate evidence should be available

by that time.

Conclusions

182 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

183 NMITE's planned approaches and processes for the design and approval of its programme are credible, robust and likely to be effective and enable the design and delivery of courses and qualifications that provide a high quality academic experience to all students. Staff have a clear understanding of the proposed programme design and approval processes and could coherently explain the various stages, as well as their own role within it. The process will require the involvement of external expertise and there is likely to be appropriate institutional oversight of outcomes with subsequent actions to be monitored via the Academic Affairs Committee and Academic Council. Close links are likely to be maintained between learning support services, such as the ASK Centre and the Student Experience team through the Head of Student Experience, and the academic management teams during the various stages of the programme planning and approval process through their membership approval committees.

184 The team found that NMITE's approach to learning, teaching and assessment is credible and robust. NMITE clearly articulates its approach, which is based on experiential and practical learning, in policy documents such as the Guiding Principles for Learning and Teaching. The detailed approach is consistent with its articulated vision and philosophy for teaching and learning. The learning space plans demonstrate a considered approach to the provision of sufficient learning space that can accommodate the anticipated growth of the student body. NMITE's learning facilities, including the factory, are safe and accessible for students. Similarly, digital learning environments such as the VLE are easily accessible and reliable. NMITE has a coherent approach to enabling students to monitor their progress and further their academic development through the provision of verbal and written developmental feedback on assessment supported by a comprehensive academic and study skills package delivered by the ASK Centre.

185 NMITE has developed a comprehensive set of interlinked assessment policies and procedures which cover all relevant aspects of the management of the assessment process, such as assessment setting and verification, marking and moderation arrangements, the award of credit and feedback to students. Clear assessment criteria and marking rubrics provide comprehensive information on the assessment requirements to students. Existing students are clear about the assessment criteria and understand on what basis academic judgements are made. The proposed processes for marking assessments and the moderation of marks for summative assessments are robust and are likely to aid the validity and accuracy of decision-making. There are transparent protocols for the assessment of Recognition of Prior Experiential Learning applications. The team considers that the procedures are likely to ensure that assessments are fair, reliable and secure.

186 NMITE provides opportunities for students to develop an understanding of good academic practice during programme delivery and through additional resources in the ASK Centre. The proposed Academic Misconduct Policy is comprehensive and credible with robust mechanisms to protect the academic integrity of programmes including electronic submission of all written work and the use of plagiarism-checking software. There are clear protocols for reporting suspected cases and a transparent process for investigating and responding to them.

187 The proposed policy for appointing external examiners is sound, and likely to result

in independent external scrutiny of programmes. External examiners' roles are clearly defined and there are clear lines of responsibility to ensure scrupulous use of external examiners in the moderation and assessment tasks and of student work. NMITE is likely to give full and serious consideration to the comments and recommendations contained in external examiners' reports and provide external examiners with a considered and timely response as there are clearly articulated processes for the consideration of and response to reports at programme and institutional level. NMITE plans to monitor all external examiner reports via the Academic Council.

188 NMITE has comprehensive and transparent procedures for handling academic appeals and student complaints. These procedures are likely to be fair and deliver timely outcomes for students. Judgements are to be made against clearly defined criteria for informal and formal investigations, with appropriate resolution timelines. Appropriate action is likely to be taken following an appeal or complaint due to the expected annual reporting of cases and outcomes to the Academic Council.

189 The team concludes, therefore, that the provider understands this criterion and that the provider's New DAPs Plan is credible and should enable NMITE to demonstrate that it will fully meet the criterion by the end of the probationary period.

190 Notwithstanding the above, there are some areas where the team considers the New DAPs Plan would benefit from additional detail or changes (see paragraphs 316 to 322). While the New DAPs Plan identifies valid and credible sources of evidence and indicates when these will become available over the probationary period and the stated timeline for meeting this criterion in full is realistic, there is insufficient information on the activities NMITE plans to undertake in each quarter of each probation year in relation to this criterion. This should be set out in the plan, listing all tasks and sub-tasks/activities also indicating deadlines for specific actions to be completed and the roles responsible.

Criterion C: Scholarship and the pedagogical effectiveness of staff

Criterion C1 - The role of academic and professional staff

191 This criterion states that:

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

The evidence considered and why the team considered this evidence

192 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and NMITE's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess NMITE's understanding of this criterion and to test the credibility of NMITE's New DAPs Plan in relation to this criterion.

193 Specifically, the assessment team considered or assessed whether:

- a the provider has made a rigorous assessment of the skills and expertise required to teach all students and the appropriate staff-student ratios. The team therefore scrutinised the New DAPs Plan, [0000] the curriculum map of expertise required to deliver programme portfolio, [0406] the Staff Recruitment Standard Operating Procedure, [0408] staffing projections and budgets 2022-2025, [3014] the academic staffing spreadsheet, [0079] the spaces learning plan [1009] and academic staff module buddying arrangements. [0407] The team also met with senior, academic and support staff. [M3 role of academic and professional staff]
- b the provider has appropriate staff recruitment practices. To do this, the team read the Staff Recruitment Standard Operating Procedure, [0408] sample staff job descriptions, [0409i-0409vi, 3009, 3010] interview notes [2105-2107, 2109-2111 and 2139-2141] and additional provider information. [additional information 2] The team also met with senior, academic and support staff. [M3 role of academic and professional staff]
- c staff involved in teaching or supporting student learning are likely to have relevant learning, teaching and assessment practices that are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship and are likely to have development opportunities aimed at enabling them to enhance their practice and scholarship. The team therefore examined the New DAPs Plan, [0000, the Founding Declaration, [0001] the Guiding Principles for Learning and Teaching, [0006] the design cohort programme, [0051] design cohort outcomes, [0052] The Exigence in Engineering Education article, [0401] the Learning in Institutional and Curricular Design at NMITE article, [0402] academic staff pen portraits, [0403] the Academic Staff Development Strategy, [1003] academic staff objectives for 2022-23 [0417] and the Sabbatical Policy. [0429] The team also met with senior, academic and support staff. [M3 role of academic and professional staff]

- d staff involved in teaching or supporting student learning have academic and (where applicable) professional expertise. To establish this, the team examined academic staff pen portraits, [0403] academic staff CVs, [0404i-vii, 2070-2073] the all staff organisational chart, [2114] the academic staffing spreadsheet, [0079] academic staff job descriptions, [0409ii] professional staff CVs [2076-2077, 0404ii] and job descriptions. [0511-5012]
- e staff involved in teaching are likely to have an active engagement with the pedagogic development of their discipline knowledge, an understanding of current research and advanced scholarship in their discipline and whether such knowledge and understanding is likely to inform and enhance their teaching. To do this, the team considered the New DAPs Plan, [0000] the Academic Staff Development Strategy, [1003] academic staff CVs, [0409iii, 0409iv, 2070, 2071] the academic calendar 2022-23, [0080] the Memorandum of Understanding with Edinburgh Napier University, [0419] the Academic Staff Sabbatical Policy [0429] and the academic staff workload model. [0422]
- f staff involved in teaching are likely to have an understanding of current research and advanced scholarship in their discipline and an active engagement with research and/or advanced scholarship to a level commensurate with the level and subject of the qualifications being offered. To assess this, the team read the Exigence in Engineering Education article, [0401] the Problem-based Learning in Institutional and Curricular Design at NMITE article, [0402] the academic staffing spreadsheet, [0079] Academic Staff Development Strategy, [1003] the all staff organisational chart [2114] and the Research Fellow job description. [3011]
- g staff involved in teaching are likely to have opportunities to engage in reflection and evaluation of their practice and have development opportunities aimed at enabling them to enhance their practice and scholarship. The team therefore examined the Academic Staff Development Strategy, [1003] the Pedagogy School calendar of events and notes [0410] and the Pedagogy School attendance lists May-Aug 2021 [2095] and the summary of teaching observations summary 2021-22. [2117] The team also met with senior, academic and support staff. [M3 role of academic and professional staff]
- h staff with key programme management responsibility have experience of curriculum development and assessment design and engage with the activities of providers of higher education in other institutions. The team also assessed whether staff involved in teaching are likely to have opportunities to gain experience in these areas and considered senior academic staff CVs, [0041-0044] the academic staffing spreadsheet, [0079] the Open University Validation Letter, [0003ii] the Open University programme validation report MEng Integrated Engineering, [0063] MEng Integrated Engineering programme review topics, [0411] the Academic Staff Development Strategy, [1003] the list of academic staff external roles, [0212] the academic staffing spreadsheet [0079] and the academic staff workload model 2021-22. [0422] The team also met with senior, academic and support staff. [M3 role of academic and professional staff]
- i staff involved in teaching are likely to have expertise in providing feedback on assessment, which is timely, constructive and developmental. The team therefore examined the New DAPs Plan, [0000] Academic staff job descriptions, [1025, 0409ii] academic staff CVs, [0404i-vii] the academic staffing spreadsheet, [0079] the Assessment Policy, [0008] the MEng Integrated Engineering Assessment Handbook [0202] and the academic delivery meeting notes May 2022. [1001] The

team also met with six students (including one student representative) of the September 2021 and January 2022 cohorts from the MEng Integrated Engineering programme. [M4 student meeting]

How any samples of evidence were constructed

194 No sampling of evidence was undertaken because NMITE only delivers one programme at present and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

195 NMITE's plans in relation to this criterion are set out below.

196 NMITE plans to change the current academic staff-student ratio of 1:4 to 1:15 by year 3, quarter 4 as new programmes are added, and student numbers increase. Staffing projections forecast recruitment of six additional FTE academic staff by 2025 and a new academic workload planning model is planned to be introduced from September 2022.

197 NMITE's Academic Staff Development Strategy is expected to be fully embedded by summer 2023. It will be evaluated through an annual impact report, the first of which is expected to be available in year 2, quarter 1. A Pedagogy School is planned to run from year 1, quarter 1 to support pedagogic staff development. NMITE plans to introduce a formal arrangement for peer teaching observation during 2022-23.

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

199 NMITE has a credible approach to identifying teaching staff requirements because it has undertaken a detailed mapping of the skills required to teach the current and future programme portfolio, [0406 curriculum map of expertise required to deliver programme portfolio] and the identification of a skills or broader resourcing gap triggers the recruitment process described in a Standard Operating Procedure. [0408] The staffing projections document 2022-25 [3014 staffing projections and budgets] and the learning spaces plan [1009] map academic, technical, student support and administrative staff requirements against planned growth in programmes delivered and students enrolled.

200 The New DAPs Plan [0000] states that 11.7 FTE academic staff, two technical learning facilitators, and two student support staff involved in teaching or supporting students are currently in post. Currently, of the 15 academic staff 12 are full-time and three part-time. [0079 academic staffing spreadsheet] Of the academic staff, 4.5 FTE are bought out by external funding to develop planned new courses in timber technology and sustainable built environment. [0000 New DAPs Plan] Staff numbers are sufficient to deliver the existing MEng Integrated Engineering programme because the staff-student ratio is currently 1:4 (excluding bought-out staff). NMITE plans that this will change quickly during the probationary period to 1:14 during 2023-24 and 1:15 by 2024-25 [0000 NDAP Plan; 1009 learning resources plan; 3014 staffing projections and budgets] due to the introduction of four of its planned programmes in September 2023.

201 Staffing projections indicate NMITE plans to increase the number of associate professors from five FTE in 2022 to nine by 2025 and of assistant professors from three FTE to five. Centre for Advanced Timber Technology (CATT) academic staff numbers are expected to grow from four FTE to five FTE and academic-related staff from seven FTE to nine by 2025 while the academic leadership (two FTE) and one professorial FTE are expected to remain unchanged. [3014 staffing projections and budgets] Student support staff numbers are expected to increase from the current two FTE to three in the first year of the probationary period and to four FTE in the second year. [1009 learning spaces plan] NMITE

senior leadership expressed the view that they are confident of recruiting the staff they need with the appropriate qualifications and skills sets because growth is carefully planned, they are proactive in identifying recruitment pipelines and because they believe they are competitive in terms of employment conditions and benefits. [M3 role of academic and professional staff]

202 From January 2023 NMITE plans to deliver a postgraduate programme (MSc in Engineering Project Management) for the University of Roehampton which has subcontracted the delivery. While the team is satisfied that current staffing levels can accommodate this work in 2023, the longer term impact of this arrangement on staff availability for the development and delivery of NMITE's own programmes is less clear because the New DAPs Plan [0000] does not discuss this.

203 In the early phases of development NMITE plans to recruit teaching staff both on a permanent basis and on fixed-term contracts for particular modules, allowing staff to join prior to delivery. [0000 New DAPs Plan] Currently four academic staff are on fixed-term contracts and 11 on permanent contract. [0079 academic staffing spreadsheet] While this model allows access to staffing resources in a flexible way, it also contributes to the implementation of NMITE's mission of sharing the new model of engineering education it is establishing as these opportunities are available for PhD students and as secondments, allowing industry experts to join temporarily. [0000 New DAPs Plan]

204 NMITE has taken steps to build resilience into staffing arrangements to ensure business continuity in the face of absent or departing staff, and to support staff to be able to teach across subjects in its programmes. It has identified that this is particularly important in a sequential (rather than parallel) teaching structure, where absences could disrupt learning. [0000 New DAPs Plan] To mitigate this, NMITE has implemented a 'buddy' arrangement where a second member of staff is allocated to each module and briefed to stand in where necessary. This 'buddy' also serves as the module assessment verifier and second marker. Oversight and organisation of arrangements for 'buddying' is the responsibility of the Academic Director. [0407 academic staff module buddying arrangements]

205 The team concludes that NMITE has made a rigorous assessment of the skills and expertise required to teach all students and the appropriate staff-student ratios and has robust plans in place to ensure it has sufficient staff available at all times to teach its own students.

206 NMITE has established operating procedures for staff recruitment [0408] that involve a multi-step approach from identification of a vacancy, development of a job description and person specification, [0409i-0409vi, 3009, 3010 sample job descriptions] benchmarking to ensure equal pay regarding level of responsibility, shortlisting, interviewing, and job offer. This is likely to enable NMITE to recruit appropriate staff because all positions are internally and externally advertised, and candidates are judged against the criteria of a pre-prepared job description. Suitable applicants will be shortlisted and applications for all positions require an interview in front of a panel that will have been trained. [0408 Staff Recruitment Standard Operating Procedure]

207 Permanent academic posts require the submission of a letter of application together with a CV and short video in response to a set question. As part of the interview process, applicants must also deliver a presentation or short teaching activity to a group of students. For non-academic staff, applications consist of a CV and covering letter. [additional information 2] Scrutiny of interview panel notes for recent appointments of a Quality Assurance Manager [2105-2107] and a Teaching Fellow [2109-2111 and 2139-2141] indicated equitable treatment of candidates and carefully recorded note-taking and ranking of candidates. NMITE's approach to avoiding bias during the interview process includes the

involvement of students and rotating interview panel composition and ensuring recruitment advertisements are inclusive. [M3 role of academic and professional staff] NMITE's recruitment operating procedure and evidence of its use in practice indicate that NMITE has appropriate staff recruitment practices.

208 NMITE's Founding Declaration [0001] includes a commitment to pedagogical innovation in developing a new way of delivering engineering education through reflection and evaluation of contemporary engineering pedagogy and research. NMITE's strategic approach to learning and teaching is codified in its Guiding Principles for Learning and Teaching, [0006] with ideas tested through a design cohort and trial students [0051 design cohort programme, 0052 design cohort outcomes] (see Criterion B3, paragraph 124) evidencing that NMITE's learning, teaching and assessment practices are being informed by reflection and evaluation of professional practice. The distinctive pedagogic design that underpins this programme has also been shared in scholarly literature, including papers on problem-based learning in institutional and curricular design, and the exigence in engineering education. [0401 The Exigence in Engineering Education, 0402 Problem-based Learning in Institutional and Curricular Design at NMITE] This combined with reflections on how engineers work in practice resulted in development of the MEng Integrated Engineering programme, the development of which was undertaken by staff with significant experience of curriculum design at other institutions. [0000 New DAPs Plan; 0403 academic staff pen portraits] NMITE plans to evolve its pedagogic approach as it introduces new programmes during the probationary period. [0000 New DAPs Plan] This work indicates a commitment to reflection and evaluation of professional and subject-specific practice and to active engagement with the pedagogic development of their discipline.

209 NMITE has recruited academic staff who are experienced educators, [0403 academic team summary] have varied academic and professional expertise with course development skills and an active engagement with pedagogical approaches derived from a range of previous research and teaching roles in higher education institutions including universities, [2071, 0404iv academic staff CVs] alongside subject specialists with industry and government experience. [0404ii academic staff CV] Together the academic staff represent both diversity and interdisciplinarity with some staff having gained educational experience abroad. [0404i-vii, 2070-2073] Of the academic staff currently involved in programme delivery two are full professors, six are associate professors, and one is an assistant professor. [2114 all staff organisational chart] Nine academic staff have Level 8 qualifications (doctorates) and three are qualified at Level 7 (master's). Five possess a professional qualification and three have a recognised teaching qualification in higher education, including two Senior Fellows of the Higher Education Academy (HEA) and one National Teaching Fellow. [0079 academic staffing spreadsheet] Job descriptions for academic staff indicate that possession of a teaching qualification is desirable while experience of teaching engineering, ideally in a higher education context, is essential. [0409ii sample job description - associate professor]

210 CVs of professional staff demonstrate considerable prior professional experience relevant to the posts held [2076 CV Head of Student Experience, 0511 JD Head of Student Experience, 2077 CV Student Support Manager, 0512 JD Student Support Manager, 0404vii CV Learning Facilitator] indicating that they are well qualified to support student learning. Scrutiny of CVs and job descriptions leads the team to conclude that staff involved in teaching or supporting student learning have appropriate academic and/or professional expertise.

211 NMITE sets out its expectation for academic staff in respect to scholarship and research in the Academic Staff Development Strategy [1003] which came into force in May 2022. All academic staff are expected to engage in scholarly activity, either within their own discipline or scholarship of learning and teaching. NMITE expects that scholarly outputs from

this activity will vary and range from delivering conference talks, presentations and workshops, to publications of a variety of types, including journal articles. [1003 Academic Staff Development Strategy] While some academic staff already have a record of such activity [0409iii, 0409iv, 2070, 2071 academic staff CVs] NMITE recognises that staff have varying levels of experience, expertise and confidence in scholarship activity, and particularly, writing for publication. This is especially the case for staff from an industry rather than academic background. NMITE therefore plans to provide support with scholarship activity through the academic leadership team, who are experienced in scholarship of learning and teaching and in writing for publication. NMITE plans to make this support available on a one-to-one basis and more widely through academic staff development days. [1003 Academic Staff Development Strategy, 0080 academic calendar 2022-23]

212 NMITE encourages academic staff to attend conferences and workshops, both for the purposes of disseminating their own and NMITE's practice, contributing to discussion, learning from others, and building and maintaining professional networks. In order to prompt critical reflection on learning from external events, staff who attend them are expected to share highlights and key points of learning with the wider academic team, usually through a contribution to an academic team meeting. To support academic staff to engage in external development activity, such as attending workshops, conferences and training courses, a nominal budget of £1,500 per academic staff member will be made available per annum. [1003 Academic Staff Development Strategy]

213 NMITE is not active in disciplinary research but recognises that this presents a challenge to the currency of staff knowledge and the maintenance of their skillsets, where they join the institution from more traditional academic settings. [0000 New DAPs Plan] NMITE therefore plans to establish strategic partnerships [0419 MoU with Edinburgh Napier University] and academic staff may take sabbaticals [0429 Academic Staff Sabbatical Policy] in order to enhance their professional profile. This may include spending time in another institution in order to teach, observe alternative approaches and learn from external colleagues. Staff may also use sabbaticals to spend time in industry to maintain currency of knowledge in professional practice, or undertake research activities, usually in collaboration with colleagues in another institution, in order to maintain their professional standing within their discipline. Staff will become eligible to apply for sabbatical leave once they have successfully completed their probationary period with a guideline expectation that sabbatical leave may be taken for up to four months after every five years of service. [0429 Academic Staff Sabbatical Policy] The Academic Staff Development Strategy, [1003] academic staff workload model [0422] and the Sabbatical Policy [0429] highlight an institutional commitment to supporting scholarship and enhancement of knowledge and understanding.

214 Opportunities for staff to engage in professional development and scholarship activity require them to have time in their workload allocations. NMITE has produced an initial workload model for its first year of operation (2021-22 academic year) that works towards a 50:20:20:10 split between teaching, external impact, leadership and admin roles, and CPD, respectively. [0422 academic staff workload model] NMITE intends to review the workload model in the summer of 2022, reflecting on the first year of operation. In light of the planned expansion of the course portfolio and concomitant increase in student numbers NMITE anticipates that a new workload planning model will be introduced from September 2022. [0000 New DAPs Plan] Successful delivery should ensure that staff involved in teaching have capacity to maintain knowledge of current research and advanced scholarship in their discipline and provide opportunity for active engagement with advanced scholarship.

215 NMITE notes that it is a teaching-focused institution and will not expect staff to undertake subject-specific research. However, staff involved in teaching have had some engagement with research and scholarship including the publication of papers concerned with the problem-based learning pedagogical model developed in the design of the MEng

Integrated Engineering Programme. [0401 The Exigence in Engineering Education; 0402 Problem-based Learning in Institutional and Curricular Design at the New Model Institute for Technology and Engineering] Nine academic staff have written journal articles, book chapters or conference papers [0079 academic staffing spreadsheet] and six are members of a learned society or professional body. Through its Academic Staff Development Strategy [1003] (see paragraphs 211-212 above) NMITE plans to establish a culture of scholarship among staff, from 2022-23, both to advance their knowledge and understanding and to produce educational scholarly outputs. NMITE has one Research Fellow in Timber Engineering [2114 all staff organisational chart] and the postholder is expected to undertake research to inform the delivery of the Centre for Advanced Timber Technology (CATT) building and the content of a timber technology curriculum. [3011 JD Research Fellow] The team was satisfied that teaching staff are likely to have an engagement with research or advanced scholarship to a level that is appropriate for the nature of the institution and the qualifications being offered and with the pedagogic development of their discipline knowledge.

216 NMITE plans to make a range of opportunities available to teaching staff for reflection and evaluation of their practice. These are set out in the Academic Staff Development Strategy. [1003 Academic Staff Development Strategy] Prior to the launch of the MEng in September 2021 staff had opportunity to engage in reflection and evaluation of practice through a 'Pedagogy School' which ran between May and August 2021 and brought together members of the academic team informally, to learn from each other on key topics, such as problem-based learning, active learning strategies, classroom management, learning styles, digital technologies, innovative assessments and learning outcomes to share expertise and learn together. [0410 Pedagogy School calendar of events and notes] Attendance lists indicate these events were well attended. [2095 attendance lists May-Aug 2021] From September 2022, NMITE plans to reintroduce the Pedagogy Schools and hold meetings on a monthly basis. These hour-long sessions will be around pedagogical topics and approaches and will be led by different members of the team. [1003 Academic Staff Development Strategy]

217 NMITE also plans to introduce a formal arrangement for peer teaching observation during 2022-23 as part of its academic Staff Development Strategy [1003] to build upon an informal process of peer observation that was operating during 2021-22. [2117 teaching observations summary 2021-22] All academic staff are expected to participate in the annual teaching observation cycle with observations of at least one hour, followed by reflections on the teaching and the observations. Staff will not be required to formally report to line managers on their experience but are encouraged to discuss learning and any training needs identified in their one-to-one meetings with the observer, and to share examples of good practice via the weekly staff team meetings which will also serve as a point of collective reflection on pedagogic practice. [1003 Academic Staff Development Strategy] The Academic Director indicated that as this was a mechanism for sharing good practice, formal reporting was not intended to form part of performance review. General outcomes from the new process will be reported to Academic Affairs Committee. [M3 role of academic and professional staff] The team formed the view that NMITE's plans are sound and credible and should ensure that teaching staff have sufficient opportunities to engage in reflection on their practice.

218 NMITE's Academic Staff Development Strategy [1003] provides a credible basis for enabling staff to enhance their practice and scholarship because it sets out multiple approaches and opportunities for staff development from induction through to supporting the development of staff as professional, qualified educators. While the strategy is not yet fully embedded, some aspects are already active including the identification of staff development targets and formalising these into annual objectives set by line managers and agreed with their team members. Objectives identified for 2022-23 relate to learning and teaching,

curriculum development, leadership, professional standing, and community. Academic staff without HEA recognition or another teaching qualification have been set an objective to gain such recognition during 2022-23. Several staff have as an objective to attend a pedagogical conference or workshop and present a paper during 2022-23. [0417 academic staff objectives for 2022-23] The strategy is supported by a personal development budget. [1003 Academic Staff Development Strategy] Professional support staff noted that they had similar access to a development budget, and this had enabled them to attend external events to help enhance their own practice. [M3 role of academic and professional staff]

219 NMITE's Sabbatical Policy [0429] provides time for staff to undertake activities to enhance their academic practice and scholarship (see paragraph 213 above). NMITE also encourages staff to seek opportunities to spend short periods, around their teaching duties, visiting and working within other institutions in order both to share their own expertise, but also to network with and learn from other approaches. [1003 Academic Staff Development Strategy] The team was therefore satisfied that staff involved in teaching or supporting student learning are likely to have sufficient development opportunities to enhance their practice.

220 The academic leadership team comprises scholarly active, experienced academics with teaching qualifications. This includes the Academic Director, the Chief Academic Officer, and the Head of Programme Development. These staff bring expertise and significant experience in curriculum development and assessment design [0041-0044 academic staff CVs] gained from previous work in higher education institutions. For example, the Academic Director is a National Teaching Fellow and Senior Fellow of the Higher Education Academy and has significant previous curriculum leadership experience. [0042 CV Academic Director] The Head of Programme Development was previously the pedagogic lead for curricular development and assessment design at another university and has significant experience in teaching and supporting students. [0043 CV Head of Programme Development] Similarly, the Chief Academic Officer led curriculum and assessment reforms in a Russell Group University prior to joining NMITE. [0041 CV Chief Academic Officer] In total eight out of 12 academic staff have experience of programme curriculum development and three are experienced in assessment design. [0079 academic staffing spreadsheet] This collective experience has translated into successful curriculum development through the design and development of the current MEng Integrated Engineering programme validated by the Open University. [0003ii OU MEng Validation Letter, 0063 OU programme validation report] The academic leadership team supports less experienced staff and there is also peer support through a module review event prior to the delivery of the programme. [0411 programme review topics]

221 For the development of the new programmes NMITE plans to utilise its highly experienced staff to lead the development (see Criterion B3, paragraph 122) but the development team will also include others who will have the opportunity to gain experience in curriculum development and assessment design. As noted previously, experienced staff are expected to support and guide less experienced staff. Senior staff noted that through sharing this experience and expertise NMITE aims to develop institutional resilience. [M3 role of academic and professional staff] The team formed the view that key staff with programme management responsibilities and staff involved in teaching either already have or are likely to have opportunities to gain experience in curriculum development and assessment design.

222 The Academic Staff Development Strategy [1003] encourages staff to take external leadership roles within their sectors, either in a learning and teaching context, or within their discipline. This may include roles with PSRBs, Advance HE, and the Engineering Professor's Council. Existing academic staff, including key academic staff with programme management responsibility, are already active in a range of external roles such as board,

committee or panel members of external institutions and groups. [0212 academic staff external roles] Two have acted as external examiners for taught programmes and one has been involved in an external validation of a taught programme. [0079 academic staffing spreadsheet] Such activities are planned for within NMITE's new academic workload model [0422 academic staff workload model 2021-22] demonstrating an institutional commitment to supporting external engagement.

223 Associate professors and teaching fellows are expected to mark and give feedback. [1025 JD Teaching Fellow, 0409ii JD Associate Professor] All academic staff involved in teaching have expertise in providing feedback on assessment. [0079 academic staffing spreadsheet, 0404i-vii academic staff CVs] NMITE intends to provide feedback on summative assessment in a form that reflects the nature of the assessment, generally within 28 calendar days of the assessment deadline. [0008 Assessment Policy] NMITE views such feedback as developmental and expects it to include guidance on areas that could be improved and feedforward; that is how students can improve their performance in future assignments. [0008 Assessment Policy] The feedforward should include detailed improvement opportunities together with advice about content, time management, effort, engagement, information sources, presentation style and effectiveness and should also include personal development and learning/coping strategies. [0202 MEng Assessment Handbook] In addition, formative feedback is expected to be given regularly through conversations between academic staff and students. [0202 MEng Assessment Handbook]

224 NMITE has supported staff teaching on the MEng programme in the provision of feedback through discussions at operational team meetings and further support is planned as part of the staff development programme in the academic year 2022-23. [additional information 2] NMITE plans to provide to students a copy of the assessment record with annotated feedback via a pro forma on the VLE within 15 working days of the assessment date which the team considers to be timely. This approach should ensure that students receive timely constructive and developmental feedback.

225 The New DAPs Plan states that in addition to the marking rubrics staff need to provide at least two sentences of personalised feedback either in writing or through creative media. [0000 New DAPs Plan] Students from the MEng Integrated Engineering reported that feedback has generally been helpful. [M4 student meeting] The team formed the opinion that staff involved in teaching are likely to have appropriate skills in providing feedback on assessment, which is timely, constructive and developmental as expectations for the quality of feedback are clearly articulated and staff periodically reflect on the feedback they give with a view to improving its quality. [1001 academic delivery meeting notes May 2022]

226 NMITE expects to meet this criterion in full by year 1, quarter 3. [0000 New DAPs Plan] In the view of the team this is not realistic as delivery of its own programmes will start in the same quarter and insufficient evidence for the support and development of staff would be available at that stage.

Conclusions

227 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

228 NMITE has made a rigorous assessment of the skills and expertise required of its academic and non-academic staff to teach and support its students. Staffing requirements, both in terms of skills and volume, have been carefully planned and staff-student ratio calculations are sound and realistic. Plans for staffing are credible and appropriate for NMITE's mission, delivery of its current MEng programme, and for the additional academic

provision it intends to introduce during the probationary period. It demonstrates a considered approach to the type of programme proposed, the powers sought and projected student numbers. Overall, there is credible evidence that appropriate staffing resources will be in place from the moment of a New DAPs authorisation and different sources of evidence consistently demonstrate NMITE's understanding of this DAPs criterion. However, the longer term impact of delivering Roehampton provision on staffing is unclear.

229 NMITE's staff recruitment practices are credible and have been rigorously implemented thus far, evidenced through recent academic and professional staff appointments. Staff are being recruited on merit through a clearly defined and appropriately documented process. Credible plans and timelines are in place for the recruitment of further academic and non-academic staff during the probationary period. NMITE's plans are clear and appropriate in terms of capacity building.

230 NMITE has carefully considered the type of staff it needs and has clearly specified expectations with regards to the required and desirable qualifications, skills, and experience of staff. The skills and experience of all staff recruited is of a high level and consistent with the expectations set by NMITE. All staff are appropriately qualified and have the required skills and expertise for their role. There is wide-ranging expertise, particularly among senior academic staff, in curriculum development and assessment design. Plans are in place to share this expertise with other members of the academic team as new programmes are developed. Expertise is utilised in the design of assessments with less experienced staff supported through buddying arrangements and team discussions. All staff are encouraged to engage with the activities of other higher education providers and most already do so.

231 NMITE's intended learning, teaching and assessment practices are likely to be informed by sufficient reflection, evaluation of professional practice, and subject-specific and educational scholarship. NMITE has designed an innovative pedagogical approach to the delivery of its current provision and has disseminated this through academic publications. Appropriate engagement with pedagogic and subject-specific scholarship is evident and there is a range of opportunities available for teaching staff to engage in reflection and evaluation of their teaching and assessment practices, for example through peer observation. Developmental objectives and targets are set for individual staff members annually and the approach is supported by its credible and well-planned staff development strategy. A personal development budget supports staff engagement with training, pedagogical and scholarly activity and demonstrates a strong commitment to the development of both academic and professional support staff.

232 The team concludes, therefore, that the provider understands this criterion and that the provider's New DAPs Plan is credible and should enable NMITE to demonstrate that it will fully meet the criterion by the end of the probationary period.

233 Notwithstanding the above, there are some areas where the team considers the New DAPs Plan would benefit from additional detail or changes (see paragraphs 316 to 322). While the New DAPs Plan identifies valid and credible sources of evidence and indicates when these will become available over the probationary period, the stated timeline for meeting this criterion in full is not realistic. It should be revised as insufficient evidence would be available at that point and the plan itself identifies evidence in relation to this criterion for later periods. There is also insufficient information on the activities NMITE plans to undertake in each quarter of each probation year in relation to this criterion. This should be set out in the plan, listing all tasks and sub-tasks/activities also indicating deadlines for specific actions to be completed and the roles responsible.

Criterion D: Environment for supporting students

Criterion D1 - Enabling student development and achievement

234 This criterion states that:

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

The evidence considered and why the team considered this evidence

235 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and NMITE's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess NMITE's understanding of this criterion and to test the credibility of NMITE's New DAPs Plan in relation to this criterion.

236 Specifically, the assessment team considered or assessed whether:

- a the provider is likely to take a comprehensive strategic and operational approach to determine and evaluate how it enables student development and achievement for its diverse body of students. To assess this, the team scrutinised the Academic Skills and Knowhow Strategy, [0500] the Personal Tutoring Strategy, [0233] the Careers Education Strategy, [1004] support staff CVs, [2076-2077] the learning spaces plan [1009] and additional provider information. [additional information 2]
- b students will be advised about, and inducted into, their study programmes in an effective way and account is taken of different students' choices and needs. The team therefore read the New DAPs Plan, [0000] the generic Student Handbook, [0011] the MEng Integrated Engineering Student Handbook 21-22, [0012] the MEng Integrated Engineering Assessment Handbook 2021-22, [0202] Student Services signposting to students, [0502] the welcome week timetable January 2022 [0503] and welcome week feedback notes September 2021 [0223] and January 2022. [0224] The team also met with senior staff. [M5 final meeting]
- c the effectiveness of student and staff advisory, support and counselling services will be monitored, and any resource needs arising are likely to be considered. To do this the team examined the New DAPs Plan [0000] and the Student Support Summary Report April 2022. [0505]
- d the provider's administrative support systems are likely to enable it to monitor student progression and performance accurately and are likely to provide timely, secure and accurate information to satisfy academic and non-academic management information needs. To establish this, the team considered the New DAPs Plan, [0000] student support meeting records [0240] and additional provider information. [additional information 2] The team also met with senior, academic and support staff. [M2 regulatory frameworks, M3 enabling student development and achievement]
- e the provider will provide opportunities for all students to develop skills that enable their academic, personal and professional progression. The team therefore reviewed the New DAPs Plan, [0000] the Academic Skills and Knowhow Strategy,

[0500] the Personal Tutoring Strategy, [0233] Personal Tutor meeting schedules, [0240] Personal Tutor meeting records, [2096] the Student Disability Support and Reasonable Adjustments Policy, [0501] Careers Education Strategy, [1004] module specifications for the MEng Integrated Engineering, [2003-2048] the Assessment Policy [0006] and the Guiding Principles for Learning and Teaching. [0006] The team also met with senior staff. [M5 final meeting]

- f the provider will provide opportunities for all students to develop skills to make effective use of the learning resources provided, including the safe and effective use of specialist facilities, and the use of digital and virtual environments. To assess this, the team examined the New DAPs Plan [0000] and the welcome week programme January 2022. [0503] The team also met with senior, academic and support staff [M2 regulatory frameworks, M3 enabling student development and achievement] and with six students (including one student representative) of the September 2021 and January 2022 cohorts from the MEng Integrated Engineering programme. [M4 student meeting]
- g the provider's approach is guided by a commitment to equity. To establish this, the team considered the Founding Declaration, [0001] the Equality, Diversity and Inclusion Strategy, [0046] the terms of reference and membership of the Equality, Diversity, and Inclusion Strategic Advisory Group, [0054] the equality impact assessment template, [0517] the learning spaces plan, [1009] the action plan monitoring log on gender balance [1027] and additional provider information. [additional information 2] The team also met with senior staff. [M5 final meeting]

How any samples of evidence were constructed

237 No sampling of evidence was undertaken because NMITE only delivers one programme at present and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

238 NMITE's plans in relation to this criterion are set out below.

239 NMITE plans to review the effectiveness of its student support strategies such as the Academic Skills and Knowledge (ASK) Strategy, the Personal Tutoring Strategy, the Careers Education Strategy and its learning spaces plan on an annual basis in quarter 3. A bi-annual report on Student Services is expected to be produced in quarter 2 and quarter 4 of each year. Student support staff numbers are expected to increase from currently two FTE to three in the first year of the probationary period and to four FTE in the second year. NMITE plans to enhance the functionality of its existing administrative support systems and merge them with a target date of June 2024.

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

241 NMITE aims to break down barriers to entry to engineering programmes and attract students from a diverse background. To achieve this, it has reduced the usual entry requirements related to mathematics and other science qualifications for the MEng Integrated Engineering. NMITE recognises that this approach would require a strong academic support system and its strategic approach to determine how to enable student development is expressed in its Academic Skills and Knowhow (ASK) Strategy. [0500] A key element of the strategy is the ASK Centre which was created as the central hub for almost all academic support for students who have gaps in their academic skills 'from Maths and IT through to communication, including public speaking'. [0500 ASK Strategy] While such

activities at the Centre are optional, ASK services are also an integral part of programme delivery [0507 ASK indicative timetable for MEng programme] (see Criterion B3, paragraph 139), thus forming part of compulsory learning activities that lead to credits. While the implementation of this strategy is in its early phase, the longer term aim is to develop a comprehensive service to fill gaps in the skills expected of students as they enter NMITE, to allow them to extend their learning outside the formal modules and to support the academic team and module leads to deliver those skills within modules. [0500 ASK Strategy]

242 In addition, NMITE's strategic approach to student academic development is set out in the Personal Tutoring Strategy. [0233] Personal tutors are seen as the primary means of identifying students who need additional support. Through the personal tutor system NMITE ensures that students know how and when to access the ASK offer, that academic and non-academic matters that affect more than an individual student are identified early and that effective action is taken and students are signposted to appropriate Student Support Services. Operationally, the personal tutor system is overseen by a senior personal tutor who has responsibility for identifying issues that affect multiple students and resolving these matters, working closely with the Head of Student Experience and the Academic Registrar. [0233 Personal Tutoring Strategy] The above strategies are complemented by a Careers Education Strategy [1004] which sets out how NMITE intends to develop employability skills within and outside taught curricula as well as career planning and management skills. In the view of the team, NMITE is taking a comprehensive strategic approach to support the development of its students that is focused on their likely needs.

243 NMITE's Student Support Services deliver support related to disability, mental health and wellbeing including counselling, careers advice and financial support and currently have two members of staff, the Head of Student Experience and the Student Support Manager, who have a wealth of experience of providing pastoral and wellbeing support in an education setting. [2076-2077 staff CVs] NMITE's plans for the intended growth of staffing in student support services are in line with the expected growth of student numbers and programmes and are clearly set out in the learning spaces plan. [1009] Staff numbers are expected to increase from currently two FTE to three in 2023-24 and four FTE in the academic year 2024-25.

244 More broadly, the learning spaces plan [1009] details NMITE's resource requirements in relation to learning resources and academic, technical, student support and administrative staffing during the probationary period in the context of programmes planned and anticipated student numbers. Consideration is given to requirements in respect of physical space, equipment, and NMITE's online learning platform. [1009] The plan reveals careful consideration of an approach that is to support student learning through dialogue between teaching staff and students in a studio model where students engage meaningfully with one another in the same session, and in the same space, and theory and practical activities are integrated. The plan sets out how each of the learning spaces in the various locations are intended to support students' academic and professional progression at each level of study, from Level 4 to Levels 6 and 7.

245 A comprehensive Partner and Guest Speaker Handbook [0074] sets out clear expectations for industrial curriculum partners with regard to safeguarding, health and wellbeing, monitoring, supervision and support of students who undertake activities at partner premises as well as student conduct, attendance and engagement rules. There is an appropriate assessment of risk through the completion of a risk assessment form [0074 Partner Handbook, appendix 2 risk assessment proforma] and a visit to the partner confirming appropriate insurance arrangements are in place and there is clarity about security, confidentiality and any personal protective equipment requirements and operational aspects of the student experience. [0074 Partner Handbook, appendix 3 off-site visit form] There is a student off-site working agreement [0074 Partner Handbook, appendix 5 student

offsite working agreement] for students who are doing investigative work for their final year project setting out the duties of all parties. Together these should ensure that students are adequately protected and that the partner is clear about their role and responsibilities.

246 NMITE plans to keep its student support strategies under regular review. The ASK Strategy [0500] is currently being reviewed on an annual basis, by the Head of ASK Centre, with changes recommended and approval sought at Academic Affairs Committee. This is expected to continue for the duration of the probationary period. The Personal Tutoring Strategy will also be reviewed annually during the probationary period, by the senior personal tutor, with any proposed changes requiring approval by the Academic Affairs Committee. The Careers Education Strategy [1004] will also be reviewed annually and the Head of Student Experience will produce a biannual report on the performance of Student Services to Academic Council [additional information 2] (see Criterion E, paragraph 291).

247 The approach outlined above indicates that NMITE takes a credible and comprehensive strategic and operational approach to identifying its requirements to facilitate effective support for student development and achievement and to evaluating how it enables student development and achievement for its students with targeted academic support for widening participation students.

248 NMITE has sound arrangements for advising students about their programme because of the range of pre-arrival information provided. Prospective students who accept an offer to study at NMITE are provided with pre-arrival information including access to an online portal that includes information on Student Services, and signposting to local and national services of relevance to students. [0502 Student Services signposting to students] On arrival, students receive a generic Student Handbook [0011] and a programme handbook [0012 MEng Integrated Engineering Student Handbook 21-22] that are comprehensive in scope because they include important information related to studying at NMITE and student life, regulations, policies, and procedures and arrangements regarding support services and the personal tutor system. There is also a programme-specific assessment handbook which contains comprehensive information in relation to the assessment process. [0202 MEng Integrated Engineering Assessment Handbook 2021-22] These arrangements are in operation for MEng Integrated Engineering students and are expected to continue for students on the planned programmes.

249 NMITE inducts all students into their programme of study during a 'welcome week'. The induction timetable for the latest MEng Integrated Engineering cohort [0503 welcome week timetable Jan 2022] shows a variety of structured activities including familiarisation sessions with the programme, introduction to the physical and digital learning environments including health and safety briefings, student support arrangements including the offering of the ASK Centre and equality and diversity support. This ensures that students are well informed and the introduction to the various academic and non-academic support offerings shows that NMITE takes account of different student needs.

250 To ensure the induction programme is effective NMITE intends to keep the induction arrangements under review. [0000 New DAPs Plan] Feedback from the September 2021 MEng Integrated Engineering cohort [0223 welcome week feedback notes Sept 2021] resulted in an action plan and refinements to the programme (such as signposting of information) for the January 2022 cohort. Feedback from both cohorts was generally positive about arrangements for induction. [0223 welcome week feedback notes Sept 2021, 0224 welcome week feedback notes Jan 2022] Students [M4 student meeting] reported that the induction week had been helpful to find out about the course, meet staff and get to know the student support network. Senior staff [M5 final meeting] were confident that the current welcome week and induction programme is scalable as provision grows during the probationary period, a view shared by the team, and anticipate using current students to lead

some activities.

251 Students have access to a range of advisory, support and counselling services which include specialist external support services such as counselling, medical and disability advice. [0505 Student Support Summary Report April 2022] NMITE plans to monitor the effectiveness of student support and counselling services through bi-annual reports from Student Services to Academic Council which will cover the full student lifecycle from marketing, student recruitment and admissions, through to student support, student engagement and include feedback from service users. A model for gathering such feedback is currently under development. [0000 New DAPs Plan, 0505 Student Support Summary Report April 2022] The report presented to Academic Council in April 2022 included a student experience summary report (September 2021-March 2022), and data on students accessing each of the student services. Survey feedback from the first MEng cohort was positive with the vast majority of respondents agreeing that the information and advice offered by Student Services has been helpful and that they have been able to access support when needed. The report also provides comment on the effectiveness of arrangements and ideas for service changes based on experience. [0505 Student Support Summary Report April 2022]

252 While the first biannual report could not yet identify any trends, it reported that there has been an increase in the need for mental health support. To help address this, Student Services are reviewing the current delivery of wellbeing and mental health awareness and support services and developing an enhanced model by broadening access points for students to receive information and support. [0505 Student Support Summary Report April 2022] This should allow the service provision to be upscaled for future growth. The report also drew on data for access to support resources available on the intranet. While the software does not have the functionality to differentiate between student and staff access, the most accessed areas were health and wellbeing, including mental health, supporting NMITE's decision to focus resources in this area. The team formed the view that NMITE's plans for monitoring the effectiveness of student support and counselling services are sound and resource needs are likely to be considered.

253 NMITE monitors student progression and performance through the student record system which holds both assessment information as well as, in a confidential area, records of student engagement with personal tutors and student support staff. [0240 student support meeting record] Student grades are currently captured in excel spreadsheets on the student record system and managed by the Quality Office. [additional information 2] NMITE is developing the capability of the system to produce an auto-generated report which is expected to be available on a monthly basis and which in the future can be cross-referenced with module delivery to identify any specific trends. [0000 New DAPs Plan] Student engagement with assessment can already be monitored through the VLE as students submit their assessment online. NMITE also uses a customised customer relationship management database to manage data on applications and admissions, from which data can be exported to the student record system. [M3 enabling student development and achievement]

254 Access to the student record system is tightly controlled depending on the need of the individual staff role. For example, academic staff can add and read notes on students, but they do not have access to admissions information. No one, at any level, can edit notes once they are saved and all activity in the student record system is auditable and captured in security log files. [additional information 2] Senior staff reported that all staff with access to student records are required to complete the GDPR and Information Security Management training. [M3 enabling student development and achievement] These arrangements indicate that NMITE operates secure administrative support systems.

255 Staff stated that the existing student record system is working and currently

supports NMITE's internal and external reporting needs. [M2 regulatory frameworks] As student numbers grow NMITE plans to develop a more sophisticated student record system that centralises the multiple data streams and provides appropriate access to data and reports for staff supporting the student journey. The timeline for the implementation of the new system is expected to be agreed by the Infrastructure Committee in June 2023 and new systems introduced by June 2024 [0000 New DAPs Plan] (see Criterion B1, paragraph 73).

256 The team formed the view that NMITE's administrative support systems enable it to monitor student performance and progression accurately and that such information is securely held. The systems are likely to provide timely and accurate information to satisfy academic and non-academic management information needs.

257 NMITE provides opportunities for all students to develop academic, personal and professional skills through the work of the ASK Centre. The offering of the Centre supports students to develop their academic and professional skills, including mathematics, communication, IT and digital skills, as well as providing study support and the development of professional competencies which are transferable, and cross-sector non-technical skills such as project management, finance and basics of business. Support is being delivered through individual one-to-one appointments, small-group sessions, workshops in preparation for, or support during, a module, module seminars, online and physical resources, and diagnostic self-assessment tools. [0000 New DAPs Plan, 0500 ASK Strategy 2022]

258 Also central to NMITE's strategy for supporting students is the personal tutor system. The personal tutor provides an individual academic point of contact and provides a primary means of identifying students who need additional support. [0233 Personal Tutoring Strategy] All students are allocated a personal tutor on registration and the Personal Tutoring Strategy [0233] sets out expectations in terms of a schedule of group-based and individual meetings. Meetings held are logged on the student information system [0240 Personal Tutor meeting schedule] including notes on meeting discussions and actions arising. [2096 Personal Tutor meeting records] Meeting notes for three students indicate regular meetings taking place and discussion of progress and additional support needs arising. [2096 Personal Tutor meeting records] MEng students [M4 student meeting] reported that arranging appointments with their personal tutor was easy and that tutors had helped students in academic and welfare matters.

259 NMITE is committed to provide opportunities for all students to develop skills that enable their academic, personal and professional progression and its Student Disability Support and Reasonable Adjustments Policy [0501] is intended to ensure that students with disabilities or additional learning needs are not disadvantaged. Senior staff noted that learning outcomes that need to be assessed form the basis of the determination of appropriate reasonable adjustments. [M5 final meeting]

260 NMITE develops core employability skills within the taught curriculum to ensure that all students develop them. [1004 Careers Education Strategy] The design of learning experiences for its students is based on modelling the workplace and this approach extends to both the types of work and outputs students create, and to the technical and professional skills required and developed. Students learn in a studio environment, and work in teams for a significant proportion of their time, both to develop strong skills in collaboration and to experience and build confidence in working in a team environment. [2003-2048 module specifications MEng Integrated Engineering] NMITE's assessment strategy supports the development of employability skills as it favours 'real-world' assessment tasks, based on typical activities performed by engineers and technologists in professional practice. [0008 Assessment Policy, 0006 Guiding Principles for Learning and Teaching] Where students encounter the need to use professional skills such as teamworking, producing different kinds of outputs for the first time, NMITE supports this directly in the module in partnership with

and led by the ASK Centre. [1004 Careers Education Strategy] This approach should ensure that students build their professional capabilities alongside technical knowledge and skills.

261 NMITE's plans to develop skills for professional progression are well developed and detailed in its Careers Education Strategy. [1004] NMITE plans to review the effectiveness of the strategy annually through the Academic Affairs Committee supported by a report from the ASK Centre, which is expected to take account of current trends reported in the literature and sector reports such as the Institution of Engineering and Technology's Skills and Demand in Industry report. [1004 Careers Education Strategy] This approach should ensure the currency and utility of its approach.

262 In addition, all modules involve direct engagement with industry partners, who set and are involved in the delivery of project challenges. [2003-2048 module specifications MEng Integrated Engineering] Students should, therefore, have opportunities to gain first-hand experience of establishing and working to a brief, opportunities to interact and network with professionals from industry, and the chance to go on site visits. This experience should also allow students to understand engineering in a business context, and so enhance their commercial awareness.

263 NMITE also offers a range of learning and development opportunities outside taught curricula. For example, the ASK Centre provides a range of online and in-person learning to help students build professional capabilities, including workshops and one-to-one drop-in activities. [0500 ASK Strategy 2022] In addition, NMITE offers students the opportunity to engage in extracurricular activities through regular 'exploration weeks' aimed to build and explore students' strengths and passions within an engineering and technology context. Students are also encouraged to think about how they can use them to undertake shadowing in industry to explore their interests and experience possible career options. Students can also become affiliate student members of the Institution of Engineering and Technology which would allow them to access support, resources and a programme of free events which provide networking and engagement opportunities. [1004 Careers Education Strategy]

264 Finally, NMITE supports the development of students' career planning and management skills through reflections on their areas of strength and weakness, and their passions, interest and motivations within engineering and/or technology. At Level 5, students are introduced to career-planning strategies and encouraged to formulate their own plans with support from the ASK Centre and their personal tutor. [1004 Careers Education Strategy] Job search tools and strategies and leveraging networks as well as locating advertised opportunities through a workshop for all students are available as well as ongoing support with these approaches through the ASK Centre. In addition, workshops on preparing CVs, writing applications, selection and interview approaches are offered on an opt-in basis. [1004 Careers Education Strategy]

265 The team concluded that NMITE provides sufficient and appropriate opportunities for all its students to develop skills that enable their academic, personal and professional progression and that its plans are credible and robust.

266 NMITE inducts students to make effective use of specialist facilities and learning resources during induction, and 'just-in-time' briefings in modules where the facilities are used. [0000 New DAPs Plan] The welcome week induction arrangements for MEng students included a health and safety briefing, and introductions to the virtual learning environment, IT and library facilities and the Academic Skills and Knowledge Centre, [0503 welcome week programme, M4 student meeting] which holds extra information on the use of learning resources. Staff reported that the use of the VLE was also covered at the start of each module. [M3 enabling student development and achievement]

267 Particular attention is paid to the development of skills for the safe use of the factory space. Prior to using facilities and equipment in the factory, students receive an extensive briefing on the expected conduct, risks and use of equipment. [0000 New DAPs Plan, M4 student meeting] An 'explanation, demonstration, imitation, practice' model is followed to support students using equipment for the first time (see Criterion B3, paragraph 146). This is expected to continue for any new programmes coming on stream. Current students told the team that they had valued the staged introduction to resources and facilities. [M4 student meeting]

268 The team concluded that NMITE provides suitable opportunities for all students to develop skills to make effective use of the learning resources provided, including the safe use of specialist facilities, and the use of digital and virtual environments.

269 The Founding Declaration [0001] sets out NMITE's broad commitment to equity, being fair and impartial, and respectful. To support this commitment NMITE has developed an Equality, Diversity and Inclusion Strategy [0046] which sets out its values and strategic goals such as 'being treated fairly, respectfully and with dignity' and 'being provided with fair, equal and accessible facilities and services' and established an Equality, Diversity, and Inclusion Strategic Advisory Group [0054 ToR and membership] which reports to the Executive Committee. It is tasked with overseeing the implementation of the strategy and to ensure that all policies, procedures and activities have an equality impact assessment [0517 equality impact assessment template] to eliminate any discriminatory conduct. NMITE plans to publish key achievements and developments in an annual report of the group. [0054 EDI ToR and membership]

270 A practical example of the fulfilment of NMITE's commitment to equity is that it provided all current MEng students with a laptop for the duration of their time with the institution [1009 learning spaces plan] and plans to continue to do so for the 2022-23 cohorts. [additional information 2] Giving each of the students the same laptop should enable NMITE to ensure access to devices that support learning is fair and equitable. NMITE staff also reported ongoing monitoring of data in respect of equality, diversity and inclusion including, for example, the gender profile of all applicants versus successful applications. [M5 final meeting] An outcome of this monitoring are ideas for different approaches to support a greater proportion of females to gain entry. [1027 action plan monitoring log on gender balance] The team was satisfied that NMITE's approach to supporting students is likely to be guided by a commitment to equity.

271 From January 2023 NMITE plans to deliver a postgraduate programme (MSc in Engineering Project Management) for the University of Roehampton which has subcontracted the delivery. The long-term impact of this arrangement on resource availability for the development and delivery of NMITE's own programmes is unclear because the New DAPs Plan [0000] does not discuss this.

272 The New DAPs Plan [0000] states that NMITE already meets this criterion in full; however, the team's scrutiny does not support this as evidence is only available in relation to the current two student cohorts.

Conclusions

273 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

274 NMITE's plans for meeting this criterion are clear, comprehensive and appropriate with realistic plans for the development of support structures and capacity building to enable adequate staffing, physical and learning resources. Realistic plans exist for further

development of learning space and associated staff resource which are likely to enable sustainable growth. However, the longer term impact of delivering Roehampton provision on resourcing is unclear.

275 The approach to enabling student development and support is underpinned by clear strategies such as the Academic Skills and Knowhow Strategy, Personal Tutoring Strategy, Careers Education Strategy, and a well-considered learning spaces plan that should enable NMITE to facilitate strong academic, pastoral and careers support. Suitable opportunities for students' academic, personal, and professional skills development are provided through the ASK Centre offering, personal tutoring and opportunities embedded within modules and outside the taught curricula. There is appropriate support for students with disabilities and specific learning difficulties and NMITE's approach to supporting students is guided by a commitment to equity of access to support and resources. The approach to student support is appropriate and tailored to the nature of its provision and its student body. Overall, NMITE's plans to enable student development and achievement are well considered and demonstrate an understanding of this criterion.

276 Arrangements for the induction of students are sound and intended to be regularly reviewed in light of student feedback. Students have access to a range of advisory, support and counselling services which include personal tutors, the ASK Centre and specialist external support services such as counselling, medical and disability advice and NMITE's plans for monitoring their effectiveness through biannual reports from Student Services to Academic Council are credible. Sufficient opportunities exist for students to develop skills to make effective use of the learning resources provided, including the safe and effective use of specialist facilities, and the use of digital and virtual environments during induction, during module delivery and through in-depth briefings on the use of the facilities and equipment of the factory.

277 NMITE has in place secure administrative support systems that enable it to monitor student progression and performance accurately. While multiple systems are currently used, firm plans to amalgamate these by 2024 into a new single system with enhanced functionality exist.

278 The team concludes, therefore, that NMITE has or will have in place, monitor and evaluate arrangements and resources which will enable its students to develop their academic, personal and professional potential, that NMITE understands this criterion and that its New DAPs Plan is credible and should enable NMITE to demonstrate that it will fully meet the criterion by the end of the probationary period.

279 Notwithstanding the above, there are some areas where the team considers the New DAPs Plan would benefit from additional detail or changes (see paragraphs 316 to 322). There is insufficient information on the activities NMITE plans to undertake in each quarter of each probation year in relation to this criterion. This should be set out in the plan, listing all tasks and sub-tasks/activities also indicating deadlines for specific actions to be completed and the roles responsible. The New DAPs Plan states that NMITE already meets the criterion in full. This should be revised as currently evidence is only available in relation to the current two cohorts of MEng Integrated Engineering students. The New DAPs Plan itself sets out activities that will take place during the probationary period as well as developments still to be undertaken (for example, the upgrade of the student record system) and indicates when evidence covering those will become available during the probationary period.

Criterion E: Evaluation of performance

Criterion E1 - Evaluation of performance

280 This criterion states that:

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

The evidence considered and why the team considered this evidence

281 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and NMITE's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess NMITE's understanding of this criterion and to test the credibility of NMITE's New DAPs Plan in relation to this criterion.

282 Specifically, the assessment team considered or assessed whether:

- a critical self-assessment is likely to be integral to the operation of the provider's higher education provision and that action is likely to be taken in response to matters raised through internal or external monitoring and review. The team therefore scrutinised the New DAPs Plan, [0000] the academic calendar, [0080i] the governance and academic committee meeting schedule, [0080ii] the annual report of academic governance 2020-21, [0059] the Governance Handbook, [0028] the Board of Trustees paper on academic governance, January 2021, [0605] the internal audit plan 2022, [0615] the OfS conditions tracker, [0092] the learning spaces plan, [1009] additional provider information, [additional information 2] the Open University programme monitoring form, [0210] the Programme Monitoring Policy, [1020] reporting process [1021] and monitoring report template. [1015] The team also met with senior staff. [M5 final meeting]
- b clear mechanisms exist for assigning and discharging action in relation to the scrutiny and monitoring of its academic provision. To do this, the team examined the Programme Monitoring Policy, [1020] the annual monitoring report template, [1015] the terms of reference of the Academic Affairs Committee, [0031] Academic Council [0030] and the Quality Assurance Committee. [0033] The team also met with senior staff. [M5 final meeting]
- c ideas and expertise from within and outside the institution are likely to be drawn into its arrangements for programme design, approval, delivery and review. To assess this the team met with senior staff. [M5 final meeting]

How any samples of evidence were constructed

283 No sampling of evidence was undertaken because NMITE only delivers one programme at present and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

284 NMITE's plans in relation to this criterion are set out below.

285 To evaluate its performance NMITE plans to continue to conduct annual effectiveness review of its academic governance arrangements beginning in year 1, quarter 3. NMITE also plans to undertake quarterly reviews of the institutional risk register which includes risks to the operation of its higher education provision as well as a series of annual internal audits conducted by an external auditor on key risk areas of the risk register, starting with partnership agreements in 2022. Annual reflective reports are planned for each year of the probationary period covering learning resources and space, student feedback, external examiner feedback, student retention, progression and destination data, and student complaints as well as a biannual report on student services. Programme monitoring is planned to be conducted annually in quarter 3 and periodic programme review is expected to take place at four-yearly intervals.

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

287 Critical self-assessment will be an integral part of the operation of NMITE's higher education provision because the New DAPs Plan [0000] sets out a schedule of relevant governance meetings [0080i academic calendar, 0080ii governance and academic committee meeting schedule] and the planned reporting and review of activity at institutional and programme level. At institutional level these include an annual review of the effectiveness of academic governance arrangements through Quality Assurance Committee, the Board of Trustees' Audit and Risk Committee and ultimately the Board of Trustees (see Criterion A, paragraph 34). The first report of this nature covered the 2020-21 academic year and provided evidence of considered appraisal of its academic framework, policies, and processes. The report identified the need for robust and self-critical activity that is not dependent on the direct oversight of the Open University, and the establishment of data informed key performance indicators and benchmarks to support this activity. [0059 annual report of academic governance 2020-21] Future reports will interrogate the outworking of those arrangements in more detail and provide commentary on how the processes are operating. The next report will be produced in winter 2022 covering the 2021-22 academic year and annually thereafter. [0000 New DAPs Plan] This gives the team confidence that NMITE has mechanisms for critical self-assessment and monitoring within its governance structures.

288 An example of critical self-reflection that NMITE had undertaken previously is the review of its governance system in 2020, leading to structural revisions and the production of a governance handbook. [0028 Governance Handbook, 0605 Board of Trustees paper Jan 2021] This review was informed by a self-assessment of NMITE's governance arrangements against the Committee of University Chair's Code of Higher Education Governance (2020) with a focus on the complementary roles of the Academic Council and the Board of Trustees. Outcomes from the review highlighted the governing body's responsibilities including to actively seek and receive assurance that academic governance is robust and effective. The review report also noted that the governing body will need to receive regular, reliable, timely and adequate information to monitor and evaluate performance against NMITE's strategic plan and that the governing body's role is to have oversight of performance and constructively challenge it. [0605 Board of Trustees paper, item 4 review report action plan] Outcomes were communicated to staff [0605 Board of Trustees paper] and encapsulated within the Governance Handbook, [0028] outlining the main rules and processes for the internal management of the institution's operations, resources and risks and detailing the decision-making processes and operational committees that facilitate monitoring and decision making.

289 NMITE also plans to undertake quarterly reviews of the institutional risk register which includes risks to the operation of the academic provision such as regulatory arrangements, the maintenance of academic quality and standards and risks of students leaving or failing to progress by the Audit and Risk Committee and the Board of Trustees,

as well as a programme of internal audits by an external auditor to target key risk areas on the risk register. This will include an audit on the operation of the various partnership agreements and data returns in 2022. [0000 New DAPs Plan, 0615 internal audit plan 2022] In the view of the team the planned academic governance review arrangements are appropriate and considered.

290 Furthermore, NMITE plans to produce a series of annual reflective reports on key academic areas, such as on learning resources to be considered by the Academic Affairs Committee; student feedback by the Quality Assurance Committee and reported to Academic Council; external examiner overview reports by Quality Assurance Committee to be considered by the Academic Affairs Committee and Academic Council; student retention, progression and destination reports by the Quality Assurance Committee to Academic Council; student complaints to the Quality Assurance Committee and Academic Council; and biannual reports from Student Services to Academic Council. [0092 OfS Conditions Tracker]

291 The learning resources report will be produced by the Chief Academic Officer in quarter 3 and will be an update on the learning spaces plan. [1009] It is expected to provide a resource overview and discuss capacity in light of the course portfolio. [additional information 2] The annual report on student feedback and the external examiner overview report will be produced by the Quality Assurance Manager. The former will cover an overview of all feedback that has been gathered during the preceding year including identified areas for improvement, areas of good practice and actions taken as well as looking at the effectiveness of the methods used for gaining feedback and any proposed changes. The latter will comprise a summary of external examiner reports, and key areas for action and good practice to be shared. [additional information 2] Consideration of student retention, progression and destination data will form part of programme monitoring and key trends, issues and good practice to be shared, reported by the Quality Assurance Manager to the Quality Assurance Committee [additional information 2]. The report on student complaints will be produced by the Academic Registrar and will cover data on the number and types of complaints received, outcomes of these, action taken and areas for improvement. [additional information 2] Finally, the biannual report on Student Services will be produced in quarters 2 and 4 of each year by the Head of Student Experience and will provide an overview of key activity, development plans, student support engagement data and student feedback. [additional information 2]

292 These reports should form a suitable basis for the monitoring of performance of key aspects of the academic provision. Consideration of the reports by relevant academic governance committees provides reassurance to the team that there is likely to be appropriate institutional oversight, monitoring and action planning and the nature of the planned reports indicates that NMITE intends to use them to systematically enhance its provision.

293 NMITE stated that whilst sector-average benchmarks for institutional performance are readily available for reporting purposes, it intends to gather data and undertake its own internal analysis using a set of benchmarks reflecting its mission, priorities and context to provide insight into design and delivery decisions [M5 final meeting] and gave the example of the seemingly positive impact on student grades of its serial (rather than parallel) module delivery structure model. NMITE therefore plans to reference the Engineering Council AHEP4 standards for new providers that use non-traditional approaches to teaching and learning. This work will be developed by the Academic Director and Head of Programme Development with an initial set of recommendations to be considered by the Academic Affairs Committee in 2025. [M5 final meeting] This approach supports the team's view that NMITE is cognisant of its responsibility to ensure critical self-evaluation is integral to the operation of its higher education provision.

294 Planned critical self-assessment at programme level will be primarily through annual programme monitoring. Currently this process operates under Open University requirements for annual monitoring [0210 OU programme monitoring form] but no annual report has yet been produced. NMITE has developed its own Programme Monitoring Policy, [1020] reporting process [1021] and monitoring report template, [1015] which will come into force from the beginning of the probationary period. The policy is comprehensive in its scope and takes account of a range of factors related to academic standards and the quality of the student experience. [1020 Programme Monitoring Policy]

295 However, the monitoring report form [1015] lacks explicit reference to some aspects, including student feedback, external examiner feedback, resource issues and equality and diversity which NMITE has in its mission and vision. Senior staff [M5 final meeting] told the team that these elements would be included when completing the form, embedded in reflections on good practice and action planning. Senior staff also noted that the monitoring process, including the structure of the reporting form would be kept under review. Senior staff explained that NMITE sees programme monitoring as an ongoing iterative process, not just an annual event, with weekly programme team meetings supporting this process, considering on a rolling basis data from, for example, students' feedback, admissions and recruitment data, and external examiner and partnership engagement feedback. [M5 final meeting, additional information 2] NMITE also intends that its programmes will undergo periodic review at four-yearly intervals. A procedure is currently being developed (see Criterion B2, paragraph 102).

296 Issues and actions to be taken as a result of annual monitoring will be identified in an action plan as part of the report together with the action owner and timeline for the completion of the actions. There is provision at the beginning of the report to reflect on the progress made on issues identified in the previous report. [1015 annual monitoring report template] Programme monitoring reports will be considered by the Quality Assurance Committee which will compile an annual report with key findings, themes identified, and actions taken for consideration by the Academic Council. [1020 Programme Monitoring Policy] This should ensure that action is likely to be taken in response to matters raised in the programme monitoring reports. These arrangements indicate a credible approach to programme-level monitoring and critical self-assessment because of the systematic annual reporting structure, ongoing consideration of a range of key quality indicators and the planned arrangements for monitoring and review at institutional level. Oversight from Quality Assurance Committee provides assurance that a clear mechanism is in place for monitoring the discharging action in relation to annual programme monitoring.

297 For effectiveness reviews and annual reporting, the committees that are reported to have responsibility for consideration of reports and the monitoring of progress in respect of actions and other matters arising. [M5 final meeting] These responsibilities are detailed in their respective terms of reference. [0031 ToR Academic Affairs Committee; 0033 ToR Quality Assurance Committee Terms of reference; 0030 ToR Academic Council] The arrangements confirm that NMITE has clear mechanisms in place for assigning and discharging action in relation to the scrutiny and monitoring of its academic provision at institutional level. Overall, the team formed the view that critical self-assessment is likely to be integral to the operation of NMITE's higher education provision.

298 Ideas and expertise from within the institution will be drawn into NMITE's arrangements for programme design, approval and delivery. For example, NMITE has significant internal expertise in programme design, and the development of programmes will be led by experienced senior staff with extensive experience in that area (see Criterion B3 paragraph 122). NMITE has plans to utilise this expertise to support other staff and to facilitate sharing of knowledge through, for example, peer observation of teaching and learning (see Criterion C, paragraph 217). Senior staff provided an example how different

skills sets and the sharing of complementary expertise the Quality Assurance Managers possess is proving beneficial for the development of NMITE's programme and academic policy development. [M5 final meeting] Programme approval involves the use of qualified external subject experts (see Criterion B3 paragraphs 128). Expertise from external examiners through approval of assessment tasks, review of student assessed work and annual reports will inform teaching and learning and assessment arrangements and programme delivery will be informed by their reports (see Criterion B3, paragraphs 174-175).

299 The New DAPs Plan [0000] states that NMITE already meets this criterion in full; however, this is not supported by the team's analysis because most activities to evidence this such as effectiveness reviews, audits and annual reporting have yet to take place.

Conclusions

300 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

301 NMITE's commitment to critically assess its own performance, to consider the effectiveness of systems and processes, to respond to identified weaknesses and develop further its strengths is integral to its operation and demonstrates an understanding of the criterion. Its current and planned approach to the review and evaluation of its academic provision is considered and thorough, with clear and appropriate mechanisms for identifying resulting actions, and for assigning and discharging responsibilities both for carrying them out and for oversight.

302 Through a clear and appropriate schedule of governance and reporting, NMITE plans to monitor various aspects of its operations and performance to identify opportunities for improvement and to drive the enhancement of the student academic experience. The New DAPs Plan sets out the schedule of relevant governance meetings, associated monitoring reports and planned internal reviews of the effectiveness of its arrangements. Ongoing review and reporting on provision including reports concerned with student progression and achievement, learning resources, complaints and student services is associated with specified committees which will maintain oversight and monitoring of actions arising. The Quality Assurance Committee will facilitate the sharing of good practice arising from annual programme monitoring and student feedback channels.

303 NMITE is likely to make appropriate use of ideas and expertise from within and outside the institution through the use of external subject experts in programme approval and external examiners in a range of assessment activities to inform its arrangements for programme delivery. NMITE also has substantial internal expertise in programme design and development which it will use to shape its arrangements in that area.

304 The team concludes, therefore, that the provider understands this criterion and that the provider's New DAPs Plan is credible and should enable NMITE to demonstrate that it will fully meet the criterion by the end of the probationary period.

305 Notwithstanding the above, there are some areas where the team considers the New DAPs Plan would benefit from additional detail or changes (see paragraphs 316 to 322). There is insufficient information on the activities NMITE plans to undertake in each quarter of each probation year in relation to this criterion. This should be set out in the plan, listing all tasks and sub-tasks/activities also indicating deadlines for specific actions to be completed and the roles responsible. The planned annual reflective reports are currently missing from the plan and should be added. The New DAPs Plan states that NMITE already meets the criterion in full. This should be revised as the New DAPs Plan itself sets out activities that will take place during the probationary period and indicates when evidence

covering those will become available during the probationary period.

New Degree Awarding Powers overarching criterion

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

Conclusions

307 NMITE has in place comprehensive and credible plans for critically reviewing its own performance. It intends to evaluate its performance at institutional and programme level. At institutional level a range of formal evaluations are planned such as annual reviews of effectiveness of the academic governance arrangements through Quality Assurance Committee, the Board of Trustee's Audit and Risk Committee and ultimately the Board of Trustees. The first such report in 2021 appraised the academic framework, policies and procedures established in readiness for the programme launch of the validated programme. There will also be quarterly reviews of the institutional risk register by the Audit and Risk Committee and the Board of Trustees which includes risks to the operation of the academic provision and a programme of internal audits by external auditors to target key risk areas on the risk register. This will include an audit on partnership agreements in 2022. A series of annual reflective reports on the aspects of the delivery of the academic provision and academic standards are also to be considered by the deliberative committees. These will include reports on learning resources to the Academic Affairs Committee; student feedback to the Quality Assurance Committee and reported to Academic Council; biannual reports from Student Services to the Academic Council; external examiner overview reports by the Quality Assurance Committee to the Academic Affairs Committee and Academic Council; student retention, progression and destination reports by the Quality Assurance Committee to Academic Council; and annual reports on student complaints and academic appeals to the Quality Assurance Committee and Academic Council.

308 The process of monitoring the academic provision is likely to be robust with deliberative committees considering annual reports for key areas of delivery. Programme monitoring reports will be considered by the Quality Assurance Committee which will compile an annual report with key findings, themes identified, and actions taken for consideration by the Academic Council. Annual programme monitoring reports will consider data and feedback from a range of sources including students and external examiners and actions are expected to be raised where necessary to enhance the provision. Clear mechanisms exist for assigning and discharging any identified actions.

309 NMITE has established sound processes for gathering student feedback through direct input into deliberative committees via student representatives, consultation with students as part of programme development, and through the planned use of surveys and questionnaires. These provide clear pathways for issues of concern to be discussed and actioned and demonstrate that student feedback will be an integral part of NMITE's self-critical evaluation process.

310 There is an emerging cohesive academic community, enabled through NMITE's Founding Declaration, which articulates a clear vision and purpose for the provision of higher education at NMITE. There are clearly defined committee deliberative structures that should facilitate robust debate and the sharing of ideas. There is clarity and differentiation of function and responsibility at all levels in relation to the academic governance structures and arrangements for managing its higher education provision. Appropriate depth and strength of academic leadership support the NMITE's development, with wide and appropriate expertise and experience evident from staff CVs. Academic and non-academic staff already recruited are appropriately qualified and have the required skills and expertise for their role. Staff are being brought together as members of deliberative committees such as Academic Council,

the Academic Affairs Committee and the Quality Assurance Committee, and in line with their terms of reference will be actively involved in the development of institutional strategy and policy. Leadership and management roles are well defined, with a clear allocation of responsibilities and reporting lines. Academic staff will also come together in the design and development of new modules and programmes. There is wide-ranging expertise among the senior academic staff team in curriculum development and assessment design with senior staff expected to support less experienced staff, thus building institutional capacity.

311 There is a clear expectation for teaching staff to engage in developmental activities and NMITE's Founding Declaration includes a strong commitment to pedagogical innovation in developing a new way of delivering engineering education through reflection and engagement with contemporary engineering pedagogy and research. Staff involved in teaching have already had some engagement with research and scholarship including the publication of papers concerned with the problem-based learning pedagogical model developed in the design of the MEng Integrated Engineering programme. NMITE plans to develop its academic community through its Academic Staff Development Strategy and has designed a range of opportunities for teaching staff to engage in reflection and evaluation of their teaching and assessment practices which includes a 'pedagogy school' and a supportive peer observation system. Developmental objectives and targets are set for individual staff members annually and a personal development budget supports staff engagement with training, pedagogical and scholarly activity.

312 NMITE has a clear commitment to the assurance of academic standards with the academic governance system making strong reference to the setting and maintenance of academic standards in the terms of reference of key committees such as Academic Council and the Academic affairs Committee. NMITE's regulatory framework and quality systems are well designed and have the potential to be effective. Responsibilities for the management, oversight and review of regulations, policies and procedures are clearly articulated. Robust policies for programme approval, monitoring and external examining should ensure that appropriate academic standards are being set and maintained.

313 NMITE has developed a quality framework that is fit for purpose and is likely to enable it to identify limitations and deficiencies in its activities and take timely and effective remedial action. NMITE's plans for the use of external reference points and external input in programme design, assessment and confirmation of credits and qualification are credible and are likely to ensure scrupulous use of external examiners to ensure that standards are fully maintained. Their role is clear and the activities they are expected to engage in are clearly defined. Programme approval arrangements include the use of external and independent expertise and are expected take account of external reference points to ensure that standards are set at levels that correspond to the relevant levels of the FHEQ. Credit and qualifications are likely to be awarded only where the achievement of learning outcomes has been demonstrated through assessment.

314 A high-level strategy has been developed with regard to learning and teaching which is articulated in the Guiding Principles for Learning and Teaching. These principles have translated into a policy for assessment to ensure that the strategic goals are delivered at programme level and is likely to ensure that assessments are fair, reliable and secure. The intended processes for handling academic appeals and complaints are transparent and likely to be fair and deliver timely outcomes for students.

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

Required changes to the New DAPs Plan

316 NMITE's New DAPs Plan is generally credible and provides information on planned actions and developments for each criterion. However, the team considers that changes in some areas are required in order to ensure that the plan provides a suitable basis for monitoring and assessment. The team considers the changes are necessary to enhance the coherence of the plan and ensure the plan contains complete information on plans and milestones for the purposes of future monitoring.

317 The New DAPs Plan currently details by when NMITE expects to meet individual components of Criterion A, B1 and B2 but not the criterion as a whole. This should be amended to provide a definitive end date for each criterion as a whole against which progress can be assessed during the probationary period. (In relation to Criterion B3, C1, D1 and E1 the definitive end date is specified as they have only one component.)

318 The plan also states that Criterion D and E are already fully met as well as some components of Criterion A and B1. However, delivery of NMITE's own programmes will not start before September 2023 and evidence in support of all criteria will become available during the three years of the probation as set out in the New DAPs Plan. Our assessment of these criteria suggests at this point these elements are not fully met, and NMITE must therefore review these statements taking into account when sufficient evidence will have been submitted to enable a probationary period monitoring team to reliably assess whether a criterion has been met in full.

319 The New DAPs Plan currently provides insufficient information on the actions NMITE plans to take in each quarter of each probation year across all the criteria. The plan should be amended accordingly and should list all tasks and sub-tasks/activities and indicate deadlines for specific actions to be completed and the roles responsible. This information would enable a probationary assessment team to establish the milestones NMITE has set itself and monitor whether it is meeting them and ensure that progress towards meeting each criterion is being evidenced.

320 The information in the New DAPs Plan with regard to Criterion A should be updated in light of the recently agreed changes to the academic governance and management arrangements.

321 The information in Criterion E is currently incomplete and should include the planned annual reflective reports and their consideration by the deliberative committees.

322 From January 2023 NMITE plans to deliver a postgraduate programme (MSc in Engineering Project Management) for the University of Roehampton which has subcontracted the delivery. While the programme is not in scope of the New DAPs Plan or probationary period the long-term impact of this arrangement on staffing and resource availability for the development and delivery of NMITE's own programmes is unclear because the New DAPs Plan does not discuss this. NMITE should give more detailed information about the plans in place to deliver this provision that will give confidence that the introduction of this provision will not adversely affect NMITE's ability to staff and resource its own programmes.

Annex

Evidence

- 0000 New DAPs Plan
- 0001 Founding Declaration
- 0002 Memorandum and Articles of Association September 2021
- 0003i OU Institutional Approval Letter
- 0003ii OU MEng Validation Letter
- 0004 Board of Trustees Annual Report 2021
- 0005 General Regulations for First Degrees
- 0006 Guiding Principles for Learning and Teaching
- 0007 Graduate Attributes
- 0008 Assessment Policy 2023
- 0009 Admission Policy
- 0011 Generic Student Handbook 2022-23
- 0012 MEng Integrated Engineering Student Handbook 2021-22
- 0013 Extenuating Circumstances Policy 2021-22
- 0014 Leave of Absence Policy 2021-22
- 0015 Academic Misconduct Policy 2021-22
- 0016 Student Bullying and Harassment Policy 2021-22
- 0018 Student Sexual Misconduct Policy 2021-22
- 0019 Student Equality, Diversity and Inclusion Policy 2021-22
- 0021 Student Mental Health and Wellbeing Policy 2021-22
- 0022 Safeguarding Policy 2021-22
- 0023 Prevent Strategy 2021-22
- 0024 Student Disciplinary Policy 2021-22
- 0025 Student Academic Appeals Policy 2022-23
- 0026 Student Complaints Resolution Policy 2022-23
- 0027 Academic Freedom Policy 2022-23
- 0028 Governance Handbook 2021-22
- 0029i Job Description: CEO and President
- 0029ii Job Description: Chief Academic Officer
- 0029iii Job Description: Chief Operating Officer
- 0030 Academic Council: Terms of Reference and Membership
- 0031 Academic Affairs Committee: Terms of Reference and Membership
- 0032 Assessment Board: Terms of Reference and Membership (from Jan 23)
- 0033 Quality Assurance Committee: Terms of Reference and Membership
- 0034 Extenuating Circumstances Board: Terms of Reference and Membership
- 0035i Academic Council Minutes (27 Oct 2020)
- 0035ii Academic Council Minutes (4 Aug 2021)
- 0035iii Academic Council Minutes (1 Dec 2021)
- 0036i Learning and Teaching Committee Minutes (25 July 2021)
- 0036ii Academic Affairs Committee Minutes (17 Nov 2021)
- 0036iii Learning and Teaching Committee Minutes (17 March 2021)
- 0037 Assessment Board Minutes (23 Feb 2022) (under OU procedures)
- 0038i Quality Assurance Committee Minutes (1 Sept 2021)
- 0038ii Quality Assurance Committee Minutes (3 Nov 2021)
- 0038iii Quality Assurance Committee Minutes (13 Jan 2022)
- 0039 Extenuating Circumstances Board Minutes (31 Jan 2022)
- 0040 Academic Staff CV: President and CEO [REDACTED]
- 0041 Academic Staff CV: Chief Academic Officer [REDACTED]
- 0042 Academic Staff CV: Academic Director [REDACTED]
- 0043 Academic Staff CV: Head of Programme Development [REDACTED]

0044 Academic Staff CV: CATT Director [REDACTED]
0045i Staff Survey Response: Post Covid 19
0045ii Staff Survey Questionnaire: NMITE Working Location Post Covid 19
0045iii Staff Survey Questionnaire: Naming Conventions on NMITE Buildings
0046 Equality, Diversity and Inclusion Strategy (Jan 2022)
0047 Staff Survey Questionnaire: NMITE Graduate Attributes
0048i Staff Fortnightly Report (5/7/21 - 16/7/21)
0048ii Staff Fortnightly Report (27/9/21 - 8/10/21)
0048iii Staff Fortnightly Report (14/3/22 - 25/3/22)
0049 Publication Scheme (web page capture)
0050 Student Access to NMITE Policies through myNMITE (screen shot)
0051 Design Cohort Programme 2018-19
0052 Design Cohort Outcomes 2019
0053 Student Engagement Strategy (March 2022)
0054 EDI Strategic Advisory Group Terms of Reference and Membership
0055 Academic Council Agenda (5 April 2021)
0056 Companies House (screenshot): Board of Trustees List
0057 Organisation Structure Diagram
0058 Charity Commission (screenshot): Board of Trustees List
0059 Annual Report of Academic Governance 2020-21
0060 Pinsent Mason Report on NMITE Academic Governance Review (5 May 2020)
0061 Board of Trustees Paper on Academic Governance (September 2020)
0062 OU Institutional Approval Report of NMITE (Aug 2020)
0063 OU Programme Validation Report MEng Integrated Engineering (Sept 2020)
0064 Conflict of Interest Policy 2021-22
0065 OU Approval and Validation Agreement with NMITE (March 2021)
0066 Strategic Alignment Check for a Proposed Co-Delivery Arrangement (from Jan 2023)
0067i Notes of OU/NMITE Management Meeting (14 Sept 2021)
0067ii Notes of OU/NMITE Management Meeting (9 Nov 2021)
0067iii Notes of OU/NMITE Management Meeting (8 Jan 2022)
0068 Partnerships Guide 2021-22
0069 Example of Due Diligence Ratings for 2 Curriculum Partners
0070 OU Admin Audit Report of NMITE (part of OU Institutional Approval)
0071 Approval Process for New Programmes and Module Development Changes (from Jan 2023)
0072 Academic Regulatory Framework (from Jan 2023)
0073 MEng Integrated Engineering Major Change Proposal to OU (10 March 2022)
0074 Partner and Guest Speaker Handbook for Student Projects and Visits (undated)
0075 Policy for the Management of Intellectual Property Policy Arising in Undergraduate Studies (from Jan 2023)
0076i Partnership Memorandum of Understanding Example with Studio Bark (Aug 2021)
0076ii Partnership Memorandum of Understanding Example with Landscape Engineering (Jan 2020)
0076iii Partnership Memorandum of Understanding Example with Barns Court Engineering (Oct 2018)
0078 Board of Trustees Minutes (30 March 2022)
0079 Academic Staffing Spreadsheet
0080i Academic Calendars 2021-22 and 2022-23
0080ii Governance and Academic Committee Meeting Schedule (March 2022-Dec 2023)
0081 Quality Assurance Committee Agenda (2 March 2022)
0082 Academic Affairs Committee Agenda (16 March 2022)
0083 EDI Strategy Signposting to Students on MyNMITE (screenshot)
0084 Anti-corruption and Bribery Policy
0085 Board of Trustees minutes 30 March 2021 soliciting NDAPs proposal
0086 Board of Trustees - Submission to Board on NDAPs September 2021

0087 Example offer letter to student
0088 Academic Council Agenda 6th April 2022
0089 Academic Council Extraordinary Agenda 8th April 2022
0090 Professional Staff CV: Chief Operating Officer
0091 Partnerships Advisory Group Terms of Reference
0092 OfS Conditions of Registration tracker (from Academic Council)
0093 Assessment Board Terms of Reference pre-Jan 2023
0200 OU Regulations for Validated Awards 2021-22
0201 MEng Integrated Engineering Programme Handbook 2021-22
0202 MEng Integrated Engineering Assessment Handbook 2021-22
0203 MEng Integrated Engineering Admissions Policy 2021-22
0204 Registry pages for Students on MyNMITE (screenshot)
0205 Assessment Board Agenda (23 Feb 2022)
0206 Report to OU Validation Partnerships on OU Staff Attending NMITE Assessment Board
23 Feb 2022
0207 Module Change Process 2021-22
0208 Module Change Log 2021-22
0209 QAA Quality Enhancement Review Report on OU (March 2021)
0210 OU Programme Monitoring Form: Recruitment Data and Commentary 2021-22 MEng
Integrated Engineering
0211 Quality Assurance Committee Minutes (3 Nov 2021)
0212 Academic Staff External Roles
0213 MEng Integrated Engineering Programme Specification (to OU template)
0214 External Examiners CVs MEng Integrated Engineering
0215 MEng Module Specification Example, Level 4: Certainty
0216 Assessment Verification Form Example, Level 4: Certainty
0219 Degree Outcomes Statement 2021-22
0220 Academic Council Minutes (2 Feb 2022)
0221 MEng Integrated Engineering Indicative Module Learning Plan Example, Level 4:
Programming
0222 MEng Integrated Engineering Assessment Brief Example, Level 4: Certainty
0223 Notes on Welcome Week Student Feedback (Sept 2021 MEng cohort)
0224 Notes on Welcome Week Student Feedback (Jan 2022 MEng cohort)
0225 Review of ASK Strategy and Plans for Improvement (Nov 2021)
0227 Notes of Student Feedback Forum (3 Feb 2022)
0229 Factory Space Usage Report (Jan 2022)
0230 MEng Integrated Engineering Example Module Syllabus and Learning Activities
(screenshot
from VLE)
0231 Academic Affairs Committee Minutes (19 Jan 2022)
0232 MEng Integrated Engineering Module Assessment Brief and Grading Criteria Example
(screenshot from VLE)
0233 Personal Tutoring Strategy (June 2021)
0234 Module Leader Checklist Example
0235 Equality, Diversity and Inclusion Strategic Advisory Group Terms of Reference and
Membership
0237 Recognition of Prior Experiential Learning Assessment Form Template
0238 Student Blog from Website
0239 Notes of OU/NMITE Management Meeting (9 Nov 2021) - [identical to 0067ii](#)
0240 Personal Tutor - Student Meeting Schedule Example
0241 Job Description: Quality Assurance Manager
0242 Job Description: Academic Registrar
0243 Policy Framework Email to Staff (Sept 2021)
0401 Pedagogic Approach Article: The Exigence in Engineering Education (2020)
0402 Pedagogic Approach Article: Problem-based Learning in Institutional and Curricular

Design at the New Model Institute for Technology and Engineering in Journal of Problem-based learning in Higher Education, Vol 9, No 2, 2021

0403 Academic Staff Pen Portraits

0404i Academic staff CV: [REDACTED]

0404ii Academic staff CV: [REDACTED]

0404iii Academic staff CV: [REDACTED]

0404iv Academic staff CV: [REDACTED]

0404v Academic staff CV: [REDACTED]

0404vi missing

0404vii Academic staff CV: [REDACTED] (technical facilitator)

0405i Academic Staff Organisational Chart 2022-2025 and SSRs

0405ii Academic and Support Staff Organisational Chart 2022-2025 and SSRs

0406 Curriculum Map of Expertise Required to Deliver Portfolio

0407 Academic Staff Module Buddying Arrangements

0408 Staff Recruitment Standard Operating Procedure

0409i Job Description: Head of Project Management Office

0409ii Job Description: Associate Professor

0409iii Job Description: Head of IT

0409iv Job Description: Head of Student Experience

0409v Job Description: Head of IT - identical to 0409iii

0409vi Job Description: Quality Assurance Manager - [identical to 0241](#)

0410 Pedagogy school Calendar of Events and Sample Discussion Notes

0411 MEng Integrated Engineering Programme Review Topics and Actions (undated)

0416 Academic Staff Training Offer from HR (not related to programme delivery)

0417 Academic Staff Objectives 2022-23

0419 Memorandum of Understanding with Edinburgh Napier University

0420 Research Ethics Policy (April 2023)

0421 Visiting Academics Appointment Procedure 2021-22

0422 Academic Staff Workload Model 2021-22

0425 Update on NDAPs Application to Board of Trustees by CEO (23 Nov 2021)

0426 Challenge Partner Short Bios for MEng Integrated Engineering

0427i Example Academic Staff Contract of Employment: Assistant Professor

0427ii Example Professional Services Staff Contract of Employment: Trust and Foundations Associate

0429 Academic Sabbatical Policy 2021-22

0500 ASK Strategy 2022

0501 Disability and Reasonable Adjustments Policy 2021-22

0502 Student Services Signposting to Students on MyNMITE (screenshot)

0503 Welcome Week Timetable (Jan 2022)

0505 Student Support Summary Report to Academic Council (6 April 2022)

0506 Academic Skills Centre Report: Preparing for September 2021 for Approval by Learning and Teaching Committee

0507 ASK Indicative Schedule for MEng Integrated Engineering

0508 ASK Online Booking Sheet for Students

0510 Student Code of Conduct Work Product

0511 Job Description: Head of Student Experience - [identical to 0409iv](#)

0512 Job Description: Student Support Manager

0513 Process Map for Student Counselling Referrals

0514 Employee Handbook 2021-22

0515 Equality, Diversity and Dignity in the Workplace Policy 2021-22

0516 Example Challenge Brief MEng Integrated Engineering

0517 Equality Impact Assessment Template 2021-22

0518 Example Student Support Meeting Record - [identical to 0240](#)

0600 Access and Participation Plan 2022-23-2026-27

0604 Institutional Risk Register
 0605 Board of Trustee Paper: Improving Internal Governance (Jan 2021)
 0607 Marketing and Student Recruitment Committee Terms of Reference and Membership
 0608 Regulation and Reporting Committee Terms of Reference and Membership
 0609 Resources Committee Terms of Reference and Membership
 0610 Infrastructure Committee Terms of Reference and Membership
 0611 Internal Governance Arrangements Presentation to All Staff (July 2021)
 0612 Audit and Risk Committee Minutes (8 July 2020)
 0614 Internal Audit Tracker
 0615 Internal Audit Draft Plan (Feb 2022)
 0617i Board of Trustees Skills Matrix
 0617ii Nominations Committee Paper: Trustee Skills Required (23 April 2021)
 0618 Board of Trustees Paper: Recruitment of Trustee (30 April 2021)
 0623 Board of Trustee Paper: Board Effectiveness Review (23 Feb 2021)
 1001 Notes of Academic Delivery Meeting (10 May 2022)
 1002 Draft Assessment Board Meeting Minutes (23 Feb 2022) – identical to 0037
 1003 Academic Staff Development Strategy (May 2022)
 1004 Careers Education Strategy (May 2022)
 1005 Draft Academic Council Minutes (6 April 2022)
 1006 Executive Board Terms of Reference and Membership
 1009 Learning Spaces Plan (May 2022)
 1011 MEng and BEng Integrated Engineering Programme Regulations 2022-23
 1012 Draft MEng and BEng Integrated Engineering Programme Handbook 2022-23
 1013 Student Academic Appeals Policy 2022-23
 1014 Student Complaints Resolution Procedure 2022-23
 1015 Annual Programme Monitoring Template (from Jan 2023)
 1016 External Examiner Policy (from Jan 2023)
 1017 Module Specification Template
 1018 Programme Specification Template
 1020 Programme Monitoring Policy (from Jan 2023)
 1021 Annual Programme Monitoring Report Process (from Jan 2023)
 1022 Policy Framework Review Project Charter June 2022-March 2023
 1025 Job Description: Teaching Fellow in Dynamics
 1026 Quality Assurance Log of Student Engagement Activities 2021-22
 1027 Action Plan Monitoring Log on Gender Balance MEng Integrated Engineering
 2001 OU Handbook for Validated Awards 2021-22
 2003 MEng Integrated Engineering Module Specification, Level 4: Statics and Structures
 2004 MEng Integrated Engineering Module Specification, Level 4: Introduction to Electrical and Electronic Engineering
 2005 MEng Integrated Engineering Module Specification, Level 4: Engineering Materials and Processes
 2006 MEng Integrated Engineering Module Specification, Level 4: Programming
 2007 MEng Integrated Engineering Module Specification, Level 4: Making It Happen
 2008 MEng Integrated Engineering Module Specification, Level 4: Integrated Systems
 2009 MEng Integrated Engineering Module Specification, Level 4: Dynamics
 2010 MEng Integrated Engineering Module Specification, Level 4: Flow, Heat and Energy
 2011 MEng Integrated Engineering Module Specification, Level 5: Making It Happen
 2012 MEng Integrated Engineering Module Specification, Level 5: CBC Concept 1
 2013 MEng Integrated Engineering Module Specification, Level 5: CBC Prototype 1
 2014 MEng Integrated Engineering Module Specification, Level 5: Electromagnetics in Engineering
 2015 MEng Integrated Engineering Module Specification, Level 5: Structural Materials and Their Innovation
 2016 MEng Integrated Engineering Module Specification, Level 5: Managing Engineering
 2017 MEng Integrated Engineering Module Specification, Level 5: Information

2018 MEng Integrated Engineering Module Specification, Level 5: Control Systems
 2019 MEng Integrated Engineering Module Specification, Level 5: Energy Systems
 2020 MEng Integrated Engineering Module Specification, Level 5: Manufacturing Systems Optimisation
 2021 MEng Integrated Engineering Module Specification, Level 6: CBC Concepts 2
 2022 MEng Integrated Engineering Module Specification, Level 6: Prototype 2
 2023 MEng Integrated Engineering Module Specification, Level 6: Past, Present and Future
 2024 MEng Integrated Engineering Module Specification, Level 6: Advanced Solid Mechanics
 2025 MEng Integrated Engineering Module Specification, Level 6: Advanced Materials and Processes
 2026 MEng Integrated Engineering Module Specification, Level 6: Engineering Project
 2027 MEng Integrated Engineering Module Specification, Level 6: Advanced Control Systems
 2028 MEng Integrated Engineering Module Specification, Level 6: Integrated Electronic Engineering
 2029 MEng Integrated Engineering Module Specification, Level 6: Thermal Fluids
 2030 MEng Advanced Integrated Engineering Module Specification, Level 7: Energy
 2031 MEng Advanced Integrated Engineering Module Specification, Level 7: Health
 2032 MEng Advanced Integrated Engineering Module Specification, Level 7: Infrastructure
 2033 MEng Advanced Integrated Engineering Module Specification, Level 7: Security
 2034 MEng Advanced Integrated Engineering Module Specification, Level 7: Engineering Project
 2035 MEng Integrated Engineering Module Specification, Level 5: Creativity in Teams
 2036 Staff and Student Survey Questionnaire: NMITE Graduate Attribute Survey Procedure
 2037 Staff and Student Survey Questionnaire Results: Q1 Staff Trustees
 2038 Staff and Student Survey Questionnaire Results: Q1 Students
 2039 Staff and Student Survey Questionnaire Results: Q2 Staff Trustees
 2040 Staff and Student Survey Questionnaire Results: Q2 Students
 2041 Staff and Student Survey Questionnaire Results: Q3 Staff Trustees
 2042 Staff and Student Survey Questionnaire Results: Q3 Students
 2043 Staff and Student Survey Questionnaire Results: Q4 Staff Trustees
 2044 Staff and Student Survey Questionnaire Results: Q4 Students
 2045 Staff and Student Survey Questionnaire Results: Q5 Staff Trustees
 2046 Staff and Student Survey Questionnaire Results: Q5 Students
 2047 Staff and Student Survey Questionnaire Results: Q6 Staff Trustees
 2048 Staff and Student Survey Questionnaire Results: Q6 Students
 2049 Notes of OU/NMITE Management Meeting (18 Jan 2022)
 2050 Plans for the Production of Degree Certificates and Transcripts
 2051 Quality Assurance Committee Minutes (4 May 2022)
 2052 Quality Assurance Committee Minutes (2 March 2022)
 2053 Quality Assurance Committee Minutes (1 Sept 2021) – [identical to 0038i](#)
 2054 Academic Council Minutes (6 Oct 2021)
 2055 Draft Academic Council Minutes (6 April 2022) – [identical to 1005](#)
 2056 Academic Council Minutes (8 April 2022)
 2058 Academic Affairs Committee Minutes (17 Nov 2021) – [identical to 0036ii](#)
 2059 Academic Affairs Committee Minutes (16 March 2022)
 2060 Academic Affairs Committee Minutes (11 May 2022)
 2062 Draft Certificate Template
 2063 Draft Transcript Template
 2064 Example of Industrial Partner Relationship
 2065 Notes Partnerships Advisory Group (16 Sept 2021)
 2066 Role of Challenge Briefs on MEng Integrated Engineering
 2067 Annual Report for External Stakeholder 2021
 2068 Newsletter for External Stakeholders (March 2022)

2069 Newsletter for External Stakeholders (April 2022)
 2070 Academic Staff CV: [REDACTED]
 2071 Academic Staff CV: [REDACTED] (Head of Academic Skills)
 2072 Academic Staff CV: [REDACTED]
 2073 Academic Staff CV: [REDACTED]
 2074 Professional Staff CV: [REDACTED] (Quality Assurance Manager)
 2075 Professional Staff CV: [REDACTED] (Quality Assurance Manager)
 2076 Professional Staff CV: [REDACTED] (Head of Student Experience)
 2077 Professional Staff CV: [REDACTED] (Student Support Manager)
 2078 Professional Staff CV: [REDACTED] (Academic Registrar)
 2079 Professional Staff CV: [REDACTED] (Partnerships Administrator)
 2080 Professional Staff CV: [REDACTED] (Finance Director)
 2081 Professional Staff CV: [REDACTED] (Head of IT)
 2082 Professional Staff CV: [REDACTED] (Head of Fundraising)
 2083 Professional Staff CV: [REDACTED] (Head of PMO)
 2084 Professional Staff CV: [REDACTED] (Health, Safety and Facilities Manager)
 2085 Professional Staff CV: [REDACTED] (HR Director)
 2086 Policy Framework Guidance 2022-23
 2087 Policy Framework Update Process 2022-23
 2088 Policy Framework Update Email to Staff (June 2022)
 2089 Board of Trustees Policy Re-approval by Chairs Action (25 July 2021)
 2090 Student Status Report 2021-22
 2091 Reasonable Adjustment Outcome Letter Example
 2092 Reasonable Adjustment Panel Decisions
 2093 Reasonable Adjustment Application Form
 2095 Pedagogy School Attendance List
 2096 Personal Tutor Meeting Record Examples
 2097 Example of Practical Hardware-Based Engineering Exercises (Signal Transmission: Amplitude Modulation and Demodulation)
 2098 Example of Practical Hardware-Based Engineering Exercises (Signal Transmission: Amplitude Modulation and Demodulation, Experiment 1)
 2099 Example of Practical Hardware-Based Engineering Exercises (modifications of AM)
 2100 Example of Practical Hardware-Based Engineering Exercises (Signal Transmission: Amplitude Modulation and Demodulation, Experiment 2)
 2101 Example of Practical Hardware-Based Engineering Exercises (Signal Transmission: Amplitude Modulation and Demodulation, Experiment 3)
 2102 Assessment Brief: Industrial Report
 2103 Assessment Brief: Introduction to Flow Heat and Energy – Tutorial Questions
 2104 Interview Overview: Quality Assurance Manager
 2105 Interview Notes 1
 2106 Interview Notes 2
 2107 Interview Notes 3
 2108 Interview Overview: Teaching Fellow Dynamics
 2109 Interview Notes 1
 2110 Interview Notes 2
 2111 Interview Notes 3
 2112 Cohort Cluster A Module Survey Results
 2113 Email to Staff - Cohort Cluster A Module Survey Results
 2114 All Staff Organisation Chart
 2115 Student Engagement Activities Log Example 1
 2116 Student Engagement Activities Log Example 2
 2117 Teaching Observations Summary 2021-22
 2118 MEng OU Required Actions from Monitoring Log
 2119 MEng Action Log
 2120 OU Programme Module Change Form MEng Integrated Engineering

2121 EE Email Regarding Review of Student Work and Grades
2122 Assessment Brief CBC Concept 1 – Test Report
2123 Assessment Verification Form: Certainty
2124 Assessment Verification Form: Statistics and Structures 1
2125 Assessment Verification Form: Introduction to Electrical and Electronic Engineering
2126 Assessment Verification Form: Engineering Processes and Materials
2127 Assessment Verification Form: Programming
2128 Assessment Verification Form: Making It Happen
2129 Assessment Verification Form: Integrated Systems
2130 Assessment Verification Form: Dynamics
2131 Assessment Verification Form: Introduction to Flow, Heat and Energy
2132 Assessment Verification Form: Managing Engineering
2133 Assessment Verification Form: Community-based Challenge Concept 1
2134 Assessment Verification Form: Certainty
2135 Assessment Verification Form: Statistics and Structures
2136 Assessment Verification Form: Introduction to Electrical and Electronic Engineering
2137 Assessment Verification Form: Programming
2138 Assessment Verification Form: Making It Happen
2139 Interview Record 1: Candidate 2
2140 Interview Record 2: Candidate 2
2141 Interview Record 3: Candidate 2
2142 Artefact Assessment Brief
3001 Academic Appeals Policy 2021-22
3002 Student Complaints Resolution Procedure 2021-22
3003 OU Programme Module Change Form MEng Integrated Engineering – [identical to 2120](#)
3004 NMITE Business Plan 2019-2024
3005 Programme Committee Agenda and Notes (5 July 2022)
3006 External Examiner Report Template
3007 Proposal for VLE Audit
3008 Acceptable Internet Use Policy 2021-22
3009 Job Description: Academic Director
3010 Job Description: Teaching Assistant
3011 Job Description: Research Fellow
3012 Job Description: Head of Programme Development
3013 Academic Staff CV: XXXXXXXXXX
3014 Staffing Projections and Budget
3015 Risk Assessment: Printing Using Label Printer
3016 Risk Assessment: Cutting Using Bobbin Sander
3017 Example of Mathematics Support: Binary Numbers for Programming

Other

Clarifications and additional information [additional information 2]

Meetings

M1 Academic Standards (B2) and the Quality of the Academic Experience (B3)
M2 Academic Governance (A), Regulatory Framework (B1) and Evaluation of Performance (E)
M3 The Role of Academic and Professional Staff (C) and Enabling Student Development (D)
M4 Meeting with Students
M5 Final Meeting
M6 Tour of facilities

QAA2822 - R13329 - Feb 2024

© The Quality Assurance Agency for Higher Education 2024
Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel: 01452 557000
Web: www.qaa.ac.uk