TEF Year Four 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 create an impact and challenge conventions. 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 by fostering this positive relationship, we can help all students to maximise their potential and achieve their personal best.

We are a not-for-profit, medium sized, independent Higher Education Institution, with a population of around 900 higher education students. We are based in Cranford, West London. We are a leading alternative provider of higher education, in Greater London, 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

Our mission is to become the institution of opportunity that is renowned for our creativity and innovation. We develop our students and staff to reach for academic and vocational excellence. We aim to maintain and enhance our recognition as a leading alternative provider by delivering quality in higher education programmes. We also aim 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 strategy and policies clearly set out 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 its 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 to study for higher education qualifications. Our portfolio includes 21 Pearson BTEC Higher National Certificate/Diploma programmes in areas of Business Management, Tourism and Hospitality Management, Electrical Engineering, Construction and Built Environment (Civil Engineering), Healthcare and Computer Games Design.

Our portfolio also includes twelve BA/BSc (Hons) and Top Up degree programmes, delivered in partnership with the University of Derby, in subjects of Business Management, International Tourism and Hospitality Management, Electrical and Electronic Engineering, Civil Engineering Practice and Health and Social Care.

According to HESA 2016-17 data, 95% of our student body is domiciled in the UK with 61% representing local areas. Students are recruited with a range of qualification types. 27% of our students have an HE-level qualification on entry. 5% 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. 79% of our students are on Pearson BTEC Higher National Certificate/Diploma and 21% on Level 6, BA/BSc (Hons) Degree provision. The College has 49% male students and 51% female students. Over 55% of our students are

mature, over the age of 30, and from the 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 monitoring review in April 2018, which resulted in a commendable outcome. Our Access and Participation statement has been published on our website. The College has been awarded a Bronze TEF rating in 2018. The College has 2 years of reportable metrics and has decided to apply for a TEF 4 award in 2019.

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 'Academic Support'. Furthermore, the metrics indicate a positive flag above the benchmark at 2% point level for Academic Support. Both 'Employment or Further Sturdy and 'Highly skilled employment or further study' have neutral ratings.

Based on split metrics, the College's performance in 'Continuation' for 'First Degree' students is 90.2% which has a positive flag. The rate for 'Other UG' students is 74.8% which has improved by 4.4% from the previous year's metrics. Our split metrics indicate that the benchmark % for 'First degree' students is 86.3% which has a positive flag.

We have demonstrated a steady upward trajectory on the 'Continuation rates' and we are consistently working 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 and has further increased to 79.1% in 2016/2017. This constitutes 11.6% increase over the past 3 years, which is quite remarkable.

We believe that stringent measures that we have in place have contributed to the consistent improvement of the overall 'Continuation rates' of our students, who primarily are mature and come from the BME, non-traditional backgrounds. Our 'one stop' Student Support Centre has been providing additional student support to address the student needs. We have also provided additional tutorial hours across the College to further enhance support for our 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 the BME and non-traditional students, thus increasing the progression of learners from Level 4 to Level 5.

Furthermore, Programme Administrators monitor students' academic progress and ensure students' 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 require academic intervention are engaged on learning contracts to encourage them to take responsibility for their own learning and to monitor their progress. In terms of pastoral care, these 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 the 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 their 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 evidence to students to see their voice is heard.

The College's Student Support Service systematically captures data on engagement with its services. We constantly seek to increase students' level of engagement with Student Support Service through targeted programmes, such as, an extensive 'Induction Programme' focusing on a range of topics such as independent learning, critical thinking, academic integrity and referencing, IT access and library skills.

The 'Induction Programme' prepares students for expectations in higher education, from encouraging them to think about the skills they already have, providing resources for management and evaluation of their own learning, developing good learning habits, to helping them understand how learning takes place. The 'Induction Programme' builds on the students' professional and transferable skills and enhances their academic skills, which is crucial in transition to and success in higher education. This programme has received very positive feedback, over 90% satisfaction rate, from students. This initiative has contributed immensely towards improving our continuation and progression rates.

The College believes that enhancement is best facilitated when students have an opportunity to play an active role in the enhancement process. Procedures are in place to ensure that students have their voice heard and that students can input into quality assurance and enhancement both at course and College level. Students are represented on a wide range of College committees. Student Council meetings are chaired and conducted by a student representative. Student Council identifies shared priorities and actions to enhance student experience. We also have a 'Student voice' Co-ordinator who liaises with the Student Support Office and Programme leaders to facilitate communication between the students and the College. The 'Student voice' co-ordinator also works closely with the University of Derby Student Union representative. They jointly conducted training sessions for our student representatives.

In response to students' feedback, the College implemented actions to improve student experience. The Common areas and canteen have been enhanced and the Internet speed has been increased. Also additional books and digital resources were purchased for the College's Library.

To ensure high quality of teaching, all academic staff engage in a formal Teaching observation process. This process enables, on an annual basis, identification and dissemination of good practice and mapping, at departmental level, development needs to inform the provision of staff development. At an individual level, outcomes from teaching observations feed into an annual appraisal process, which supports staff to reflect on their achievements, identify new ideas to

support teaching and 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, the NSS and comments from the External Examiners.

Research Project modules on our Business, Engineering, Health and Social Care, Hospitality and Tourism programmes effectively engage students in quantitative and qualitative research. 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 have an opportunity to engage in teaching excellence through our Higher Education Academy (HEA) membership. We are committed to support all academic staff to achieve the HEA fellowship, at an appropriate level. The HEA Fellows increase the College's focus on the best practice in teaching and learning and drive academic enhancement. The College supports new academic staff to obtain the 'Postgraduate Certificate in Higher Education'. This year three staff members achieved this qualification. A majority of our teaching staff have appropriate teaching qualifications, thus embedding best practice and learning theories in the curriculum design and delivery.

The College has performed in the top quartile of the 2017-18 NSS survey for 'Assessment and Feedback'. We introduced institution-wide, online assessment and feedback, to enable consistent, timely and personalised feedback for all students through appropriate digital channels, which students have reported as valuable in supporting their learning. All modules offer formative assessment opportunity to support continuous learning. New tools that enable feedback on group activities such as online discussion groups and blogs are embedded in the College's Virtual Learning Environment (VLE).

Based on the 2017-18 NSS statistics, we have a rating of over 92% for 'learning opportunities'. 96% of students stated that the course had provided them with opportunities to explore ideas and concepts, which had enabled them to bring information and ideas together from different topics. Over 90% of students said that they had received excellent academic support and that the marking and assessment criteria had been very clear. Over 90% of students have said that staff valued students' views and opinions about the course.

The overall student satisfaction rate reported by the 2017-18 NSS statistics is over 94%. We are extremely delighted that all these statistics are above the benchmarks.

Given below are extracts from the External Examiner reports, which are a testament to our commitment to enhancing the overall teaching and learning experience at the College.

Excerpts of comments from External Examiners and other external regulatory bodies:

Pearson BTEC HND Construction and Built Environment (Civil Engineering) 2017/2018 - "*The course team are making good use of the Centre VLE moodle and the student grade tracking system ProMonitor. There is good recruitment to the courses and retention is high. The students spoken to were keen to progress to the HND. The qualification and experience of the teaching staff ensure the course runs smoothly. The new premises allow for a good learning environment for the students. The college library contains a full range of up to date textbooks and electronic resources. The QAA requirements are in place for the delivery of the programme.*

The teaching team is well qualified and experienced for the management and teaching of the Civil Engineering programmes."

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) 2017/2018 - "*Physical resources are good, with a dedicated PC suite running industry standard software. There is access to college facilities throughout the week. This allows for greater time to develop skills and complete assignment work. There is a strong emphasis placed on completion of finished, professionally presented games and this is supported by the generally very high quality of student work. Improvements in the presentation of academic and research work is also evident, compared to previous student submissions."*

Pearson BTEC HND Hospitality Management 2017/2018 - *"The centre has moved to a new campus near Heathrow Airport during the last year. This is a positive move with much improved infrastructure and facilities for HE students. The students that met with the EE commented favorably about the new campus. They also spoke positively about the quality of the teaching / learning that they are receiving, and the good quality written feedback that is included when assignments are returned following the marking/grading process."*

Pearson BTEC HND Health and Social Care 2017/2018 - *"The formative feedback given following review of the draft assignment submitted is found to be very useful in enabling the students to improve their work before the final submission date. One to one academic and pastoral tutorials are available on student requests. Students receive prompt email responses to for support requested by email. Students submit all their work online and the use of the Turnitin software aids the student's awareness of any potential incidences of plagiarism. The move to new premises has proven to significantly enhance the experience, learning environment and resources. The teaching rooms are spacious, light and airy. There are sufficient resources available in the library and electronically via e-books and e-journals. The students can access all electronic resources via the College VLE. Library staff are very supportive and keen to help students access the most appropriate resources. Many students are working in the Health and care sector. Where students require work experience, the College has a placement officer who supports students in finding suitable placements."*

Pearson Academic Management Review 2017/2018 – "*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. The sharing of information and the promotion of good practice is incorporated into the academic structure. Documentary evidence confirms that all quality systems are being applied consistently across all programme areas."

External Examiner BSc (Hons) Electrical Engineering Top Up – 2017/2018 - "*One visit to London College UK has taken place during this academic year 2017/18. The visit took a whole day and included meeting with the senior staff and a separate meeting with final year student students as well as checking labs and facilities. I am very happy with the visit and the status and conditions of the labs and other facilities are satisfactory with some labs have excellent equipment (Electrical machines and Control labs). Also, the procedures at the college and delivery of the modules were good."*

Extract from the QAA HER Monitoring Report – April 2018

"The College continues to make commendable progress in enhancing the quality of student provision, reflecting its own annual monitoring and enhancement plan (see paragraph 7). All actions arising from the Higher Education Review (Alternative Providers) 2016 and the previous annual monitoring visit have been completed and a detailed and realistic annual action planning cycle established for development and enhancement. The academic appeals procedures for the Higher National programmes have been reviewed and are well established (see paragraph 6), and the assessment board for Higher National programmes has been fully aligned with the University of Derby assessment board while continuing to meet Pearson requirements (see paragraph 6). The terms of reference of the College's committees have been standardised and clarified (see paragraph 6). The student placement experience has been substantially enhanced, and the student voice continues to be successfully encouraged, heard and acted upon (see paragraph 10). Finally, a major improvement on the student experience has been made by the relocation and subsequent facilities upgrade (see paragraphs11-12).

The College has a comprehensive Annual Monitoring and Enhancement Plan, which is reviewed and updated in an annual cycle. The Plan addresses teaching and learning and College staff undergo a formal teaching observation and a peer observation each year.

The College has continued to improve substantially the arrangements for students undertaking work experience placements on the Health and Social Care programmes by enhancing the role of the full-time Placement Coordinator. Students confirmed they were very well supported with regard to work placements and found the experience satisfying.

The College has continued to make commendable progress in developing student representation and attendance at relevant committees, in addition to numerous informal processes, including participation in the National Student Survey. Student issues are discussed regularly at student council meetings, and actions taken are disseminated through the student representatives, in addition to feedback provided in the well-established poster display throughout the building. The Student Voice Coordinator continues to interact with the student support office and course leaders, helping to resolve most issues before they become problematic. This Coordinator also plans and delivers training sessions for student representatives, which students noted had been informative.

Since the previous monitoring visit, the College has substantially enhanced teaching learning and support space and facilities provided for students. There is now a dedicated library

equipped with laptops for student use if needed, a canteen, student common room, prayer room and lifts available to upper floors where recently equipped laboratories have been established to support engineering programmes. The College made every effort to make the impact of the move a positive experience for students, who confirmed that they were well informed in advance of the relocation and its implications over the summer of 2017.

Students confirmed that both academic and pastoral support at the College is excellent and that staff are approachable and extremely helpful. They consider that their voice is heard and acted upon and indicated that the biggest student issue was the former college premises which had been addressed with the move to new premises and resulting improvement in their teaching and learning experience."

We work closely with a range of professional bodies to ensure our educational provision is current and valued by students and employers. We engage with the Institute of Civil Engineers (ICE), the Institute of Engineering and Technology (IET), Chartered Management Institute (CMI) and the Institute of Hospitality (IOH). Students have an opportunity to apply for membership of the above professional bodies. Through this membership, students and staff get numerous opportunities to participate in forums, conferences, webinars and other activities arranged by them. Guest speakers, from professional bodies, are invited to the College to share industry insight with the students. These are initiatives to boost students' graduate employability.

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

Our BSc (Hons) Civil Engineering Practice programmes are accredited by the Joint Board of Moderators (JBM) since 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 enables our degree 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 conclusion, we make continuous 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 both choice and inclusivity for students, by utilising multi-modal learning opportunities to deliver programmes which suit individual learning needs. Ensuring programme content is well designed, delivered and assessed, means that our students with different learning styles, special educational needs and disabilities will have a barrier free education and a parity of learning experience.

All curriculum modifications are tracked and managed through quality assurance processes. Staff are kept up to date with changes and transformations via a series of learning and development courses. Each academic year, all staff members participate in learning and development events and activities articulated in a staff development plan.

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. Our new campus has already provided our students with enhanced learning environment in terms of teaching rooms, technical laboratories, Library, IT facilities together with new common and canteen areas.

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.

A personalised approach to learning has been underpinned by the ‘when’, ‘where’, ‘what’ and ‘with whom’, 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 experience 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 we have provided longer Library opening hours as a result of student feedback. Librarian regularly arranges sessions to support and advise on academic skills, including weekly drop-in sessions for assignment writing, one-to-one tutorials covering planning and structuring essays, advice on academic writing styles and Harvard referencing. The College has acquired 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 licenses. Furthermore, subject library guides have been prepared for each programme. 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 use two well-established virtual learning environments. Our HNC/HND students have access to the Moodle platform and Degree students use the Blackboard. This supports seamless access to digital resources to enable on and off-campus learning and creates consistency in standards across the College. This ensures student access to course teaching and support materials, including up-to-date online resource lists. This is integrated with our library purchasing policy so that resources are made available in electronic format. This is supported by our curriculum linked resource purchasing model, which ensures we provide dynamic access to resources as and when need by the students.

We also use an integrated Management Information System (MIS), called ProSolution, which has a track record of use in the Further and Higher Education sectors. The ProSolution system has three operational modules: Student Data Base, ProMonitor and ProPortal. The ProMonitor aims student monitoring and support, which facilitates the recording of feedback and grades. Students can access this information via students' web-based module – ProPortal. The integrated MIS also enhances the student experience by enabling College academic staff to more easily monitor student progressions and achievement as well as assisting in the collation of statistics on recruitment, retention and achievement.

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

In addition, our laboratory technicians make an invaluable contribution to learning and teaching across all practice based programmes. We also 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. These faculty based teams provide guidance and support to students, offering induction programmes focused on the safe use laboratories and laboratory equipment. Our technicians are highly skilled practitioners within their subject areas, with appropriate academic and professional qualifications. This creates an inspirational earning environment for students in which they experience to new technologies and research-informed experience. We are aware that our students value the support of our technicians, as evidenced through module and programme feedback, as making a positive and meaningful contribution to the student experience.

We have achieved 80% overall satisfaction rate for learning resources in the NSS 2017-18 survey. Over 86% students said that they have been able to access course-specific resources, e.g. equipment, facilities, software, 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 students on a wide range of personal and academic

issues. Students who had been assessed as having a special educational need(s) or disability are referred to a specialist support provider, who works with the student, offering required and relevant support.

Furthermore, Programme Leaders and Senior Staff work closely with these students, providing required support both in the classroom and on a one-to-one basis. The College also enhances the learning opportunities for these students by including a variety of assessment methods accommodating different learning styles and skills.

Here are some examples of testimonies from our valued students, extracted from the 2017-18 NSS survey:

"The Business Management course is very interesting and I'm enjoying learning it. I have gained much knowledge about business which I never thought I would get the opportunities to do so. I feel very confident and positive about myself and I'm very thankful to the college for giving me the opportunity to carry my dream in becoming a business man/woman. This boosts my level of achievements and hopefully one day I can start my own business in a successful business environment."

"The lecturers and staff give us 110% of their time and dedication to make sure we learn and enjoy it."

"I'm pleased with the teaching as well as the collaboration between the staffs to help the students and, also to give us good platform for us to achieve what it is our dream, in terms of learning. I like the facility and, especially the laboratory which is great to use for experimented in overall, I'm very happy to be a student in this college."

"Compare to last year and year before that there has been good improvement in terms of college facilities and services. I am personally very happy about the new campus it gives good vibes. Also the canteen is officially open now and they have great menus which suits different nations and religions e.g., halal and none halal food. Staff are friendly and helpful they actually try to solve your problem. In general, there has been huge improvements compare to the old campus."

"Positive is that the teacher's is explaining everything clearly, explains many times that every student is understanding what do to this is that what very student want from the teachers, thanks UCK."

"The teachers are very helpful, they are always there when we need some feedback or there is something we do not understand"

"*In this college, the teachers show as how to find the information compared with another country where they give us the information and we have to learn everything even if is not so important and I'm glad to be part of this school ... for me is important and I hope one day to helping me to work in this domain.."*

"The college has been awesome. Well organised. Prompt in all their doing. Happy to be one of their students."

"I really don't have complain about anything, so far I'm just happy for been here, and I am doing what I came to do here that's the most important to me."

Our reported 2017-18 statistics indicate that over 90% of the students feel that they are a part of the learning community with over 90% indicating that they have the opportunity to work with other students as a part of the course. Student voice is echoed very strongly as over 90% feel they have the right opportunity to provide feedback on course, 93% said that staff value student's views and opinions and over 84% are clear on how feedback on the course has been acted upon.

Additionally, over 92% of our students said that they were able to contact staff and receive sufficient advice and guidance relating to their courses. Over 90% of students stated that they were given good advice to make study choices on their course. These initiatives have also helped the College to improve on the current continuation rates.

In July 2017, our students attended a week long Summer School at the University of Derby. This provided them with an opportunity to experience taster and master classes, team building activities, social events and an insight into student life at the University.

Student Outcomes and Learning Gain

We strive to prepare students effectively for progression into employment. All Pearson BTEC 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 goals, enabling the recognition of employability skills achievement.

Over 50% of our students are mature and come from the BME and widening participation backgrounds. Over 80% of our students are from deprived areas based on the National IMD. Many of our students are 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.

Furthermore, the Student Support Unit also 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. Students are put on support plans to cater to their individual needs. As extra support initiative, in addition to class teaching sessions, the timetable has specific slots allocated for student support and engagement.

Furthermore, Programme Leaders and Senior Staff work closely with these students, providing required support both in the classroom and on a one-to-one basis. The College also enhances the learning opportunities for these students by including a variety of assessment methods accommodating different learning styles and skills.

The College has also supported students with mental health impairments. Support is provided through extra tutorials, rest breaks and tutor supported blended learning.

For example, we supported a student with the Asperger's on the Top-Up degree. 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 good honours degree but also to improve the students' presentation, public speaking and other transferable skills.

According to the 2016-17 DLHE statistics, 97% of full-time students and 100% of part-time students are in Employment or further study. Furthermore, over 90% of our BME students are in employment or further study.

Over 87% of UK and other EU leaver's said that the HE experience prepared them well for employment and over 92% indicated that the HE experience prepared them well for further study. 70% of mature students, over 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 30% of our graduates are earning between £25,000 and £50,000. We are very pleased that according to the 2016-17 DLHE data, 3 of our recent graduates are earning an annual salary in the range of £40,000 to £59,000.

Although, our graduates have very high rates of 'Employment', there has been a decrease in the highly skilled employment rate. The main reason, for this is that a majority of our students come from non-traditional and BME backgrounds and from areas of significant deprivation. In these areas there are fewer opportunities for graduate employment and significant pockets of low pay, particularly for certain ethnic groups and for women.

It should be indicated, that over 65% of our graduates works in the care, leisure, customer services and administrative occupations. These graduates, out of their personal circumstances, do not aim for graduate or managerial posts. Main reasons behind it being care responsibilities for young children and/or adult dependants. In these circumstances, graduates often seek employment that 'wraps around' childcare and/or care duties. By nature, these jobs will rarely be managerial, graduate or highly paid. In addition, some graduates do not seek graduate or managerial posts out of their personal choice. They prefer the flexibility and opportunities offered by the growing gig economy, which is a growing trend especially in the Greater London. Additionally, statistics indicate that over 83% of students have been working for the same employer both before and after the programme they have completed.

As an initiative to improve graduate employment opportunities, the College is offering six full BA/BSc (Hons) degrees in addition to already offered Top Up degrees. Full degrees started in September 2018 and are offered in the subjects of Business Management, International Hospitality Management, Civil Engineering Practice, Electrical Engineering and Health & Social Care.

The College has also established the Industrial Advisory Board. The role of the Board is to support the College's professional accreditation for degree programmes, as well as, promote and enhance employability opportunities for all students and graduates. The College aims to expand its employer network, with the help of the Advisory Board, to bring in industry experts and speakers and to provide networking opportunities.

The Board will also aim to engage agencies and experts to support business startup ideas and expand opportunities for work experience. The College also aims to actively engage with alumni and recruitment agencies, in the local area, to enhance the graduate employability prospects.

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. The College has been visited by industry experts, to in include Senior Safety Manager from Network Rail and the Project Manager from Balfour Beatty. We also had visits from the Considerate Constructor's Scheme Project Manager who held interactive sessions with the students.

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

Furthermore, the HND Health and Social Care (QCF) and HNC Health Care Practice (RQF) students 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 qualifications. Students' participation in work based learning enhances their wider understanding and knowledge of the integrated health care sector. The BA (Hons) Health & Social Care students are required to complete a 'Practice Based Learning' module. The primary focus of this module is on experiential learning in a healthcare practice setting. Students are expected to apply, in their healthcare practice setting, knowledge and skills gained from their academic study. 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 co-ordinator to organise, assess and monitor the students in their industry placement setting; ensuring that the students are well supported and guided throughout their work based learning experience.

The College has also linked with the University of Derby Careers and Employment Service and has adopted the 'University Employable student framework'. This involves including aspects of careers work in the curriculum planning. These aspects of careers work are delivered by course teams. In addition, University careers advisers visit the College to offer careers advice, through lunch time briefings 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 a creative and innovative 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 creativity and innovation”. The overall student satisfaction rate reported in 2017-18 NSS statistics is over 94%. As evident from our reported statistics, many students have testified that the College had provided them with a nurturing environment. In this environment, they have experienced the same opportunities for work and further study as they would have experienced in any large university.

In summary, we have embraced 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 of learning and teaching that underpins the transformational learning experience offered to our students. We are fully committed to widening access and increasing social mobility, providing our students with the knowledge and skills necessary to succeed at work and in further study.