TEF Year Three Submission

UCK Limited t/a The London College

Provider Context

We, at the London College UCK (the College, afterwards), pride ourselves on our commitment to the public good and on our ability to challenge convention and create impact. We aim to transform our students by helping them to develop not only educationally, but personally and professionally. We believe that by working in partnership with our students, and fostering a positive relationship with the College we can help all students maximise their potential and achieve their personal best.

We are a leading alternative provider of higher education, in the Greater London area, with widening participation at the heart of all activities. This is reflected in our high BME recruitment and support for students from non-traditional backgrounds. We are a medium sized, not for profit, independent higher education institution, with around 900 higher education students, situated in Cranford, West London.

Our mission is to become the institution of opportunity that is renowned for widening participation. We develop our students and staff to reach for vocational excellence and become recognised as a leading alternative provider of quality higher education programmes and to be an employer-focused institution connected with our local communities, providing teaching and learning which opens doors and meets the needs of employers.

The College's strategies and policies set out clearly our commitment to fair access thus minimising any barriers for applicants. The College operates a fair and open admissions process committed to equality of opportunity and non-discrimination in line with the Equal Opportunities Policy. Inclusive admission processes ensure that all applications are considered on their merit and on the basis of ability to achieve, without discrimination on grounds of age, disability, race, ethnicity or socio-economic background.

The College has, at its heart, widening participation by enabling students within the Greater London area to study for higher education qualifications. Our portfolio includes 17 Pearson Edexcel Higher National Certificate/Diploma programmes in areas of Business Management, Tourism and Hospitality Management, Electrical Engineering, Construction and Built Environment (Civil Engineering), Health and Social care management and Creative Media (Computer Games Design).

Our portfolio also included 6 BA/BSc (Hons) Top-up degree programmes franchised from the University of Derby. We have extended our suite of programmes to deliver 3-year BA/BSc (Hons) degree programmes franchised from the University of Derby in areas of Business Management, Tourism and Hospitality Management, Electrical Engineering, Construction and Built Environment (Civil Engineering), Health and Social care management for first teaching in September 2018.

According to HESA 2015-16 data, 95% of our student body is domiciled in the UK with 82% representing local areas. Students are recruited with a range of qualification types. 25% of our students have an HE-level qualification on entry. 6% of our students have an entry qualification

based on UCAS tariff. 63% of our student have non-tariff based entry qualifications at/or above Level 3 (including European and International qualifications), which is commensurate with our BME and non-traditional student profile. 80% of our students are on Pearson Edexcel Higher National Certificate / Diploma programmes and 20% on Level 6, BA/BSc (Hons) Top Up Degree provision. The college has 46% male students and 54% female students. Over 50% of our students are mature, over the age of 30, and from BME backgrounds. This emphasises our commitment to widening access and supporting success across the student lifecycle. In addition, over 80% of our students are from deprived areas and low participation neighbourhoods based on National IMD.

We had a successful QAA HER review in April 2016 and a monitoring review in April 2017 which resulted in a commendable outcome. Our Access and Participation statement has been published on our website.

The college opted in to TEF last year and was given a provisional TEF award. TEF Year 3 is the first year that the college has met the minimum set of reportable metrics to apply for a full TEF award.

We have 1 year of suitable metrics based on HESA, NSS and DLHE data. Based on the reported data, across the core and split metrics we have achieved positive flags with an indicator value in the top 10% of absolute performance, in the areas of 'Teaching on my course', 'Assessment and feedback' and 'Employment or further study'. Both 'Academic Support' and 'Highly skilled employment or further study' have neutral ratings.

Based on split metrics, the college performance in 'Continuation' for 'Other UG' students is 80.7%, which is slightly below the 81.8% benchmark. 'Other UG' students are mostly mature and from BME and non-traditional backgrounds, which has contributed to this variation. Our split metrics indicate that we are above benchmark at 85.8% for continuation rates for 'First degree' students.

It should be emphasised that we are progressing on an upward trajectory towards achieving the required benchmark. According to HESA data, our overall Continuation rate has increased from 67.5% in 2014/2015 to 74.9% in 2015/2016.

Having assessed the profile of our BME and non-traditional, mature students, we have taken stringent measures to ensure that the Continuation rates of our students meet threshold values. We have established a one stop Student Support Centre in 2014 which has been providing additional student support. We have also provided additional tutorial hours across the college to support students. Furthermore, we have developed an extensive Student Induction Programme that has received very positive feedback (94% satisfaction) from students. As a measure of enhancing the overall teaching and learning, the college has embedded an 8-week study skills programme into the HNC/HND curriculum. This programme includes independent learning, critical thinking, assignment writing and academic integrity. This programme bridges the gap in academic skills for BME and non-traditional students, thus increasing the progression of learners from Level 4 to Level 5.

Furthermore, we have appointed Student Engagement officers who monitor student academic progress and ensure student concerns are captured at early stages of their academic life. This would ensure that proper interventions are made at suitable intervals and appropriate support and guidance is available to all learners. Students who need extra support and guidance are engaged on learning contracts to encourage them to take responsibility for their own learning and to monitor their progress. Students attend regular meetings with their tutors as part of their learning contracts to identify issues and access necessary support.

Teaching Quality

Students are at the epicentre of our College. We have embedded student voice within our decision making process through student representation in committee meetings. The College has an excellent track-record of listening carefully to its students and responding to their concerns and their recommendations for change, in accordance with College's Student Charter and Teaching and Learning Strategy. The College embraces the notion of working with its students in a mutually beneficial and dynamic 'partnership' and provides a range of mechanisms by which students can both contribute to ongoing enhancements in the student experience, and shape their learning experience. As such our "You Said, We Did" poster is produced twice a year, in partnership with students. This poster demonstrates how the College has responded to student feedback and provides evidence to students to see their voice is heard.

The College's Student Support Service systematically captures data on engagement with its services. Evidence suggests that some groups are less likely to come forward for support and that this may be having an impact on their success and retention. To counter this we actively seek to increase levels of engagement amongst these groups through targeted programmes as such we have developed an extensive Student Induction Programme which covers a range of topics including independent learning, critical thinking, academic integrity and referencing, IT access and library skills.

From preparing students for what to expect from higher education, encouraging them to think about the skills they already have, providing resources to help them evaluate and manage their own learning and develop good study habits, to helping them understand how learning takes place, the programme enhances students' academic skills which are crucial to succeed in the higher education. The induction programme provides students with opportunities to enhance the necessary academic and professional skills that they need to deploy as they progress through their courses and enabled our students' transition into higher education. This programme has received very positive feedback (94% satisfaction) from students. This initiative has contributed immensely towards improving our continuation rates.

The College believes passionately that enhancement is best facilitated when students have an opportunity to play an active role in the enhancement process. Procedures are in place to make sure that students can make their voice heard and input into quality assurance and enhancement both at course and College level. Students are represented on a wide range of

committees within the College. Student Council meeting is conducted and chaired by a student representative. Student Council identifies shared priorities and actions to enhance student experience. We have also appointed a 'Student voice' Coordinator to liaise with the student support office and course leaders to resolve any issues. They work closely with a University Student Union representative and have conducted training sessions for student representatives, which the student found to be very useful.

In response to student feedback, a number of actions were carried out recently to improve student experience. Higher speed internet was installed and more laptops were purchased for students to borrow from the library.

In order to ensure high quality of teaching, all academic staff engage in formal Teaching observation process. This enables on an annual basis formal identification and celebration of good practice, and mapping at departmental level of any recognised development needs to inform the provision of staff development. At an individual level, outcomes from teaching observation inform an annual appraisal process which supports staff to reflect on their achievements, identify new ideas to support student learning and highlight any areas for staff development. Good teaching practice is also identified through the Annual Monitoring process, feedback from students via Module Evaluation Questionnaires and NSS, and comments from the External Examiner reports.

Independent Research module in our Health and Social Care, Engineering, Hospitality and Tourism programmes enhanced our ability to engage students in quantitative and qualitative research more effectively. We have reviewed and enhanced all research-related modules, and equipped our students with knowledge of research ethics and problem solving skills, and a deeper understanding of research data and its use.

Our academic staff are also recognised and rewarded for their teaching excellence through our Higher Education Academy (HEA) recognition. We are proud of our commitment to support all academic staff to achieve HEA recognition. Through our ‘Define’ scheme we provide teaching staff with a clear development path to HEA fellowship. In total, eight members of staff achieved fellowship and/or senior fellowship of HEA. Our HEA Fellows increase our focus on teaching and learning across all of our programmes to drive continuous improvement and enhancement. For staff new to higher education teaching the College encourages and facilitates them to obtain HEA accredited ‘Postgraduate Certificate in Higher Education’. This year three staff members achieved this qualification. Most of our teaching staff have teaching qualifications thus embed learning theories in curriculum design and delivery.

The college has performed in the top quartile of the NSS survey for ‘Assessment and Feedback’. We introduced institution-wide, online assessment and feedback, to enable consistent, timely, personalised feedback for all students through the adoption of appropriate digital tools and technologies, which students have reported as valuable in supporting their learning. All modules offer formative assessment opportunity to aid student learning, and new tools that enable feedback on group activities such as online discussion groups and blogs have been introduced within the college’s Virtual Learning Environment (VLE).

In the NSS, we have a rating of over 94% for learning opportunities with 96% of students saying that the course has provided opportunities to explore ideas and concepts which enables them to bring information and ideas together from different topics. Over 90% of students have said that marking and assessment have been fair with 80% of students indicating that they have received constructive comments on their work and that feedback has been timely. All these are above the benchmarks.

Given below are extracts from various external examiner reports, which are a testament to our commitment to enhancing the overall teaching and learning experience at the college.

Excerpts of External Examiner comments

Pearson BTEC HND Construction and Built Environment (Civil Engineering) 2016 - "*The assessment instruments are of a high quality and clearly allow the aims and learning objectives of the units to be met at the appropriate level for the qualification. Across all samples high quality assessment instruments were used and was feedback was of a high quality. All staff are appropriately qualified in their subject matter and Learning and Teaching*."

Pearson BTEC HND Construction and Built Environment (Civil Engineering) 2017 - *"Assessment process and feedback was universally complemented by each student who all stated that the assessment briefs were clear and easy to understand and of the appropriate vocational nature to enable realistic work related assignments to be produced. Feedback was also highly praised as being relevant and supportive and in both verbal and written form. Students felt that it always, in their view identified how the student could improve their work and either gain missing P criteria or achieve higher level criteria that had been attempted but not met. Teaching and expertise and support for the academic staff (and support staff) was identified as the Centre's strength by the students. Staff, according to all of the students should be commended for their professionalism and support. One student stated that the staff actively encourages student to seek support, and give out timetables identifying where staff could be found out of lecture periods."*

Pearson BTEC HND Creative Media (Computer Games Design) 2016/2017 - "*There was some excellent work within the sample provided by the course tutor. It is clear that there is highly effective teaching and learning taking place on this programme in this subject area through a highly committed and talented course tutor. The overwhelming consensus from amongst the students interviewed at the External Examiner visit was that the delivery from the tutor on this programme was excellent in terms of the support and expertise that they benefit from in Games Design. Students feel that the videos that the tutor has posted online to help them develop software skills are excellent and directly relate to their ability to achieve high grades on this programme*."

Pearson BTEC HND Hospitality Management 2016/ 2017- "*All of the 6 assignment briefs that were checked were well designed with each Learning outcome identified and specific grading criteria contextualised appropriately. The assignments were designed and structured to enable the learners to have an opportunity meet the grade descriptors as each indicative characteristic was identified and this was then stated in a contextualised format that gave all learners an opportunity to meet the merit and distinction grades. The assessment process is confirmed as*

being consistent and providing comprehensive, supportive and developmental feedback to learners as confirmed through the sampling process and documented within the visit report." -

Pearson BTEC HND Business Management 2016/ 2017 - *"Sampling indicates that assessment is thorough and standards appropriate to the qualifications are maintained. Both formative and summative assessment practices are used and it is clear that students also seek support and guidance through electronic means from Assessors. All assignments and guidance satisfied the learning outcomes and grading criteria for the respective unit. There are a wide range of assessment methods in place, with strong support in place such as presentations and giving detailed feedback. Assessment process is fair and utilised both formative and summative assessment practices. Feedback on assessment performance is through, detailed, specific, developmental and useful. There are sufficient assessors and internal verifiers to meet demand for assessment and verification activity. The assessment and internal verification are conducted by qualified and occupationally expert staff."*

Pearson Academic Management Review 2016/ 2017 – "*The College has numerous examples of good practice, supported and overseen by an experienced and knowledgeable team. The development of a stand-alone induction course, complete with printed course book not only looks professional, but enables unfamiliar learners to learn about and practice a number of important study skills."*

External Examiner BA (Hons) Hospitality and Tourism Derby Top Up – 2016 - "*The examiner was impressed with the talent and dedication of the administrators and teaching staff. The students were generally pleased with the quality of the teaching and the dedication of the teachers and administrative staff."*

"Commendations

- *Well qualified and highly dedicated teaching and learning staff,*
- *Important investment in a professional librarian,*
- *Excellent induction hand book, and*
- *Important desire by administration to improve physical facilities. "*

Extract from the QAA HER Monitoring Report – April 2017

"*The College is* ***making commendable progress*** *in response to the recommendations of the review. The academic appeals procedures for the Higher National programmes have been reviewed and appropriately implemented. The Terms of Reference of the College's committees have been reviewed and good progress has been made with developing student involvement and representation on College committees. There is now a Formal structure for assessment boards for the Higher National programmes. The College has improved the arrangements for students undertaking work experience placements on the Higher National Health and Social Care programmes by enhancing the Position of the placement coordinator and employing a full – time person in this role. The College continues to ensure that there are appropriate policies and procedures in place for the admission of students. The Revised terms of reference and*

governance structure ensures that monitoring of internal courses and reviews is undertaken appropriately. Further Integration of the University's processes is being effected.

The College has made good progress in developing student representation and attendance at relevant committees. A student council meets at least once a semester where, through the student representatives, student issues are discussed. From these discussions and the module evaluation questionnaires a poster is displayed in College to inform students of changes made as a result of their feedback. The College has appointed a 'Student voice ' Coordinator who liaises with the student support office and course leaders to resolve any issues. She also works closely with a University Student Union representative: For instance, together they ran a training session for student representatives, and Students reported that this training had been useful. Students confirmed that both academic and pastoral support at the College is good and that staff are approachable and helpful. They consider that, overall, their voice is heard and acted upon. The College participates in the National Student Survey in order to provide an additional means of Gaining students ' views about their provision."

We work closely with a range of professional bodies to ensure our educational portfolio is current and valued by learners and employers such as the Institute of Civil Engineers (ICE), the Institute of Engineering and Technology (IET), Chartered Management Institute (CMI) and the Institute of Hospitality (IOH). Through these professional body memberships students and staff get numerous opportunities to participate in forums, conferences and other activities arranged by them. Guest speakers are invited to the College from these professional bodies to share industry intelligence and experience with the learners and students also have the opportunity to participate in relevant Institute activities: these are seen as initiatives to boost students' employability.

Our BA (Hons) Business Management (Top up) and 3-year BA (Hons) Business Management degree programmes have been approved and accredited by the Chartered Management Institute (CMI), which is premier professional body for managers. The College's collaboration with CMI that has started in 2016-17 academic year is one of the most valuable professional development projects at the College. CMI's vision for the management profession resonates entirely with the curriculum enrichment and the teaching experience at our College. All staff members on Business Management programme are now CMI members thus embedding industry insight in to the course delivery. On completion of BA (Hons) in Business Management programme, our graduates will receive dual awards: CMI Level 5 Diploma alongside BA (Hons) Business Management degree.

Our BSc (Hons) Engineering (Civil) Top up and 3-year BSc (Hons) degree programmes have been approved and accredited by the Joint Board of Moderators (JBM) from March 2017. The JBM includes the Institution of Civil Engineers, the Institution of Structural Engineers, the Chartered Institution of Highways and Transportation and the Institute of Highway Engineers. This professional accreditation enables our degree graduates and our approved HNC/HND graduates to satisfy the educational base for an Incorporated Engineer (IEng) by fulfilling the educational requirements of the Engineering Council's register of Incorporated Engineers. Given below is an extract from the JBM report March 2017:

Excerpt from the JBM report March 2017 - *"The Visit Team met with a range of students from the BSc Civil Engineering top-up course. The students were complimentary of the course they were studying and noted access to the course was an important factor in their choice of London College UCK, in particular, the ability to study on Saturdays enabled some to continue to work full-time. The quality of the education provided was also a major consideration: the students felt that since class sizes are small they benefit from the closeness to the teacher which enhances their understanding of the topic. The students noted that access to staff was excellent, and that in particular the lab staff were very knowledgeable and helpful."*

In overall, we make sustained effort to achieve the highest standards and outcomes from our teaching and learning to meet and enhance student expectations. This has been possible due to our strong commitment to an inclusive learning environment where, through continuous and targeted improvement students can flourish. This includes a thriving student engagement and student voice ethos that is integral to how we have developed our assessment, feedback and feed-forward systems.

Learning Environment

At the heart of our approach is the idea of embedding inclusivity and choice for students, and utilising multi-modal learning opportunities to deliver programmes that are barrier free. Ensuring programme content is well designed, delivered and assessed means that our students with different learning styles, special educational needs and physical disabilities will have no problems with access, and enable them to receive the same learning experience as their peers.

All curriculum modifications and improvements are tracked and managed through quality assurance processes. Our staff keep up with changes and transformations via a series of learning and development courses. Every year all staff members participate in learning and development activities, via a staff development plan, to facilitate effective learning and teaching methods.

While continuing to increase and improve the ways in which we listen to students, we continue to invest in our welcoming and inclusive new Cranford campus in order to provide the modern, inspiring environment our students deserve. Our new campus has already brought improvements to teaching rooms, technical laboratories, library and IT facilities, together with new catering and breakout student areas, and provided state-of-the-art facilities.

Our learning environment is supported with appropriate resources which are safe and accessible to all students. All classrooms are equipped with projectors. Laboratories are fully equipped with the relevant and current hardware software and other equipment that fully support the requirements of the courses being offered. The library is fully resourced with recommended books and texts. The EBSCO host system provides learners access to a vast range of online resources and journals.

The ‘when’, ‘where’, ‘what’ and ‘with whom’ that underpins a personalised approach to learning has also been taken into account in respect of our strategy for how we integrate, use and develop a variety of communication and digital technologies. The challenge we have set ourselves is how, within a primarily place-based pedagogy where students receive the majority of their teaching in face-to-face environments, we use the best of digital technology to enhance on-campus learning experiences to support the growing ways in which students use smart devices to access resources and engage beyond the classroom.

In order to enhance our facilities and resources, as a result of student feedback, we have made the following changes in 2016/17 academic session: longer opening hours in our Library, which is now also open on Saturdays. Librarian regularly arranges sessions to support and advise students on academic skills, including weekly drop-in sessions, one-to-one resources and catalogue tutorials on various subject areas, advice on academic writing styles and Harvard referencing. The college has recently acquired an eBook collection from EBSCO – ‘Host FE/HE Collection’. This collection has a wide range of eBooks relevant to college areas of study, all available with unlimited user licences. Furthermore, subject library guides have been prepared for each programmes. These give detailed instructions on how to search the library catalogue and access relevant databases for electronic resources. Examples of how to conduct searches in support of assignment research are also provided and these examples are tailored to the relevant subject.

As an early adopter of digital technologies, we have two well-established virtual learning environments. Our HNC/HND students have access to Moodle platforms and Top-up students use Blackboard. This supports seamless access to digital resources to enable on and off-campus learning and creates consistent standards across the College. The VLE platforms ensure student access to course teaching and support materials, including up-to-date online resource lists. Digital technologies also inform our library purchasing policy so that resources are also made available in electronic format. This is supported by our curriculum linked resource purchasing model, which ensures we provide dynamic access to resources where and when students need them.

We have also implemented a new Management Information System (MIS), called ProSolution, which has a track record of use in the Further and Higher Education sector. ProSolution has replaced the bespoke in-house MIS. The ProSolution system includes ProMonitor for student monitoring and support which facilitates the recording of Higher Nationals feedback and grades and improves the reporting of this information to students through ProPortal. This new integrated MIS has also enhanced the student experience. Furthermore, College academic staff have access to a more streamlined technology to monitor student progression and achievement, as well as, assisting in the collation of statistics on recruitment and retention.

In 2016-2017, The College has expanded the capacity of all the Laboratory facilities. The new Hydraulics Laboratory has a maximum student capacity of 24 including 4 new experiments, which include Digital Hydraulics Bench, Energy Loss due to Pipes Friction, Determination of Reynold Number and Jet Impact. The newly expanded Soil Mechanics & Structure Laboratory has a maximum student capacity of 22 with the addition of 4 new experiments. Additionally, the new Electrical Laboratory has a maximum student capacity of 24 to carry out up to 10 experiments. Furthermore the new IT Laboratory has an expanded capacity with maximum 26 students. The entire IT facilities have been upgraded with new desk-top computers and peripherals.

Our technical services staff make an invaluable contribution to learning and teaching across all practice based subjects. We contract highly trained specialist staff as instructors to provide our students with a broader experience and to bridge the gap between technical support and academic practice. Our technical staff and instructors provide guidance and support to students, including health and safety, the safe use of specialist equipment, and demonstrate the possibilities of the use of materials. Many of our technicians are highly skilled and creative practitioners within their subject areas, often with professional qualifications in their specialist area. This creates an inspirational learning environment for students and ensures their exposure to research-informed and up-to-date experience. We are aware that our students value the support of our technical staff, as making a positive, unique contribution to the student experience, as evidenced through module and programme level feedback.

We have achieved an overall 80% satisfaction in the NSS for learning resources– with over 85% students having stated that they have been able to access course-specific resources (e.g. equipment, facilities, software, and collections) when needed.

Our aim is to support students who may be experiencing difficulties for a variety of reasons. With this in mind, our Student Support team identifies their needs, arranges special educational needs testing and provides advice to the students on a wide range of personal and academic issues. Where screening has taken place team members regularly identify those students who have a special educational needs or disability. Students are then referred to a specialist service provider Randstad, contracted by the College. Randstad works with the student, offering extra support initiative, in addition to class sessions.

Course Leaders and Senior Staff work closely with these students, providing extra study skills support both in class and on a one-to-one basis. Other ways in which the college enhances the learning opportunities of disadvantaged students include use of a variety of assessment methods (oral and practical, as well as, written) and visits that enable them to broaden their horizons.

Here are some examples of testimonies from our valued students extracted from our NSS survey:

"It's a great time and opportunity for me and my family, as I reflect on my past is an achievement to learn, listen ask questions and to share others ideas my life is polished"

"Lecturers at this LC, UCK College are of many different nationalities which means lecturers also fully understand student's ethnic issues and multicultural society backgrounds."

"It's been great, lecturers are much more helpful and caring than others and student support are so hardworking and helpful"

"I have met some good teachers in the college whom not only taught me but also help me to understand what the course is all about and I have learnt a lot that will help me put in to practice in my workplace."

"*There was always someone you can talk to about a problem."*

"The course is run well, the lecturers have been punctual and on time, the teaching is very good, they are very attentive."

Over 87% of our students said that they have been able to contact staff and receive sufficient advice and guidance relating to their courses. Over 88% of students stated that they were given good advice to make study choices on their course. These initiatives have helped the college to improve on the current continuation rates.

Furthermore, the University of Derby summer schools provide an opportunity for our students to familiarise themselves with the higher education environment and prepare for higher education study. In July 2017, our students attended a week long Summer School at the University of Derby. This provided students with an opportunity to experience tasters, team building activities, social events and an insight into student life.

Student Outcomes and Learning Gain

We strive to prepare students effectively for progression into employment. All Pearson HNC/HND students are offered a Personal and Professional Development module at Level 5, in their final year of study. This encourages students to take responsibility for their own development, focussing on academic, personal and career developmental activities, enabling the recognition of employability skills achievement.

Over 50% of our students are more mature and come from BME and widening participation backgrounds. Over 80% of our students are from deprived areas based on National IMD. Most of our students are involved in caring responsibilities for families. We also have students with specific learning needs and disabilities. The Student Support Unit is well placed to offer confidential personalised support for disadvantaged students.

We have achieved a positive flag, which has an indicator value in the top 10% of absolute performance, for Employment or further study. Our Highly skilled employment or further study metrics have neutral ratings.

According to the 2015-2016 DLHE survey, 96% of full-time students and 100% of part-time students are in Employment or further study. Furthermore, 80% of full-time students and 85% of part-time students are in highly skilled employment or further study. It has also been reported that over 92% of mature and 90% of our BME students are in Employment or further study and over 71% are in Highly skilled employment or further study.

Over 82.5% of UK and Other EU leaver's said that HE experience prepared them well for employment and over 92% indicated that the HE experience prepared them well for further study. 66% of mature students over the age of 30 said that the HE experience prepared them well for employment and further study.

The average annual earnings for our graduates are between £20,000 and £25,000. Furthermore, over 35% of our students are earning between £25,000 and £50,000. We are also very delighted that according to DLHE data, 5 of our recent graduates are earning an annual salary in the range of £40,000 to £59,000.

The Student Support Unit helps students to identify their needs, arranges SEN testing and provides advice to the students on a wide range of personal and academic issues. The college has a dedicated student support centre, which acts as a one stop shop for all student requirements. Students with special educational needs are referred to a specialist service provider Randstad. Randstad refers students for DSA assessment, which is followed up by individual support plans. As extra support initiative, in addition to class teaching sessions, specific sessions dedicated to student support and engagement are included in the College timetable.

Course Leaders and Senior Staff work closely with these students, providing extra study skills support both in class and on a one-to-one basis. Other ways, in which the college enhances the learning opportunities of disadvantaged students, include use of a variety of assessment

methods (oral and practical, as well as, written) and visits that enable them to broaden their horizons.

The college has supported a learner with severe mental health problems, which worsened as they progressed through the HND and top-up degree. Support was provided through extra tutorials, authorised breaks from study and even tutor supported blended learning. It was very gratifying to see this student graduate in November 2015 with a first class honours degree in International Tourism Management. The student was very appreciative of the support they received.

We also had another student with Asperger's Syndrome on the top-up degree, having completed a foundation degree at another college. Our degree Co-ordinator was able to arrange for this student to receive personal support from a specialist agency. The College provided extensive support through one to one tutorials, additional contact hours and extended deadlines. Collaborative effort by the external agency and the college staff enabled this student not only to graduate with a second class honours degree but also to improve their personal and social skills.

The College has funded students to become members of their relevant professional bodies such as the Institution of Civil Engineers (ICE), Institution of Engineering & Technology (IET), and Institute of Hospitality (IOH). Representatives from the professional organisations visit the College and talk about opportunities and career paths in the industry and students also attend lectures and seminars on offer. Students have also visited exhibitions and trade fairs such as Trade fairs in NEC Birmingham, Higher Education Shows in ExCel Exhibition Centre, National Grid UK and Buxton Experience Day, to name but a few. College has regular visits and sessions by industry experts including Senior Safety Manager from Network Rail, Project Manager from Balfour Beatty and a regular visit from the Considerate Constructor's Scheme Project Manager who have held many interactive sessions with the students.

Having both our BSc (Hons) Engineering (Civil) and the HND in Construction and Built Environment (Civil Engineering) programmes approved and accredited by the Joint Board of Moderators enables our student graduates to satisfy the educational base for an Incorporated Engineer (IEng). This would enhance their opportunities of being employed in professional and graduate level jobs. The College also hosts periodic meetings and seminars organised by members of JBM.

We have also established an Industrial Advisory Board chaired by an Industry Practitioner. The board meets twice a year to discuss opportunities to enhance employability through networking and also to continuously monitor the progress. We support the process of mentoring students by sponsoring employers' representatives and regularly hold meetings with them both at the College and at their locations.

Furthermore, HNC/HND Health and Social Care learners have an opportunity to develop as reflective practitioners. They are required to complete a minimum of 200 hours of work experience in order to achieve their qualification. Learners' practice, observations and learning in the workplace enhances their wider understanding and knowledge of the health care sector. The BA (Hons) Health & Social Care Top-Up degree students have a 'Practice Based Learning' module. The primary focus of the module is on experiential learning in a practice setting, where

students are expected to apply knowledge and skills gained from their study of a range of academic modules. This includes the use of research and investigative skills and the application of methods of evaluation to service delivery with a particular emphasis on outcomes for service use. The College has employed a dedicated placement coordinator to organise, assess and monitor the students on placements ensuring that the students are well supported and guided throughout the process.

The College has linked with the University of Derby Careers and Employment Service and the College has adopted the University Employable student framework which involves careers work in curriculum planning which is delivered by course teams. In addition, University careers advisers visit the College to offer specific professional careers advice and a number of informal lunch time briefing and one-to-one sessions for students.

Conclusion

We work with community groups and employers to raise awareness of the benefits of Higher Education to individuals, industry and the local economy. We are committed to be an employer-focused institution connected with our local communities, providing teaching and learning which opens doors and meets the needs of wide range of employers and professional bodies we are associated with.

All this fits well with the mission of the College which is, “We will become the institution of opportunity that is renowned for our widening participation.” As evident in our reported statistics, many students would testify that the College has provided a nurturing environment in which they have succeeded with the same opportunities for work and further study as they would have achieved in any large institution.

In summary, we at The London College have embraced the introduction of the Teaching Excellence Framework (TEF) and its aim to recognise and reward excellence in teaching quality and provide clear and transparent information for students, employers and the wider community. In this document, we have attempted to explain and contextualise our metrics, and evidence the high quality learning and teaching that underpins the transformational learning experience offered to all our learners. We are fully committed to widening access and increasing social mobility, providing our students with the knowledge and skills necessary to succeed in work and further study.