



Designated Quality Body
in England

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

**Corndel Education Ltd trading as
Corndel College London**

January 2023

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Summary of outcomes and confidence levels

Core practice	Outcome	Confidence
S1 The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks.	Met	High
S2 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	Met	High
Q2 The provider designs and/or delivers high-quality courses.	Met	High
Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.	Met	High
Q4 The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.	Met	High
Q5 The provider actively engages students, individually and collectively, in the quality of their educational experience.	Met	High
Q9 The provider supports all students to achieve successful academic and professional outcomes.	Met	High

About this report

This is a report detailing the outcomes of the Quality and Standards Review for providers applying to register with the Office for Students (OfS), conducted by QAA in January 2023 for Corndel Education Ltd, trading as Corndel College London (hereafter the College).

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

The team for this assessment was:

Name: Emeritus Professor Diane Meehan
Role in assessment team: Subject assessor

Name: Professor Sushma Patel
Institution: De Montfort University
Role in assessment team: Institutional assessor

Name: Abiodun Olatokun
Role in assessment team: Student assessor

The QAA officer for the assessment was: Chris McIntyre.

The size and composition of this assessment team is in line with published guidance and, as such, is comprised of experts with significant experience and expertise across the higher education sector. The team included members with experience of a similar provider to the institution, knowledge of the academic awards offered and included academics with expertise in subject areas relevant to the provider's provision. Collectively the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included at least one senior academic leader qualified to doctoral level. Details of team members were shared with the provider prior to the assessment to identify and resolve any possible conflicts of interest.

About Corndel College London

Corndel College London (CCL) is part of a group that includes its sister company, Corndel Ltd. The College is a start-up higher education provider, physically based in leased premises in its sole location in Highgate Studios, Kentish Town, North London. The College has an emphasis on work-based learning augmented with synchronous and asynchronous online content and aims to deliver better employment outcomes for students from higher education through strong employer partnerships, focusing on disciplines with clear labour market demand and using online and flipped pedagogies with individualised coaching support for students.

and operates with a distributed staff base - all staff are home-based and, as a result, the College has an exceptionally low physical footprint.

The College plans to [REDACTED] who will be supported by [REDACTED] full-time academic staff and [REDACTED] other/auxiliary staff at that time. By December 2024, numbers are planned to increase to around [REDACTED] full-time students who will be supported by around [REDACTED] full-time academic staff and [REDACTED] other/auxiliary staff at that time.

The College plans to offer degree apprenticeships:

BSc (Hons) Applied Business Management (Chartered Manager degree apprenticeship) (CMDA) (subject to validation)

BSc (Hons) Digital and Technology Solutions (Digital and technology solutions professional degree apprenticeship) (DTSP) (subject to validation).

These programmes are due to be with [REDACTED].

The College governance arrangement follows a triumvirate structure with an independent Board of Governors which has ultimate responsibility and accountability for the strategic direction, financial status and academic and commercial performance of the College, an Academic Board which is responsible for the development and maintenance of the academic regulatory and policy environment to assure the quality and standards of awards and provide a high-quality student experience. The Academic Board also provides advice on the academic mission and character to the Principal and provides suitable assurance to the Board of Governors of ongoing compliance with conditions of registration and other statutory or regulatory requirements. It is also responsible for learning and teaching and student experience, and associated committees which guard quality and standards. The Feedback Groups are the main student/staff forum and these report to the Academic Board through the Learning and Teaching Enhancement Committee.

At the time of the visit the senior management team included the current Chief Executive Officer, the Chief Executive Officer and Principal Designate (due in post at the end of January 2023), the Academic Registrar, the Strategy Director, the Chief Operations Officer and two Directors of Curriculum.

The College is part of the larger Corndel Group and has a formal commercial services partnership with Corndel Ltd, which provides core services including the virtual learning environment, finance, HR, IT, and compliance services.

How the assessment was conducted

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

When undertaking a QSR all 13 of the Core practices are considered by the assessment team. However, for this assessment it was clear that the provider does not offer a research degree programme. Therefore, the assessment team did not consider Q7 (where the provider offers research degrees, it delivers these in appropriate and supportive research environments). The Office for Students (OfS) has instructed QAA as the Designated Quality Body (DQB) to undertake this assessment reporting on a specified seven of the 13 Core Practices only. These are S1 and S2, Q2, Q3, Q4, Q5 and Q9.

To form its judgements about the provider's ability to meet the Core practices, the assessment team considered a range of evidence that was submitted prior to the assessment visit and evidence gathered at the assessment visit itself. [Annex 1] To ensure that the assessment team focused on the principles embedded in the Core practices, and

that the evidence considered was assessed in a way that is clear and consistent with all other assessments, the team utilised Annex 4 of the Guidance for Providers to construct this report and detail the key pieces of evidence seen. Annex 4 expects that assessment teams will sample certain types of key evidence using a combination of representative sampling, risk-based sampling, and randomised sampling. This assessment is of a college that is not yet delivering higher education so no assessed work has been produced and therefore no sampling was undertaken.

For the same reason, no teaching observation was undertaken during the onsite assessment visit in January 2023 which included four meetings: one meeting with the Senior Management Team (the CEO, the CEO and Principal Designate, the Academic Registrar, the Strategy Director and the Chief Operations Officer); one meeting with academic staff; one meeting with learning resources and support services staff and a final clarification meeting with senior and some academic staff.

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

Explanation of findings

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

Summary of findings

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

1 The College has clear plans for setting and maintaining comparable standards. These plans are robust and credible because they are supported by clear and comprehensive academic regulations, policies, and procedures.

2 The academic regulations, policies and procedures support the setting and maintenance of academic standards at the relevant threshold level, consistent with the Office for Students' (OfS) sector-recognised standards.¹ The College will be responsible for maintaining the standards set by the validating partner and the regulations provide a robust approach for maintaining threshold standards and are fully understood by all staff. Clear mechanisms are in place to ensure effective academic oversight of standards through the governance structure.²

3 The College's senior management team has extensive experience of working within UK higher education and fully understand and apply the College's approach to setting and maintaining standards.³

and has agreed to adopt the use of the University's regulations for programmes approved under the validation partnership, and will agree which policies and applications of rules and regulations will be adopted for these programmes.⁵

4 The College submission,⁶ the draft Academic Regulations⁷ and the draft programme specifications for the proposed awards⁸ indicate that the proposed award titles, which will be formally approved at validation, accurately reflect the level of the qualifications to be awarded, the volume of study and credit values expected at the relevant FHEQ level, as well as the relevant learning outcomes, characteristics, skills and attributes. The award titles align with the relevant apprenticeship standards.

5 Senior and academic staff fully understand the College's approach to maintaining standards which are expected to be in line with the sector-recognised standards defined in paragraph 342 of the OfS's regulatory framework, and the evidence seen demonstrates that staff are committed to implementing this approach.⁹

6 Since the College is not yet delivering higher education there was no student work for the team to assess, but the draft module guides in the handbooks¹⁰ include draft assessment briefs and the assessment rubrics for each module which clearly demonstrate

¹ 003 Draft Academic Regulations

² 002 Organisational Structure

³ M1 CCL QSR Visit Senior Staff Meeting

⁴ 015 CCL UoL Corndel Partnership MOU SIGNED

⁵ M1 CCL QSR Visit Senior Staff Meeting

⁶ 000 QSR submission

⁷ 003 Draft Academic Regulations

⁸ 041 CCL Draft CMDA Programme Handbook, 042 CCL Draft DTSP Programme Handbook

⁹ M1 CCL QSR Visit Senior Staff Meeting, M2 CCL QSR Visit Academic and Professional staff Meeting

¹⁰ 041 CCL Draft CMDA Programme Handbook, 042 CCL Draft DTSP Programme Handbook

attainment of all module learning outcomes. The module and the assessment rubric reflects the Universal Assessment Criteria¹¹ and therefore students' assessed work should reflect the relevant threshold standards.

7 The College has no PSRB accreditations or formal industry partnerships yet, but it consulted school-leavers and employers about the qualifications and titles being proposed.¹² Meetings with the senior staff¹³ and the academic and professional services staff¹⁴ confirmed that employers and school-leavers understood what the award titles would encompass and that the College accepted and is acting upon feedback from these groups. Further evidence of internal programme document approval process and outcomes, which considered validating body and IfATE regulations and guidance,¹⁵ should allow the College to confirm that threshold standards are consistent with the relevant national qualifications' framework, and credit and qualifications are awarded only where those threshold standards have been met.

8 The assessment team considers that, based on the evidence scrutinised, the standards that will be achieved by the College's students are expected to be in line with the sector-recognised standards defined in paragraph 342 of the OfS's regulatory framework. Based on the scrutiny of all the evidence provided, the assessment team concludes that this Core practice is met.

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

9 The assessment team was able to review all the available evidence recommended in Annex 4. This was triangulated in meetings with the senior staff team and with academic staff, including the Directors of Curriculum, involved in programme development and design, delivery and assessment across all proposed programmes. Therefore, the assessment team has a high degree of confidence in this judgement.

¹¹ 005 Universal Assessment Criteria

¹² 035 CCL Employer and Student Engagement

¹³ M1 CCL QSR Visit Senior Staff Meeting, M4 Final Meeting

¹⁴ M2 CCL QSR Visit Academic and Professional staff Meeting

¹⁵ 004 CCL Programme Development Approval Review Modification, 016 CCL CMDA Programme Mapping, 017 CCL DTSP Programme Mapping, 039 CCL CMDA Pack (ex handbook), 040 CCL DTSP Pack (ex handbook)

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

Summary of findings

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

10 The College has clear plans for setting and maintaining comparable standards to support the maintenance of academic standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers. These plans are robust and credible because they are supported by clear and comprehensive academic regulations, policies and procedures which support the setting and maintenance of academic standards beyond the relevant threshold level, consistent with the OfS's sector-recognised standards. The College understands that it will be responsible for maintaining the standards set by the validation partner¹⁶ and the regulations¹⁷ provide for a robust approach. Clear mechanisms are in place to ensure effective academic oversight of standards through the governance structure.¹⁸

11 The College has clear and comprehensive academic regulations, policies and procedures which support the setting and maintenance of academic standards beyond the relevant threshold level, consistent with the OfS's sector-recognised standards.

12 The draft Learning and Teaching strategy¹⁹ outlines the College's approach to programme design and demonstrates that the programme learning outcomes are underpinned by discipline-specific module learning outcomes and are achieved through appropriate formative and summative assessment. The draft Programme Development Approval Review Modification Policy²⁰ is designed to ensure the maintenance of standards and support the development of high-quality courses that align with the College strategy and provide excellent outcomes for students. It describes the processes that must be followed in the design, approval, review, and modification of the curriculum. The policy is also consistent with the expectations of the OfS as published within the sector-recognised standards document and demonstrates that where an awarding body has specific regulatory requirements, they will take precedence over the those of the College. These regulations, policies and procedures demonstrate the credit and qualifications for programmes proposed by the College and ensure that awards are made only where the relevant standards are met.

13 The standards set for students to achieve beyond the threshold on the College's programmes are described in the programme documentation,²¹ which is currently in draft form although it has been subject to formal internal review²² and will be approved at validation. These standards are consistent with the levels set out in the sector-recognised standards and are comparable with those in other UK providers.

14 The College has clear and comprehensive policies and plans in place to support staff in setting and maintaining academic standards beyond threshold level and ensuring their understanding that credit and qualifications can only be awarded where the relevant

¹⁶ M1 CCL QSR Visit Senior Staff Meeting, M2 CCL QSR Visit Academic and Professional staff Meeting

¹⁷ 003 Draft Academic Regulations

¹⁸ 002 Organisational Structure

¹⁹ 001 draft Learning and Teaching strategy

²⁰ 004 Draft CCL Programme Development Approval Review Modification Policy

²¹ 041 CCL Draft CMDA Programme Handbook, 042 CCL Draft DTSP Programme Handbook

²² 039 CCL CMDA Pack, 040 CCL DTSP Pack

standards are met.²³ Senior and academic staff the team met fully understood the College's approach to the setting and maintaining of standards.²⁴ They understood and testified to involvement in the processes of programme development, design and delivery, as well as the approach to assessment design and delivery in relation to both the degree and the apprenticeship. Support staff were able to demonstrate their role in supporting students to achieve better outcomes through the provision of activities in the learning resources system.²⁵

15 The College has produced draft programme handbooks for the CMDA and DTSP programmes²⁶ which provide comprehensive information to students about their study. Programmes will be delivered online and information for each module clearly outlines the teaching methods and assessments, scheduling of lectures, workshops, peer groups, individual weekly e-learning and the Professional Development Expert role including the conduct of one-to-one tutorials. The handbooks also provide students with information about teaching methods, programme learning outcomes and type of assessments, and clarifies how student and staff roles and responsibilities and the regulations support students to meet their academic objective. From the evidence provided, the assessment team is assured that students should understand what is required to reach standards beyond threshold.

16 Since the College is not yet delivering higher education, there was no assessed student work to sample but the team did see evidence of development work, policies and regulations related to assessment and heard from staff how the College's approach worked in practice.²⁷ The College's draft Assessment Cycle Policy²⁸ outlines its assessment principles ('fit for purpose', 'authentic' and 'learning'). These principles align with the mission to bring industry and higher education together using blended and flipped pedagogies. The sample assessment briefs and marking criteria in the handbooks and scrutiny reports illustrate how the assessment rubric will be applied for designing assessments and for marking. The College's Universal Assessment Criteria (UAC)²⁹ provide a grading rubric aligned with the FHEQ and RQF to ensure consistency in assessment thresholds. These criteria are clearly stated and demonstrate the incremental development of knowledge and skills in line with Bloom's taxonomy and the South East England Consortium for Credit Accumulation & Transfer (SEEC) descriptors. They show how students can demonstrate achievement in assessments beyond threshold standards in the seven bands from fail to outstanding. The draft Assessment Cycle Policy states that assessment tasks should be set in discussion with and approved by the relevant externals and designed to maintain academic integrity. The policy requires assessment tasks to be communicated in the draft module guides and for marks to be awarded on the basis of the level of attainment for a learning outcome, as described in the UAC. The assessment criteria for a given learning outcome align with programme learning outcomes, which in turn align with the College's UAC. The Challenge Brief Template and the sample draft module guides, together with the assessment briefs and rubrics, clearly set out the assessment details to ensure that students are informed of the aim of the assessment and what is being assessed.

17 Based on the evidence available, the team concluded that the College has clear and comprehensive plans, policies, and procedures in place to support staff in setting and maintaining academic standards beyond threshold level. The policies, procedures and the guidance and support available to staff will enable them to design assessments and additional activities that should enable opportunities for students to achieve beyond

²³ 001: Learning and Teaching Strategy, 05 Assessment Cycle Policy, 025 CCL Learning Support Policy

²⁴ M1 CCL QSR Visit Senior Staff Meeting, M2 CCL QSR Visit Academic and Professional staff Meeting

²⁵ M3 Learning Resources Staff meeting

²⁶ 041 CCL Draft CMDA Programme Handbook, 042 CCL Draft DTSP Programme Handbook,

²⁷ M1 CCL QSR Visit Senior Staff Meeting, M2 CCL QSR Visit Academic and Professional staff Meeting

²⁸ 041 CCL Draft CMDA Programme Handbook, 042 CCL Draft DTSP Programme Handbook, 039 CCL CMDA Pack, 040 CCL DTSP Pack

²⁹ 005 CCL Assessment Cycle

threshold standards demonstrating that credit and qualifications will only be awarded where the relevant standards are met.

18 The College is not yet delivering higher education and programmes are yet to be validated under the partnership with the [REDACTED], so no external examiner reports were available for the team to assess. However, the College has clear plans for engagement with external examiners and other third parties in assessment activity. These plans are credible and robust because the draft Externals Policy³⁰ includes appointment criteria and the terms and duration of the role. The policy applies to external examiners and validation panel members and ensures that external scrutiny for the quality of the awards, maintenance of threshold academic standards and achievement of the intended learning outcomes of programmes is in line with the academic regulations and reporting requirements. The College Assessment Cycle Policy³¹ details procedures for external examiner engagement in assessment, and the Examiner Report Template³² outlines the areas the external examiners are required to address including comment on assessment boards, the appropriateness of marks presented, fair and reliable awards and robust and consistent assessment processes.

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

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

20 The assessment team was able to review all the available evidence recommended in Annex 4 although some of this is in draft form. This was triangulated in meetings with senior and academic staff involved in programme design and management, and assessment. Therefore, the assessment team has a high degree of confidence in this judgement.

³⁰ 008 CCL Externals Policy

³¹ 005 CCL Assessment Cycle

³² 034 CCL Annual External Examiner Report Template

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

Summary of findings

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

21 The College's plans for designing and delivering high-quality programmes are robust and credible because they draw on effective practice within the wider Corndel Group and are based on a methodology which has three core components: (1) design of a constructively aligned, stepped learning journey to support student transition into study and new subjects and between levels; (2) development of high-quality online learning materials for asynchronous study; and (3) frequent individual and group taught synchronous sessions with highly experienced staff drawn from industry and academia. Programmes are designed to meet specific employer demand, as articulated by either the development of apprenticeship standards or direct conversations with employers, or both.³³

22 The College's plans are operationalised through clear and comprehensive regulations and procedures. The draft Programme Development, Approval, Review and Modification Policy³⁴ requires that relevant external reference points be included, such as apprenticeship standards, Subject Benchmark Statements, and employer and student views, as well as industry external panel members' views. The Approval Panel pro forma includes sections on the relevance of the programme to perceived employer needs and industry relevance, demonstrating the use of external input in course design and approval and how comparable the award is to other awards within the discipline. The College's programme Preliminary Scrutiny material³⁵ shows that appropriate templates are used for the design development and modification of modules and programme. The DTSP draft documentation was initially not approved to proceed for final approval, indicating that the processes in place are robust. There are three stages of programme approval outlined in the programme development policy. Clear processes are defined for all these stages and internal processes are to be followed by normal validation processes with the university partner, and the College is clear that its own regulations and procedures may be augmented by those of the validation partner.³⁶

23 Draft programme documentation³⁷ demonstrates that the teaching, learning, and assessment design enable students to meet and demonstrate the intended learning outcomes. Assessment regulations and processes³⁸ ensure that students effectively address the module learning outcomes and allow students to reach and exceed the threshold standard and ensure a consistency of approach to assessment which is robust and proportionate.

24 College staff articulated a corporate and personal commitment to high-quality provision, to ensuring learners achieve, and to listening to business and were able to show how this approach and the policies, regulations and processes they have designed and implemented evidence that commitment.³⁹ They explained that their approach to delivering a high-quality academic experience starts with the design of the programmes and progresses through delivery and assessment. Learning resources staff demonstrated the Learning Management System that includes high-quality content and transparent mechanisms to enable College staff, learners, and employers to view the learner journey and support

³³ 035 CCL Employer and Student Engagement

³⁴ 004 CCL Programme Development Approval Review Modification

³⁵ 039 CCL CMDA Pack, 040 CCL DTSP Pack

³⁶ M1 CCL QSR Visit Senior Staff Meeting

³⁷ 041 CCL Draft CMDA Programme Handbook, 042 CCL Draft DTSP Programme Handbook

³⁸ 003 Draft Academic Regulations, 005 CCL Assessment Cycle, 008 CCL Externals Policy

³⁹ M1 CCL QSR Visit Senior Staff Meeting, M2 CCL QSR Visit Academic and Professional staff Meeting, M3 CCL QSR Visit Learning Resources Meeting

learners.⁴⁰ Staff understand the approach, policies, regulations, processes, and systems that support the delivery of a high-quality academic experience and staff clearly understand what high quality means.

25 No observations of teaching and learning were able to be carried out during the visit as the College is not yet delivering higher education programmes, but policies, regulations, processes, and programme materials seen by the team demonstrate clarity of objectives, good planning and organisation, sound methods, good delivery, appropriate content, and effective use of resources.⁴¹ The College's plans for student engagement and continuous improvement are clearly defined and the College is likely to be able to create a high-quality learning and teaching environment and student experience.

26 Since the College is not yet delivering higher education, it was not possible to meet with students during the visit, but the College has clear and credible plans for using student engagement and feedback to improve the quality of programmes and their delivery. These plans are credible because they are supported by well-defined and appropriate policies and procedures. The student voice has a key role in the draft Continuous Improvement Policy⁴² which outlines the approach to meeting the quality and standards of the regulatory framework and focuses on embedding a student-led approach to enhancement and student experience, and gathering qualitative data from informal and formal student feedback to use for improvement.⁴³ The draft Student Voice Policy clearly outlines the way in which informal and formal feedback will be obtained from module evaluations, feedback sessions with students and student input into governance activities. The team is assured that students will be well able to express their views on the quality of their courses and have these views taken into account.

27 Since the College is not yet delivering higher education, it has not appointed external examiners so there are no examiner or verifier reports or other information from third parties that can confirm that their programmes are of high quality, but the College does have a commitment to externality in programme conception, design, validation, and assessment that is underpinned by clear and appropriate regulations and procedures. Assessment tasks will be designed in partnership with employers, and independent assessors and external examiners will be involved in assessment.⁴⁴ External examiners are required to submit annual reports using a template⁴⁵ to comment on the assessments and the standards achieved and make recommendations for enhancement. The information external examiners are required to submit should enable the College to capture views about the quality of their programmes effectively. Similarly, the Continuous Improvement Policy which specifies the use of employer feedback should allow the College to take account of employer views on programme quality.

28 Based on the evidence presented, the team is assured that the College has appropriate processes in place to design, scrutinise, validate, and deliver high-quality programmes. The College takes an organised and robust approach to this work and staff are clearly able to articulate what high quality means. The College has a comprehensive approach to learning, and to designing the curriculum, content and assessments that feature clearly articulated programme learning outcomes mapped to module learning outcomes and to the knowledge, skills, and behaviours of the relevant apprenticeship standards all of which

⁴⁰ M3 CCL QSR Visit Learning Resources Meeting M3.1 CCL QSR Visit Observation facilities, learning resources support services note

⁴¹ 001 CCL Learning and teaching Strategy, 003 CCL Academic Regulations, 004 CCL Programme Development Approval Review Modification, 005 CCL Assessment Cycle, 012 CCL Teaching Excellence Policy

⁴² 009 CCL Continuous Improvement Policy

⁴³ 013 CCL Student Voice Policy

⁴⁴ 004 CCL Programme Development Approval Review Modification, 008 CCL Externals Policy, 009 CCL Continuous Improvement Policy, 035 CCL Employer and Student Engagement

⁴⁵ 034 CCL Annual External Examiner Report Template

are likely to enable learners to demonstrate the achievement of the academic and professional outcomes. There are robust, clear, and well documented processes for teaching observation and the draft External Examiners Policy and report template supports feedback about the quality of the courses. The Continuous Improvement Policy includes arrangements for managing student and external input. The College has credible plans, and draft regulations, policies, and processes for course design and for delivering high-quality courses. The assessment team concludes, therefore, that the Core practice is met.

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

29 The assessment team reviewed all the available evidence recommended in Annex 4. This was triangulated in meetings with the senior, academic, professional and learning resources staff involved in programme design, delivery, and support. Therefore, the assessment team has a high degree of confidence in this judgement.

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

Summary of findings

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

30 The College has plans for the recruitment, appointment, induction, and support of a sufficient number of appropriately qualified and skilled staff. These plans are credible and robust because they are underpinned by policies, procedures and staffing structures detailing the College's approach.⁴⁶ Plans for staff recruitment are supported by workload models and a detailed formal policy⁴⁷ which commits to attracting the best candidates and provides support for the clear differentiation of candidates. This is likely to ensure that appropriately qualified and skilled staff are appointed who are able to respond to the College's emphasis on the pedagogic skill of staff, their ability in the design of online learning materials, in the delivery of academic sessions and in offering tutorial support.

31 The College's regulations and policies for the recruitment, appointment, induction and support of staff provide for a sufficient number of appropriately qualified and skilled staff. Its academic model is designed around three main academic delivery roles: Directors of Curriculum, Academic Module Leads (AML) and Professional Development Experts (PDEs).⁴⁸ Directors of Curriculum (who may also act as AMLs) are analogous to programme leaders, have a breadth of knowledge across the programme and own the design, operation and enhancement of a programme and its modules. AMLs have sufficient depth of knowledge at subject level, act as module leaders and have ownership of the design and learning and teaching of one or more modules. PDEs, who may also assume the AML role, are comparable to personal tutors and provide students with academic, pastoral and careers-related support.

32 Appropriate workload models, recruitment policies, person specifications, and job descriptions⁴⁹ are likely to ensure that the College recruits sufficient appropriately qualified academic and professional staff to respond to the Learning and Teaching Strategy, deliver on the commitments in the programme handbooks and support a high-quality learning experience for students. The College expressed confidence in being able to recruit sufficient numbers of qualified, skilled, and experienced staff to fulfil AML and PDE roles, citing their competitive terms and conditions and remuneration. This was evidenced in the CVs provided for staff already in post which show that they have been appointed in line with the requirements of their job descriptions and person specifications and that they hold master's or doctoral-level degrees. The College's Equality and Diversity Policy is included in recruitment policy documents and supports best practice in the recruitment and selection process.

33 Staff were able to confirm that their appointment and induction processes were operated in accordance with the College's stated policies and procedures and spoke very positively about the appointment process.

34 The College's induction process⁵⁰ is clear and comprehensive, covering both pre-arrival and on-the-job induction and supports newly appointed staff to understand their role

⁴⁶ 000 CCL QSR Submission, 002 CCL Org Structure, 006 CCL Academic and Related Roles, 011 CCL Workload model, 018 CCL Job Descriptions, 019 CCL Recruitment and Induction Policies, 020 CCL CPD Policy

⁴⁷ 023 Staff recruitment and employment policy

⁴⁸ 018 CCL Job Descriptions

⁴⁹ 011 CCL Workload model, 018 CCL Job Descriptions, 048 CCL Updated Prof Services Table

⁵⁰ CCL Recruitment and Induction Policies (p19 Staff Induction Statement)

and the expectations of the College. A Continuing Professional Development Policy⁵¹ sets out how ongoing training and development needs are met. Staff described the induction as well structured and allowing for reflection.

35 The College's Workload Model and Updated Professional Services Table outline the College's plans for recruiting sufficient appropriately qualified and skilled staff.⁵² These plans are credible and robust because the documents set out in clear detail the planning assumptions made when calculating the required numbers of academic, professional and support services staff, including the number of students to be recruited, the proposed staff workload model and the student caseload to be allocated to staff. The expected timeline for staff to be recruited is also shown. Finance, compliance, and HR support is being provided through the Corndel Group.

36 Since the College is not yet delivering higher education no observations of teaching and learning were able to be carried out during the visit, but the College has plans for teaching and learning observation and staff development which are credible and robust because they are supported by detailed policies and procedures. The Teaching Excellence Policy⁵³ describes Teaching Excellence Reviews, which involve the observation of staff, and staff⁵⁴ confirmed that these reviews are currently conducted by the Corndel Group's Excellence and Compliance Team but in future will involve a member of the college staff. Staff who have undergone the process while teaching in the wider Corndel Group stated that it had been a well-structured and useful process and that some helpful suggestions for enhancement were identified.

37 Since the College is not yet delivering higher education, it was not possible to meet with students during the visit but, as noted above, the College has clear and credible plans for student engagement and feedback supported by well-defined and appropriate policies and procedures. The student voice has a key role in the Continuous Improvement Policy⁵⁵ which focuses on embedding a student-led approach to enhancement and student experience. The draft Student Voice Policy⁵⁶ clearly outlines both the informal feedback opportunities available to students and the way in which formal feedback will be obtained from module evaluations and feedback sessions. The team is assured that students will be able to express their views on the learning and teaching activities and the sufficiency, skills and qualifications of the staff delivering them and have these views considered.

38 The team concluded that the College is likely to have sufficient appropriately qualified and skilled staff in place to deliver a high-quality academic experience because the staffing plan confirms that the College has credible, robust, and evidence-based commitment to ensuring that sufficient staff will be in place once delivery of the curriculum commences. The College's policies and procedures for the recruitment and appointment of staff, and for their induction support, training and CPD have ensured and should continue to ensure that appropriately qualified and skilled staff are appointed and supported. The job descriptions, person specifications and CVs for the Principal, two Directors of Curriculum, the AML/PDEs, and the Academic Registrar who have already been appointed demonstrate that appropriately qualified and skilled staff have been recruited and appointed in accordance with the College's policies. The draft Learning and Teaching strategy provides evidence of the key role PDEs will have in delivering a high-quality academic experience for students, which was also confirmed in meetings with the team. The workload model provides adequate time for staff involved in the development of online resources to support the

⁵¹ 020 CCL CPD Policy

⁵² 011 CCL Workload model, 018 CCL Job Descriptions, 048 CCL Updated Prof Services Table

⁵³ 012 CCL Teaching Excellence Policy

⁵⁴ M2 CCL QSR Visit Academic and Professional staff Meeting

⁵⁵ 009 CCL Continuous Improvement Policy

⁵⁶ 013 CCL Student Voice Policy

College's delivery model and effectively accommodates the dual AML/PDE role. The team concludes, therefore, that this Core practice is met.

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

39 The assessment team reviewed all the available evidence recommended in Annex 4. This was triangulated in meetings with senior, academic, professional and learning resources staff involved in planning and managing recruitment, induction and continuing professional development, and with staff who had been subject to the processes. Therefore, the assessment team has a high degree of confidence in this judgement.

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

Summary of findings

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

40 As an online provider the College does not have physical facilities accessed by students. Rather, it has strategies developed and informed by experience within the wider Corndel Group that are underpinned by four principles, one of which is 'Digital by default'. Plans for learning resources and student support follow this principle and are adapted for online delivery and nuanced to complement the resources that students will have access to as part of their employment.⁵⁷ These plans are credible and realistic because they are supported by operational plans, procedures and guidance that deliver resources demonstrably linked to the achievement of successful academic and professional outcomes for students. The plans are also supported by the College's organisational structure, job roles and functions and CPD approaches.⁵⁸ The strategy and plans are credible and robust because they are practically operationalised through the provision of a high-quality online Learning Management System.

41 The effectiveness of the College's resource plan was demonstrated by the software tools that students will use to access their teaching materials and support services. The sites that students will use to access links and pages are already live and include College policies, asynchronous learning materials, reading lists, notifications, summaries of student progress, and requests for meetings and assessments all of which will deliver effective support. The learning resources staff supervising the Learning Management System clearly understood their roles and responsibilities, the intentions behind the suite of software provided and its function and operation.⁵⁹

42 Staff at various levels are actively engaged with the planning and operational delivery of learning resources and plan to keep them under ongoing review through feedback, continuous improvement processes and external examiner reports. The expectations for academic staff to operate within the Learning Management System and to produce content for it are enshrined in job descriptions.⁶⁰ Academic staff the team met clearly understood the intention, function, and value of the virtual learning environment in delivering learning and teaching and student support, as outlined in College strategies and programme documents, and spoke of its effectiveness in supporting one-to-one sessions, group work and student access to resources for independent learning.

43 The College plans to deliver pastoral, financial, and wellbeing support through a partnership with the larger group and through online resources signposted by the Professional Development Expert during the one-to-one sessions with students, with additional support from the Student Support Coordinator. This approach will allow students to access a wide range of information, advice and guidance materials related to personal development, behaviours and attitudes which are aligned to Ofsted and Apprenticeship Standard expectations. Access is also planned to a British Association for Counselling and

⁵⁷ 001 CCL Learning and teaching Strategy, 023 CCL Student Support Directory, 025 CCL Learning Support Policy

⁵⁸ 002 CCL Org Structure, 006 CCL Academic and Related Roles, 018 CCL Job Descriptions, 020 CCL CPD Policy, 022 CCL Sample CVs

⁵⁹ M3 CCL QSR Visit Learning Resources Meeting, M3.1 CCL QSR Visit Observation facilities, learning resources support services note, 045 CCL Corndel Virtual Learning Environment, 046 CCL Miro demonstration, 047 CCL Sample Cognassist report and ILPs

⁶⁰ 018 CCL Job Descriptions

Psychotherapy online support service that provides free, safe, and anonymous mental wellbeing support.⁶¹

44 It was not possible to meet with students during the visit since the College is not yet delivering higher education but, as noted above, the College has clear and credible plans for the delivery of an effective Learning Management System and appropriate content and resources to students which complement and support their engagement with academic staff who support their progress and provide wellbeing support. The Learning Management System complements the Professional Development Expert function because it houses guides on topics such as 'Equality and Diversity' and 'Safeguarding'. This approach is likely to be effective because it will provide PDEs with a broad base of knowledge to assist students with pastoral matters. Student satisfaction with the Learning Management System will be gauged through feedback supported by the draft Student Voice Policy⁶² which clearly outlines both the informal feedback opportunities and the way in which formal feedback will be obtained from module evaluations and feedback sessions with students. The team is assured that students will be well able to express their views on the quality of the learning and teaching resources and the quality of the staff delivering them, and have these views taken into account.

45 The College's plans to provide learning resources and student support are robust and credible because the Learning Management System provides a highly detailed and comprehensive environment for students and staff to communicate, share learning materials and track both academic progress and wellbeing. The team found the Learning Management System to be a functional, immersive system that was excellent in its nuanced use of data to support students and staff. The system is used to support the frequent meetings students have with the Professional Development Expert that provide a personalised touchpoint to ensure that students struggling with learning support needs get the help they require. The College has recruited highly experienced academic and non-academic staff and industry experts with a deep passion for education,⁶³ and has ensured that staff will be upskilled through CPD.⁶⁴ They will also be supported by information from the Learning Management System which will assist them to pass on their knowledge and experience to students to support them holistically and improve their employability. This demonstrates that the College manages a well-resourced environment that is taking strategic and operational steps to enhance its staff team and resources. The team therefore concludes that the Core practice is met.

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

46 The assessment team reviewed all the available evidence recommended in Annex 4. This was triangulated in meetings with senior, academic, professional and learning resources staff involved in planning and managing the Learning Management System and other aspects of student support. Therefore, the assessment team has a high degree of confidence in this judgement.

⁶¹ 000 CCL QSR Submission

⁶² 013 CCL Student Voice Policy

⁶³ 002 CCL Org Structure, 006 CCL Academic and Related Roles, 018 CCL Job Descriptions, 022 CCL Sample CVs

⁶⁴ 020 CCL CPD Policy

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

Summary of findings

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

47 The College has robust and credible plans to actively engage students, individually and collectively, in the quality of their educational experience although it understands 'that its delivery model and underpinning ethos of bringing work and education closer together does not easily lend itself to traditional representative structures that rely on proximity and incidental interactions with student reps to gather feedback and significant engagement from Students' Unions to facilitate feedback processes'. In order to manage these challenges, the College has designed an approach involving informal discussions, formal feedback and feedback groups which reflects the student-centred nature of its operation and works in partnership with its students.⁶⁵

48 The College's approach is clearly set out in the Student Voice Policy⁶⁶ which explains how students will be given the opportunity to provide formal and informal feedback. Formal feedback can occur through module evaluation surveys, regular feedback group sessions and student membership on College committees and the Board of Directors. Informal feedback will be gathered at the local level through contact with academic staff, in particular the PDEs during regular one-to one sessions. The draft Continuous Improvement Policy⁶⁷ complements the Student Voice Policy and outlines the approach to meeting the quality and standards of the regulatory framework. It is intended to promote reflection and discussion with students in enhancement, and the Student Support directory⁶⁸ reiterates the options for students to be involved in enhancement of their learning environment. Quantitative inputs from students include the National Student Survey, summative text surveys and synchronous session evaluations. Qualitative inputs include informal and formal student feedback such as that from the Feedback Groups. The overarching principles for continuous improvement plans are that they will be iterative in nature, evidence based and developed in consultation with students who are seen as the key beneficiaries of, and substantial contributors to, the plans and who should have the opportunity to jointly diagnose issues and develop solutions. Plans are also expected to detail clear actions, timelines, and responsibilities.

49 Staff evidenced a consistent commitment to hearing directly from students by integrating them into the governance and deliberative structures; there are seats reserved for them on all decision-making committees including the Academic Board and Teaching and Learning Enhancement Committee.⁶⁹ Membership proposals to the Board of Directors featured the inclusion of student representation, which was accepted as necessary for the creation of a 'balanced board'.⁷⁰ The Governance Handbook, minutes of the Board of Directors, and comments from members of the senior management team showed that there was a consistent desire from the chairs of the Academic Board and Board of Directors to address concerns from students on a proactive basis.⁷¹ The Academic Registrar

⁶⁵ 000 CCL QSR Submission

⁶⁶ 013 CCL Student Voice Policy

⁶⁷ 009 CCL Continuous Improvement Policy

⁶⁸ 023 CCL Student Support Directory

⁶⁹ 007 CCL Governance Handbook, M1 CCL QSR Visit Senior Staff Meeting, M4 CCL QSR Visit meeting final clarification

⁷⁰ 007 CCL Governance Handbook, 050 CCL approval of governance recommendations, 051 Approval of new CCL Articles By Parent 29 June 2022 - Enterprise Training 1_Corndel Education Ltd, 052 CCL governance arrangements

⁷¹ 050 CCL approval of governance recommendations, M1 CCL QSR Visit Senior Staff Meeting, M4 CCL QSR Visit meeting final clarification

demonstrated current awareness of multiple approaches to student engagement, has experience as a Students' Union Sabbatical Officer and will train committee members. The incoming Principal expressed their intention to meet with the student members of the Academic Board and Board of Directors in-between meetings to progress student requests for enhancement. The approaches outlined by staff are likely to be effective because the student representatives will be able to focus their limited time in the board meetings on matters of significance while progressing other enhancement issues in more appropriate forums. Overall, the approach is likely to create a collegiate atmosphere in which students can raise queries at several levels and have them addressed by receptive staff.

50 Since the College is not yet delivering higher education, it is not yet able to demonstrate instances in which it has sought and responded to feedback from current students. Acknowledging this, the team considered how responsive the College has been in considering feedback from groups analogous to students. The College has collected feedback about its offer directly from prospective applicants at open days⁷² and has also taken a proactive approach to identifying areas for development within its programmes through stakeholder engagement research.⁷³ Major recommendations such as 'Contextualise academic theory in practical application' and 'Small group and 1-2-1 teaching should be predominant methods'⁷⁴ were referred to in all meetings with senior and academic staff, demonstrating their willingness to act on the basis of insight received from those in comparable positions to students. The team was confident that this activity was directly comparable to changing and improving students' learning experience because of student engagement and was assured that the College's approach and procedures will support future activity in this area and demonstrate a commitment to engagement with students in enhancing the quality of their educational experience.

51 The College has a strategic commitment and robust and credible plans to actively engage students, individually and collectively, in the quality of their educational experience through a well-defined approach set out in the Student Voice and Continuous Improvement Policies that clearly outlines the responsibilities of students and staff and the structures in which these responsibilities will be exercised. Inclusion of student representatives in the most senior committees is important to both administrative and academic staff, and Directors and senior staff have embraced this enthusiastically. The College also has concrete plans for ensuring that student engagement is effective and empowering, demonstrated through the provision of training, diarised catchups between the Principal and student committee members and the opportunity for individual students to make recommendations for enhancement through the Learning Management System. The use of the system to collect granular feedback from students on each unit of work and to link to online feedback forms represents an integrated and clear approach that will ensure that students have the opportunity to raise challenges to teaching and assessment immediately. The module evaluation forms provide a structured approach to collecting feedback in addition to the more ad hoc queries that students put forward proactively, and academic staff showed a keen willingness to collect such feedback and to act on it. The assessment team concludes, therefore, that the Core practice is met.

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

52 The assessment team reviewed all the available evidence recommended in Annex 4. This was triangulated in meetings with senior, academic, and professional and learning resources staff involved in planning and managing the student engagement approach, policies, and procedures. Therefore, the assessment team has a high degree of confidence

⁷² M1 CCL QSR Visit Senior Staff Meeting

⁷³ 035 CCL Employer and Student Engagement

⁷⁴ 035 CCL Employer and Student Engagement p16

in this judgement.

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

Summary of findings

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

53 The College's plans to support students to achieve successful academic and professional outcomes are comprehensive, robust, and credible because the plans for student support and making reasonable adjustments are operationalised through effective policies, regulations and procedures which demonstrate a considered approach from the point of application through to programme completion. This is likely to assist the College to identify individual student learning needs at their point of entry or later in their learning journey and help to ensure relevant learning support is in place.

54 The team found that the College's plans to support all students to achieve successful academic and professional outcomes are credible because there are appropriate mechanisms in place to assess an applicant's potential to succeed on a programme and identify and provide the support needed for this to happen.

55 Prior to the commencement of study, students will undergo induction which the College describes as an 'Onboarding Process'.⁷⁵ This will result in the development of an Individualised Learning Plan (ILP) capturing the student's learning journey and setting out the support needed to succeed academically.⁷⁶ College staff confirmed that they will encourage students to identify any specific learning needs as early as possible in their learning journey and that they have built this process into the registration and onboarding arrangements. Staff also confirmed that the process is flexible and that students may identify such needs after the commencement of their studies. Completion of the ILP includes an assessment using specialist software to identify students with specific learning needs.⁷⁷ The ILP records the student's progress through their learning journey and sets out their goals in order that they may be supported to succeed. These plans are reviewed in the one-to-one sessions between the student and their PDE.

56 The College's Learner Support Policy⁷⁸ details its approach to supporting students' specific learning needs and provides guidance for staff on the identification and provision of support which can be provided for students with additional learning support needs. The policy also includes information on how students may access support based on their individual needs and sets out in detail staff responsibilities and the types of support available to students. This includes reasonable adjustments including physical adjustments such as access to a building, adapting teaching or assessment practices or provision of aids such as specialist software. The Student Support Directory⁷⁹ serves as both a list of external services that students can utilise and as a policy document that sets out the internal technology that is available to support students. The College offers a telephone-based counselling system and Cognassist, a voluntary assessment of students' additional needs that is used to identify additional support required on an individual basis. Cognassist reports are also used in determining the application of the Extenuating Circumstances and Learning Support Policies⁸⁰ because they provide the staff team with an insight into complex needs ranging from executive function to mental health issues.⁸¹ All students are also provided with access

⁷⁵ 030 CCL Onboarding Process Map

⁷⁶ 000 CCL QSR Submission 8.4

⁷⁷ 047 Sample Cognassist Report

⁷⁸ 025 CCL Learning Support Policy

⁷⁹ 023 CCL Student Support Directory

⁸⁰ 026 CCL EC and RA Policy

⁸¹ M3 CCL QSR Visit Learning Resources Meeting

to an online wellbeing support service that complements public health services.

57 Staff the team met fully understood the College's approach and procedures for student support,⁸² and the College is recruiting a Student Support Coordinator who will act upon any reasonable adjustments that the assessment suggests⁸³ and work with the PDEs to ensure that adjustments needed for students are understood and appropriately recorded and provided. This expectation is clearly stated in the job description for this role.⁸⁴

58 It was not possible to meet with students during the visit since the College is not yet delivering higher education but, as noted above, the College has plans for student engagement and feedback which are clear and credible because they are supported by well-defined and appropriate policies and procedures. The draft Student Voice Policy⁸⁵ has a key role in the draft Continuous Improvement Policy,⁸⁶ which clearly outlines the approach to meeting the quality and standards of the regulatory framework. The policy focuses on embedding a student-led approach to enhancement and student experience and on gathering qualitative data from informal and formal student feedback to use for improvement. The draft Student Voice Policy⁸⁷ clearly outlines the informal feedback opportunities and the way in which formal feedback will be obtained from module evaluations, feedback sessions with students and student input into governance activities. The team is assured that students will be able to express their views on the quality of support provided to all students to achieve successful academic and professional outcomes and have these views taken into account.

59 Since the College is not yet delivering higher education there was no student work for the team to assess in order to understand whether or not students are given comprehensive, helpful and timely feedback, nor was it possible for the team to speak to any students, but the draft programme handbooks⁸⁸ demonstrate that programmes are designed to incorporate opportunities for students to receive and incorporate feedback through regular one-to-one meetings between the student and their Professional Development Expert supported by an electronic feedback system. The team was assured that the College's approach and procedures are likely to ensure that students will be given comprehensive, helpful, and timely feedback.

60 The team concluded that the College has in place relevant and appropriate structures, policies, and procedures for identifying and supporting student needs from application and enrolment through the duration of their programmes. Staff have clearly articulated responsibilities for student academic and pastoral support and will be supported through the Student Support Officer, and by a range of information and materials in the College's Learning Management System. The assessment team concludes that the College's approach should support all students to achieve successful academic and professional outcomes and that the Core practice is met.

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

61 The assessment team reviewed all the available evidence recommended in Annex 4. The evidence was triangulated in meetings with senior, academic, and professional and learning resources staff. The assessment team therefore has a high degree of confidence in

⁸² M1 CCL QSR Visit Senior Staff Meeting, M2 CCL QSR Visit Academic and Professional staff Meeting, M3 CCL QSR Visit Learning Resources Meeting

⁸³ M3 CCL QSR Visit Learning Resources Meeting

⁸⁴ 018 CCL Job Descriptions

⁸⁵ 013 CCL Student Voice Policy

⁸⁶ 009 CCL Continuous Improvement Policy

⁸⁷ 013 CCL Student Voice Policy

⁸⁸ 041 CCL Draft CMDA Programme Handbook, 042 CCL Draft DTSP Programme Handbook

this judgement.

Annex 1

- 000 CCL QSR Submission.pdf
- 001 CCL Learning and teaching Strategy.pdf
- 002 CCL Org Structure.pdf
- 003 CCL Academic Regulations.pdf
- 004 CCL Programme Development Approval Review Modification.pdf
- 005 CCL Assessment Cycle.pdf
- 006 CCL Academic and Related Roles.pdf
- 007 CCL Governance Handbook.pdf
- 008 CCL Externals Policy.pdf
- 009 CCL Continuous Improvement Policy.pdf
- 011 CCL Workload model.pdf
- 012 CCL Teaching Excellence Policy.pdf
- 013 CCL Student Voice Policy.pdf
- 015 CCL UoL_Corndel Partnership MOU SIGNED copy.pdf
- 016 CCL CMDA Programme Mapping.xlsx
- 017 CCL DTSP Programme Mapping.xlsx
- 018 CCL Job Descriptions.pdf
- 019 CCL Recruitment and Induction Policies.pdf
- 020 CCL CPD Policy.pdf
- 021 CCL Staff Intranet.pdf
- 022 CCL Sample CVs.pdf
- 023 CCL Student Support Directory.pdf
- 024 CCL Admissions Policy.pdf
- 025 CCL Learning Support Policy.pdf
- 026 CCL EC and RA Policy.pdf
- 027 CCL APEL Policy.pdf
- 028 CCL Training Activities Index.xlsx
- 029 CCL Introduction to ARANT.mp4

030 CCL Onboarding Process Map.pdf

031 CCL ILP Methodology.pdf

032 CCL PDBA Resources.pdf

033 CCL Terms and Conditions.pdf

034 CCL Annual External Examiner Report Template.pdf

035 CCL Employer and Student Engagement.pdf

036 CCL Student Conduct Policy.pdf

037 CCL Complaints and Academic Appeals.pdf

038 CCL QSR QAAO request to provider for additional evidence.docx

039 CCL CMDA Pack (ex handbook).pdf

040 CCL DTSP Pack (ex handbook).pdf

041 CCL Draft CMDA Programme Handbook.pdf

042 CCL Draft DTSP Programme Handbook.pdf

043 CCL 4.041 QSR QAAO Request to provider for additional evidence TPM[100].docx

044 CCL DH CV 2022_Redacted.pdf

045 CCL Corndel Virtual Learning Environment.docx

046 CCL Miro demonstration.mp4

047 CCL Sample Cognassist report and ILPs.pdf

048 CCL Updated Prof Services Table.xlsx

049 Governance Recommendations to Parent company Corndel Education limited Board membership proposal May 2022 v.2.0.pdf

050 CCL approval of governance recommendations.pdf

051 Approval of new CCL Articles By Parent 29 June 2022 - Enterprise Training 1_Corndel Education Ltd.pdf

052 adoption of new articles Corndel Education Ltd - Directors Written decision to adopt new articles.docx[74][69].pdf

053 CCL governance arrangements.msg

054 CCL QSR Submission.msg

055 CCL QSR.msg

056 Notional Learning Hours.msg



Meetings

M1 CCL QSR Visit Senior Staff Meeting

M2 CCL QSR Visit Academic and Professional staff Meeting

M3 CCL QSR Visit Learning Resources Meeting

M3.1 CCL QSR Visit Observation facilities, learning resources and support services note

M4 CCL QSR Visit meeting final clarification

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