Name of Provider: New City College (NCC)
UKPRN: 10006963

TEF Year Four - provider submission

Provider Context

New City College (NCC) is the second largest further education and skills college in London and the 6th largest in the country. NCC was created by the merger of Hackney Community College with Tower Hamlets College on 1 August 2016 and then with Redbridge College on 1 April 2017. Epping Forest College merged with New City College on 1 August 2018.

Based across East London and the Essex border, NCC is situated in a rapidly evolving and culturally diverse region of the country. Over recent years the area has benefitted from net migration, population growth and housing/infrastructure investment, in part due to the Olympic legacy objectives. However, significant challenges remain across the boroughs/district the group serves, which are becoming increasingly polarised, with areas of affluence alongside areas of significant deprivation. It is within this context that the role of New City College is best understood. As identified by Ofsted in 2014, the group remains a key driver in providing learning and skills to support the progression of local residents and drive social mobility.

The English Indices of Deprivation (2015) shows that there are multiple and significant levels of deprivation as well as small pockets of affluence within the areas the College campuses are located within:

- Tower Hamlets borough has complex, multiple and severe deprivation. It has the highest level of income deprivation for children and older people. Almost one in four children in the borough are living in an income-deprived family.
- Hackney borough is the eleventh most deprived local authority in England. In recent years, Hackney has become significantly less deprived compared with other local authorities in relation to income, employment, housing and services, living environment and deprivation affecting children over the last five years, but relatively more deprived in relation to crime.
- Redbridge borough has eleven neighbourhoods amongst the 20% most deprived, and another eleven amongst the 20% least deprived in England. The wards surrounding the Redbridge Campus are among the most deprived in the borough.
- Epping Forest includes two affluent and four significantly deprived wards.
  Epping Forest Campus is located in Loughton in Essex, on the fringes of North East London. It is within the Epping Forest District of Essex County Council. In all respects except governance and politics, the area is considered to be part of London.

All students engaged in higher education with the College are on a Level 4 or Level 5 qualification. The College works in partnership with Pearson Education, London Metropolitan University and the University of Hertfordshire. The College offers Pearson Higher National programmes at Level 4 and 5 in: Applied Biology, Computing, Level 4 only (previously titled Computing and Systems Development), Graphic Design, and a Pearson Level 5 Diploma in Education and Training. In addition, the College also offers foundation degrees in Early Childhood Studies and in Early Years, validated by London Metropolitan University and the University of Hertfordshire respectively.

Our current HE Strategy (2017-2020) reaffirms our commitment to the development and enhancement of our HE provision. This is articulated in our access and participation statement. A strategic aim of NCC is to play a significant role within the local communities it serves. The College aims to create learning opportunities for local residents, many of whom come from disadvantaged backgrounds. The College has sought to achieve this in a number of ways including: providing economically viable ways of engaging with higher education, providing progression routes, engaging with employers and universities, promoting transition to higher

education, raising awareness of the higher education programme offer and by reducing barriers to learning through effective student support mechanisms. These actions underpin and are in line with the College's commitment to widening participation. Our strategy is to play a significant role in the community, region and local economy by offering and improving progression routes to HE to meet perceived skills shortage areas.

We believe that significant strides have been made in achieving this, strides we intend to continue and build upon in the future. This is evidenced by our TEF 4 contextualised data:

- 96% are local students;
- 83% are within POLAR quintiles four and five;
- 80% are in levels 1 and 2 of the Index of Multiple Deprivation;
- 68% of students have low or non-tariff entry qualification;
- 62% of students are from a BME group;
- 61% of students are over the age of 21.

Student involvement in the provider submission

The HE Student Engagement Policy ensures that student views are gathered and feed into our continuous improvement processes. Student engagement is one deliberate step among many in which the College values its students. A formal structure exists to capture the student voice in the form of the Staff Student Liaison Forum (SSLF). SSLF meetings are co-chaired by student service staff and the Group Head of Higher Education and Access. The HE Quality Administrator takes meeting minutes, provides an update on meeting actions and emails these to all attendees. The minutes are also published on the College virtual learning environment (VLE) and discussed at the College's Higher Education Committee (HEC).

At programme level, programme boards also provide opportunities to capture student voice. All programme boards have student representation. The TEF was an agenda item at programme boards. This provided an opportunity to explain the purpose of the TEF to students and encourage them to participate in this provider submission. Following these initial discussions, it was evident that students would benefit from a detailed briefing note prior to the termly meeting of the SSLF (where the TEF aspects and metrics were to be discussed in detail). As a result, a single page briefing note was written and shared with students prior to the meeting which not only gave a background to the TEF but asked theme based questions for students to consider prior to the meeting.

Student feedback from the SSLF meeting informs this provider submission, and relevant SSLF meeting minutes are referred to within this provider submission.

Aspect 1 Teaching Quality

New City College is committed to the delivery of outstanding teaching and learning. A wide range of teaching methods are used including lectures, workshops, laboratory sessions, studio sessions, placements and relevant programme related visits.

For the three legacy colleges which formed NCC, (prior to the merger with Epping Forest College in August 2018) the quality of teaching, learning and assessment was judged to be "good" at their most recent Ofsted inspections. Tower Hamlets was inspected in 2013/14, while both Hackney and Redbridge were inspected in 2015/16. For Redbridge College the inspectors commented that "teachers and managers have effectively experimented with innovative technology and teaching techniques to enthuse [students]." One of Redbridge College's strategic aims was to "provide education and training that matches the best," and "to inspire all [students] to develop their full potential." Whilst at Tower Hamlets, inspectors commented that "[students] participate enthusiastically in lessons, teachers constantly check [students'] understanding of key topics and theoretical concepts," and at Hackney Community

College inspectors commented "that teaching and learning very strongly promote skills development." **(TQ1, TQ2, TQ3, TQ4, LE3)**

The College continuously reviews teaching and learning pedagogy to maintain and enhance the quality of teaching and learning. Learning walks are an integral part of the College's teaching, learning and assessment strategy. An aim of the strategy is to move away from measuring a lecturer's performance once a year, towards a more holistic, longer term mechanism which provides bite sized support for lecturers across the whole of the academic year. Learning walks are a series of quick visits to lessons (approximately 15 to 20 minutes), and are an opportunity to support lecturers in identifying and further enhancing good practice or strengths and areas for further development. **(TQ2, TQ3)**

Teaching practice is supported by Advanced Practitioners who are subject expert teachers within the College. Advanced Practitioners meet with and also observe lecturers to identify areas of good practice and provide support with areas for development. Lecturers can request advice, guidance, training, support or suggestions for enhancing their teaching and learning practice. This creates opportunities for supported experiments, sharing good practice and enhancing delivery. **(TQ2, LE2)**

The College piloted a HE specific peer observation process and initial evaluation of the process highlighted further staff development needs. As a result, the College commissioned the Higher Education Academy (Advanced HE) to carry out bespoke workshops on HE peer observations. Feedback from this was used to update our processes and proformas. Following the workshops, a second plot was undertaken during 2017-18. This year we are aiming to roll out the process to include HE peer observations within the College's overall teaching and learning observation process. **(TQ2, TQ3, LE3)**

As with previous years, external examiner (EE) reports consistently identify high levels of teaching and learning. Comments related to teaching and learning within reports include:

- *This is an exceptional teaching/learning and delivery structure that fully embraces the vocational nature of the qualification* **(EE Graphic Design)**;
- *They [students] reported the teaching as being good, with staff being helpful and available* **(EE Applied Biology)**;
- *Discussions with students confirms satisfaction with the programme delivery, teaching approach and assessment support* **(EE Computing and Systems Development)**. **(TQ1, TQ3, TQ4)**

The College's validating higher education institution partner for the **FdA in Early Childhood Studies**, London Metropolitan University, carried out institutional and periodic reviews during 2017-18. The periodic review panel commended the College on *"the contemporary nature of teaching the subject."* **(TQ3, LE2, LE3)**

All College teaching staff are required to have a teaching qualification. Any new staff who do not are required to achieve one within two years of starting employment. The College supports all new teaching staff without a formal teaching qualification to achieve a teaching qualification via continuous professional development (CPD). Staff are given time off to attend classes. **(TQ2, LE2)**

All members of staff at the College receive an induction upon commencing their employment. This includes an introduction to College systems and processes and also provides an opportunity to meet a range of staff from across the College. The QAA QRV review team (September 2017) commented that *"staff teaching on higher education programmes at the College benefit from an effective induction process."*

CPD opportunities are available for all teaching and support staff and provide opportunities to support and enhance the quality and effectiveness of teaching and learning strategies. Termly staff development days are scheduled throughout the academic year with the dates made

available to staff via the College year planner. In addition, cross college CPD sessions are also offered throughout the academic year on various topics, for example, on mental health awareness. (**TQ2, LE3)**

Examples of topics covered during staff development days include:

- Assistive technologies;
- Using technology to foster a growth mindset;
- Blended learning;
- Feedback using Turnitin.

Requests for staff development can also be made during performance reviews or as the need arises. In addition to scheduled staff development days, the HE Quality Forum also provides opportunities for bespoke training and sharing of good practice. Examples of topics covered at HE Quality Forums include:

- Academic framework assignment submission rules;
- Assignment writing;
- Assignment feedback. **(TQ3, LE2)**

Teaching and learning on programmes is of a high standard. Student feedback from student surveys and through our deliberative committee structure confirms high levels of student satisfaction for teaching, assessment and feedback and for academic support. The internal HE survey satisfaction rate is 94% for these categories of questions. **(TQ1, TQ4, LE3)**

Student engagement

We believe that we have a robust and embedded culture of student engagement and input in the quality assurance and enhancement of our HE provision. Student views are captured using a variety of methods including student surveys (external and internal), end of unit feedback, student representation (committees and boards) and direct access to tutors (one to one and group tutorials). These provide opportunities to discuss and reflect on programme related matters and identify good practice, examine potential improvements or suggest possible enhancements. We carry out an internal survey based on the National Student Survey (NSS) questions for higher education programmes that do not meet the NSS threshold for publication of results or are not within scope of the survey. In addition to the NSS and the internal higher education survey, students on Pearson higher national programmes also complete a Pearson HN Survey. **(TQ1, TQ4)**

At a strategic level, student feedback is discussed at HEC meetings, whilst at programme level, it is discussed during programme boards (student representatives are members of both HEC and programme boards). Evaluation of student feedback is an integral constituent of annual monitoring and programme review reports. Student feedback is a standing agenda item at programme boards. All action(s) are minuted and shared with student representatives, and progress made with actions is discussed at the subsequent programme board. **(TQ1, TQ4)**

An example of an action taken as a result of student feedback at a programme board was student feedback on the **Level 5 Education and Training** programme. Student representatives suggested that the prestart communication to students could be further developed, especially for those returning to education, so that students were better prepared before the programme started. As a result, prestart information and communication was enhanced and also a longer induction period was scheduled to support students.

Analysis of student feedback results in actions at various stages. For example, where survey feedback on one programme, **HND Graphic Design**, did not fully triangulate with existing information from programme boards, SSLF meetings and data, a focus group meeting was

held with students to try to better understand feedback. Students were provided with a synopsis of their feedback and following further discussions it was evident that the results of the survey did not accurately reflect student opinion. The above two examples demonstrate not only our active engagement with but also our responsiveness to student feedback. **(TQ1, TQ4, LE3)**

The QAA QRV review team commented that *"feedback from students is actively sought by the College and effectively managed across the committee structure."* The review team further concluded that the *"Staff Student Liaison Forum produces an action plan to respond to student issues. For example, provision of dedicated higher education study space, increased availability of learning resources and access to printing were addressed promptly and the outcome reported to students."* ***(TQ1, TQ4, LE1)***

High levels of student satisfaction with their learning experience is also confirmed by the Pearson HN Survey. Overall satisfaction with the programme was 2% higher than the national average at 77%. An area for development from the survey was to improve student awareness on how their programme would help advance their career. This action is being addressed through tutorials, and will be checked at programme boards as well as at the SSLF. Programme promotional materials for 2018-19 have been redesigned to emphasise how programmes support career development. **(TQ4)**

External examiners meet with student groups at least annually. Comments made by EEs confirm not only the high levels of student engagement but also the high levelness of staff responsiveness to student issues. For example, the **EE** for **HND Graphic Design** commented that *"students represented in the meeting are happy with their course and level of support."* ***(TQ1, TQ4)***

Our sustained and extensive student engagement processes also involve our current students supporting with student transition activities from FE to HE as well as with the recruitment process. For example, students on the **HND Graphic Design** programme engage with Level 3 students during lessons. At the December 2018 **SSLF meeting**, Level 4 and 5 students confirmed how valuable they found these activities when they were Level 3 students. They found the taster tasks and activities on independent learning particularly helpful. The **Level 5 Education and Training** student representative highlighted the usefulness of a presentation on micro teaching that was given in a taster session. Students on the **Level 5 Education and Training** programme actively participate and assist during HE open and advice and guidance days by talking to prospective students about the programme and their experience at the College. An **FdA Early Years** student planned and delivered a talk to Level 3 Early Years students about the expectations of the programme. **(TQ1, TQ4, LE3)**

Our commitment to actively engage with our students in the decision making process can be evidenced by student participation in the discussion and selection of optional units. Pearson centres can change optional units without prior permission from Pearson. We have developed a formal internal approval process to change units. This includes student input which is considered by our HEC prior to any approval and sign off.

HND Graphic Design students attending interviews at universities stated that experience of using Adobe InDesign software to create design images would enhance university progression opportunities. Following this feedback, a suitable new optional unit was considered and replaced an existing unit. While during a periodic review of the **HND Applied Biology** programme, the curriculum team sought student views about the possible selection of a new optional unit. Following feedback from students that the optional unit was not compatible with their preferred career paths the unit was not selected. **(TQ1, TQ4, LE1, LE3)**

Changes to the selection of optional units can also be taken in response to feedback from individual students to support with their specific learning needs. For example, on the **HND Graphic Design** programme a student could no longer attend classes on a particular day due

to personal circumstances. Following consultation with the student, two optional units were substituted and taught within an agreed personalised timetable. **(TQ1, TQ4, LE1, LE3)**

We carry out an annual audit of our public information. After a discussion of an audit report at HEC (the discussion also included student recruitment, something the College felt could be improved), we established a student **Marketing Focus Group**. A number of suggestions were made by students which resulted in an action plan. This action plan was discussed at and approved by our HEC. The outcomes were presented back to the **Marketing Focus Group**. The action plan including progress made with actions is available on the College VLE. An example of an action raised by students was for us to provide information on what Pearson higher education qualifications are in terms of levelness and how they compare to other higher education qualifications (e.g. a degree) on the College website and within other relevant programme/marketing materials. This action has been completed with relevant materials being created and published. **(TQ1, TQ4, SO2)**

Another example of our responsiveness to student feedback was highlighted at the **SSLF meeting** by the **Level 5 Education and Training** programme representative who stated that we had successfully responded to the students' request to change a classroom as students felt the existing classroom was not conducive to group work. **(TQ1, TQ4, SO2)**

In the QRV written student submission, students concluded that "*tutors and management have shown a sincere inclination toward student feedback, addressing concerns and implementing changes suggested by students."* ***(TQ1, TQ4)***

We believe that the high levels of satisfaction are due to the quality of teaching, modest class sizes, good pastoral care, and additional workshops to support students where required or requested. **(TQ1, TQ4, LE1, LE3)**

Assessment, feedback and student support

In line with previous years, external examiners confirm the efficacy of student assessment and the maintenance of academic standards. Developmental and formative feedback to students is a central component of our teaching practice. Assessment and feedback are efficaciously used to support achievement.

Employers contribute to the assessment of students. External examiners have highlighted this as good practice, for example, the **EE for HND Graphic Design** commented that the programme has *"excellent industry links deeply embedded into course delivery through on-going live briefs and external (and internal) assignment briefs."* The **EE for Level 5 in Education and Training** commented that teaching staff used *"imaginative assessment methods."* (**TQ3, SO2)**

The College measures and tracks student progress using a variety of metrics and progress is discussed with each student during one to one tutorials. Monitoring of student progress is recorded via a live online monitoring system called eTrackr. The key feature of this tracking system is an eLights traffic light system which highlights 'at risk' students, allowing for targeted early interventions, support and setting of SMART targets to get students back on track as required. Examples of SMART targets include time management, academic writing and referencing skills. **(TQ4, LE3)**

The student individual learning plans on eTrackr contain all key information about the student journey. Information is visible to both staff and students. Initial and aspirational target grades provide a framework for ensuring "stretch and challenge." An added facility of the system is that it allows SMS messaging to either individual or groups of students. Students can also use the eNotify facility to inform tutors of absence. This enables us to monitor and follow up absences. ETrackr also integrates with the College management information system,

ProSolution, enabling a more holistic overview of student performance and data. **(TQ1, TQ4, LE1, LE3)**

The written student submission for the QRV confirmed the veracity of feedback provided: "*students in all programmes agreed that the feedback provided by tutors before submission and after grading is very useful and appropriately timed. Indeed, one hour of tutorial session[s] in a week and regular discussions about grading criteria and assessment methods in class has been beneficial to the students.*" The student submission further concluded that "*students from all programmes are pleased with the feedback given by tutors in class and tutorial sessions, evaluating points of improvement and ways to improve. And feedback [is] always on time, which gives students an opportunity to reappraise assignments to attain higher grades.*" ***(TQ1, TQ4, LE1, LE3)***

The QRV review team concluded *"students met by the team agreed that formative feedback is helpful in improving the quality of future work."* The review team added that *"in some instances students are asked to comment on the quality of the feedback received which enables staff to develop their practice."* At the Institutional Review, the Panel commended the College on student support. **(TQ1, TQ4, LE2)**

A range of supportive workshops take place throughout the academic year, often arranged due to student feedback. Topics covered have included support with completing assignments, presentation and referencing skills. These workshops not only support with academic development, they also contribute to the development of professional skills. The External Advisor on the **FdA in Early Childhood Studies** periodic review panel concluded that the *"team offer excellent pastoral support to students. This was recognised by students and is reflected in this year's retention of students [100%]."* **(TQ1, TQ4, LE3)**

At the **SSLF meeting** students confirmed the effectiveness of academic support mechanisms, commenting that they found formative feedback especially helpful. The student representatives for **HND Graphic Design** commented that they also valued peer assessment activities. **(TQ1, TQ4, LE2, LE3, SO2)**

Assistive technology is available for students with a disability or learning difficulty. For example, last year an arthritic student on the **Level 5 in Education and Training** was provided with "Dragon Speak" software to support with the completion of assignments. The student successfully completed the qualification. **(TQ1, TQ4, LE1, and LE3)**

Aspect 2 Learning Environment

The College provides and uses a range of resources to support teaching and student learning. Feedback from students plays an integral role in shaping our learning environment. A key focus of our HE provision is for students to develop independent learning skills on their programmes, especially as students progressing to a university programme are likely to receive different levels of support than what they may be used to at College. Learning is supported through the campus libraries (each campus has a library and learning centre) and through online materials via the VLE. Students are further supported by five qualified librarians across the campuses, holding either a postgraduate diploma or MA in Library and Information Services.

Our VLE learning resources support class-based teaching and learning as well as independent study. VLE programme pages are populated with both static programme materials (session handouts, assignment briefs, PowerPoint presentations, links to research material) as well as dynamic resources (interactive quizzes, online tests). **(TQ1, TQ3, LE1, LE3)**

HE students benefit from well-equipped specialist teaching areas, particularly where practical or workshop sessions are required, for example, the science labs which were upgraded in 2015-2016. Another laboratory was built over the summer in 2017 at the Redbridge Campus. At Tower Hamlets, specialist IT resources were upgraded to support the **HND Computing**

and Systems Development programme for 2016-17 delivery. The Redbridge Campus learning centre was refurbished in the summer of 2017.

Additional classroom based printers were installed and camera equipment purchased last year following student feedback on the **HND Graphic Design** programme **(SSLF meeting minutes)**. Students on the **FdA in Early Childhood Studies and FdA Early Years** also have access to the library facilities at London Metropolitan University and the University of Hertfordshire respectively. **(TQ1**, **LE1, LE3)**

At programme level, resources are reviewed annually through the budget planning process and also discussed with students at programme boards. An outcome of this has been the increased availability of learning resources, for example, additional learning materials in the library. (**TQ1, LE1)**

Teaching staff effectively use their subject knowledge and industrial experience to enhance the student learning experience. The College endeavours to involve students in any research which teaching staff are engaged in. For example, students on the **HND Applied Biology** programme have been involved in a research project in collaboration with UCL, School of Pharmacy, on the isolation of bioactive metabolites from microorganisms. **(LE2)**

The College actively encourages membership of professional bodies. We are the first College in the country to provide all teaching staff membership of the Society for Education and Training (SET). This underlines our commitment to support the professional development of all teaching staff. Membership of other professional bodies is also encouraged. A member of the College's teaching staff has been awarded a fellowship of the Higher Education Academy. **(TQ2, LE2)**

From 2019-20 we are planning to offer a HND in Hospitality Management (Culinary Arts Management). This will provide another option to local residents and students and build upon our award winning restaurant, Rouge. The Rouge restaurant is one of only four college restaurants awarded the prestigious AA rosette for delivering excellence in training. We have also received a Silver award from People First for teaching and ensuring that students meet employer needs. Students on our current relevant Level 3 programmes have been consulted regarding the selection of possible optional units. Feedback from students (as well as employers) will inform the curriculum offer. **(TQ1, TQ4)**

Aspect 3 Student Outcomes and Learning Gain

TEF 4 metrics highlight continuation as an area for improvement. We believe that this metric does not provide a full picture or reflect our activities in this area.

The primary reason for the negative flag was due to a partnership arrangement between the then Tower Hamlets College (prior to the merger and creation of NCC) and an alternative provider. This arrangement established in 2015 covered two higher national programmes (Computing and Business) under which teaching delivery was shared between the two institutions. Following a review of the arrangement, the agreement was mutually ended at the end of the 2015-16 academic year. All delivery was transferred to Tower Hamlets College and a number of students decided not to continue which has impacted the year 3 continuation metric. All students who continued successfully completed their programmes. We believe this was a one off situation at one of the four legacy colleges which form NCC. It was addressed swiftly and therefore future continuation rates are expected to improve and be in line with the year 1 and 2 metrics. Indeed, our internal data for 2017-18 shows a continuation rate of 84% for applicable programmes (slightly above the metric benchmark). **(SO1)**

The achievement rates for students that continued with their programme are high. Our overall qualification achievement rate for all of our HE programmes in 2018 was 94%. **(SO3)**

To support student continuation we have updated pre-programme information (programme expectations including workload) and enhanced our induction processes (additional bespoke induction by the HE quality team). Whilst on-programme, one to one tutorials offer pastoral support opportunities for students to discuss any issues that may affect their studies and workshops provide additional academic support. These measures also focus on better understanding adults' aspirations, concerns and the challenges they face to enable them to succeed on a programme. **(TQ1, TQ4, LE3)**

Student attendance and retention are standard agenda items at programme boards. We believe that these measures together with our ability to identify students "at risk" of not continuing and appropriate intervention measures have a positive impact on student outcomes. **(LE3)**

As our HE provision is at Levels 4 and 5, most completing students progress onto a degree programme or onto employment. Telephone interviews with students for the DLHE survey confirmed that the majority of students had progressed to a university degree programme. **(SO1, SO2, SO3)**

Feedback from students and Higher Education Institutions confirms that students are well prepared for further study. For example, all students on the **FdA Early Childhood Studies** programme who progressed into the top up degree at London Metropolitan University achieved. **(SO1, SO2, SO3)**

As well as continuing to improve and embed the range of support mechanisms offered, the College supports all students to improve their employability through a variety of processes. This includes work experience, in-college activities aimed at developing those key skills and attributes most valued by employers, real time 'live' assessment briefs completed in conjunction with employers, and access to industry standard realistic working environments. **(SO2)**

We have strong links with employers and make good use of employer engagement in the planning and assessment of our HE provision. Our innovative 'learning company' approach, for example, the BlueOrange company within the **HND Graphic Design** programme provides students with opportunities to work on real-life projects and live client briefs. This curriculum delivery concept aims to enhance student employability skills by working with clients and using client briefs as part of unit assessment. Employers contribute to the assessment of students by providing feedback. The main ethos is to engage students into a purposeful education where they can see their rewards celebrated by industry and provide a stimulating environment in which to do it. Last year, students worked on large projects with Ilford FC, Redbridge Council and the Heritage Foundation. Students produce the match day programmes for the local football team, Ilford FC. Assignment briefs provide opportunities for students to engage with clients to develop confidence and skills for employment. The **EE for HND Graphic Design** noted that *"students are also encouraged to pursue their own clients and at times work on individual commissions for the delivery of certain assignment briefs*." **(TQ3, LE2, LE3)**

We support employability through a series of events. This includes workshops, a range of interactive activities on interview techniques, curriculum vitae writing as well as a demonstration on dressing for an interview. For careers support, students can meet with the Higher Education Adviser via drop in sessions or appointments. **(TQ1, SO2)**

All students on the **FdA in Early Childhood Studies**, **FdA Early Years** and the **Level 5 in Education and Training** programmes are required to be in a work placement. Students on placements are supported by work-based mentors or supervisors in their work placements. These placements allow students to apply programme knowledge within the subject matter as well as develop essential employability skills such as communication, teamwork and problem solving. Students are observed in their work settings as part of their assessment. Students on

the foundation degrees are placed in a range of early years settings. This includes private day care, nursery school, primary school, reception class, playgroups/pre-school, children centres and registered child minders. Students on the **Level 5 in Education and Training** programme are placed in further education colleges. A number of former students from this programme are now employed as teaching staff at the College. **(LE3, SO1, SO2)**

Closing remarks

In summary, TEF4 contextualised data and the TEF 4 split metrics confirm that we are a widening participation institution. We believe that student engagement and participation in the quality assurance of our HE provision is a strength. We aim to deliver good teaching and positive outcomes for our students and are committed to working with students and employers to continue to enhance all aspects of our HE provision.