

Office for
Students



Assessment for quality and standards initial conditions B7 and B8

Acmet London College

Provider legal name: Acmet UK

Provider trading name: Acmet London College

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Executive summary

Type of assessment	Initial conditions B7 (quality) and B8 (standards)
For	Acmet London College
Advice to the OfS on B7 (option 1)	Acmet London College has credible plans that would enable it, if registered, to comply with conditions B1, B2 and B4
Advice to the OfS on B8 (option 1)	The standards set for the courses Acmet London College intends to provide, appropriately reflect sector-recognised standards

For providers seeking registration with the Office for Students (OfS), the OfS will assess a provider's application and relevant evidence to determine whether the provider satisfies the initial conditions of registration. For providers that applied for registration on or after 1 May 2022, this includes an assessment of whether the provider satisfies initial conditions B7 (quality) and B8 (standards) as set out in the regulatory framework (November 2022).

As part of the registration process, the OfS also undertakes a risk assessment in relation to the related revised ongoing conditions of registration, to include B1, B2, B4 and B5. As part of its assessment of initial conditions of registration B7 and B8, the OfS appoints an assessment team, including external academic experts, to undertake an assessment of quality and standards. The assessment includes a visit to the provider by the assessment team, after which it produces a report. The report does not take into account matters which may have occurred after that period.

1. The OfS's regulatory framework sets out that a provider wishing to access the benefits of registration must register with the OfS.¹
2. As part of the registration process, the OfS must assess whether a provider satisfies the initial conditions of registration, including initial conditions B7 (quality) and B8 (standards).
3. Acmet College London ('the College') intends to provide HNC and HND courses in Business. The submitted B8 form also refers to ACCA courses; however, following discussions with the College it was concluded that there are no plans to deliver this course at present.
4. In accordance with the guidance on registering with the OfS (Regulatory advice 3),³ the OfS decided that it was appropriate to undertake an assessment visit to Acmet London College to gather and test the evidence relevant to its compliance with initial conditions B7 and B8, and that this assessment should be undertaken by assessors able to provide expert academic judgement.
5. The purpose of the assessment is to advise the OfS so it can decide whether initial conditions B7 and B8 are satisfied and whether there is any regulatory risk.

¹ See www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/.

6. The evidence from the assessments informs the OfS's decisions about whether to register Acmet London College and, if registered, whether any mitigation is necessary.
7. The OfS appointed an assessment team that consisted of two academic expert assessors and a member of OfS staff. The team was asked to give its advice and judgement about Acmet London College's compliance with initial conditions B7 and B8.
8. The team considered a range of information submitted by Acmet London College as part of its application for registration.
9. The assessment team visited the College in April 2024, during which time it had a tour of facilities and met with staff.
10. In respect of initial condition B7, based on the information it considered, the assessment team's view is that the College:
 - has credible plans that would enable it, if registered, to comply with condition B1 from the date of registration
 - has credible plans that would enable it, if registered, to comply with condition B2 from the date of registration
 - has credible plans that would enable it, if registered, to comply with condition B4 from the date of registration.
11. In respect of initial condition B8, based on the information it considered, the assessment team's view is that:
 - The standards set for the courses the College intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards.
 - The achievement of students on courses the College intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards.
12. This report does not represent any decision of the OfS in respect of compliance with conditions of registration.

Introduction and background

13. Established in 2022, Acmet College London ('the College') operates from premises in West London.
14. The College does not currently deliver any courses. The College plans to introduce and deliver the following higher education provision from 2024:
 - HND Business (full-time)
 - HNC Business (full-time).
15. Recruitment is planned for an intake of 50 students to the HNC, and 50 students directly into the second year of the HND in September 2024. Students who have completed a relevant Level 4 programme can demonstrate prior learning to enable them to complete the second year of the HND only. Future HND intakes are planned for students starting at the beginning of the course.
16. The College plans to recruit 100 students in its first year of higher education delivery beginning in September 2024. It plans to increase its intake by 50 per cent per year in subsequent years.
17. The College employs six freelance academic staff and three support and administrative staff. It plans to employ three full-time lecturers and three freelance lecturers at the point of first delivery.
18. The College plans to deliver Level 4 and Level 5 provision under an agreement with Pearson. This agreement is already in place. The College intends its future higher education provision to be classroom based. There is no plan for online delivery. The College's plans, as they relate to condition B7, are discussed further within the body of this report.
19. The College is run by the principal and an executive board. The director of quality assurance, a member of this board, reports directly to the principal. The director of quality assurance also chairs the academic standards board, which is responsible for the oversight of all academic work at the College, and it reports to and advises the principal and executive board.
20. The assessment team was able to meet staff and visit the teaching spaces and learning spaces associated with the proposed delivery.
21. The strategic plan, as confirmed in discussion with senior staff during the visit, is for the College to concentrate on the Pearson HNC and HND in Business courses in the short term. The College told us about potential strategic developments, including the construction of a campus, and the inclusion of new courses (such as an ACCA qualification), but these are not planned for the current business planning or financial cycles. The mission of the College is to focus on vocational style courses which fulfil perceived employee gaps in the labour market, to meet local and national business need.
22. Acmet plans to deliver the HNC and HND with Pearson as the awarding body. Pearson states on its website that 'To offer any of our academic, vocational or work-based qualifications, your organisation must be one of our approved "centres"'. Acmet gained approved centre status in October 2022.

23. Pearson retains oversight of Acmet as an approved centre, with specific requirements around certain policies, such as internal verification (IV). Pearson's appointed external examiner attends once a year and ensures that the approved centre is acting in accordance with Pearson's requirements, and that standards are upheld.
24. Acmet chooses the modules (known as 'units') for its courses from an approved Pearson list. These units are prescriptive, and the content in the Pearson programme specification documents must be followed. This is then translated into delivery material, such as lesson plans and case studies, by the College's teaching staff. Approved centres may make small amendments (e.g. for case studies), and it is clearly signposted in the documentation where an alteration may be made. Assessments must be conducted in line with Pearson assignment brief guidance. Assessment, marking and internal verification take place at the approved centre, with Pearson providing an external examiner.

Assessment process

Initial condition B7 (Quality)

25. The College submitted a quality plan and supporting evidence, as required by the OfS's guidance for providers applying for registration (Regulatory advice 3).²
26. The assessment team sought further evidence from the College on 5 March 2024 and then undertook an assessment visit on 17-18 April 2024, during which the assessment team met with staff. It assessed facilities and relevant documents. Access was granted to the virtual learning environment (VLE) over the period of 27 March – 23 April 2024. The assessment team also had access to data and information relating to the College held by the OfS that was relevant to the assessment.
27. The assessment team used this evidence to provide advice on whether the College complied with the requirements set out in initial condition B7. Those requirements are that the provider has credible plans that would enable it, if registered, to comply with conditions of registration B1, B2 and B4, and whether it has the capacity and resources to deliver these plans.

Initial condition B8 (Standards)

28. The College submitted information relevant to the academic standards of the courses it intends to provide if registered, including course documentation, programme specifications and module outlines.³
29. Because the College intends to provide a limited number of courses, the assessment team has considered information relevant to all the courses the provider intends to provide on registration in reaching its view on B8.
30. The standards relevant to initial condition B8 are set out in the sector-recognised standards document published by the OfS.⁴
31. The standards the OfS has identified as applicable are:
 - A.1: Qualifications at each level
 - A.2: Volumes of credit
 - A.3: Qualification descriptors, specifically:
 - A.3.1 Descriptor for a qualification at Level 4
 - A.3.2 Descriptor for a qualification at Level 5.

² See www.officeforstudents.org.uk/publications/regulatory-advice-3-registration-of-english-higher-education-providers-with-the-ofs/.

³ See Annex I, 'Guidance for providers on the assessment of initial condition B8 (standards)' at www.officeforstudents.org.uk/publications/regulatory-advice-3-registration-of-english-higher-education-providers-with-the-ofs/.

⁴ Available at www.officeforstudents.org.uk/publications/sector-recognised-standards/.

32. The assessment team considered the evidence available to provide advice on whether the College complied with the requirements set out in condition of registration B8. Those requirements are that the College demonstrates, in a credible manner, that any standards to be set and/or applied in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (if registered), whether or not the provider is the awarding body, appropriately reflect any applicable sector-recognised standards.

Part 1: Assessment of condition B7: Quality

33. This section sets out advice on whether the provider has credible plans that would enable the provider, if registered, to comply with conditions B1, B2 and B4 from the date of registration.

Condition B1: Academic experience

Does the College have credible plans to ensure that the students registered on each higher education course receive a high quality academic experience (B1.2)?

34. The assessment team considered the College's plans to ensure that students registered on each higher education course will receive a high quality academic experience.
35. In doing so, the assessment team first considered the factors set out below at B1.3 alongside any other information relevant to ensuring a high quality academic experience.

Does the College have credible plans to ensure that each higher education course is up to date (B1.3.a)?

Advice to the OfS

36. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course is up to date. Teaching staff have experience of reviewing and amending their teaching in response to changes made to the awarding body's programme specifications. Regular staff training and discussions are an integral part of the academic calendar, giving staff access to up to date pedagogic techniques and content alongside the professional development material given via the awarding body's HN Global platform. This contains policy documents, academic resources and skills areas for both staff and students. The in-house design and amendments to case studies allow for case studies to be continually refreshed and to remain up to date and reflective of current practice.

Reasoning

37. The assessment team considered the specification for BTEC higher nationals in business, covering HNC and HND, and dated 2021. This is used by the College as a framework for delivery and as a basis for its own college-specific programme documentation. This is a comprehensive document. It details the structure for each course and all the units, and it provides a breakdown of learning outcomes, reading lists, commentary and 'essential content' for units linked to learning outcomes. Version control appears at the beginning of the document, setting out updates. The unit contexts and contents were representative of current thinking and practices. For example, unit two, which deals with marketing on the HNC, combines study of conventional marketing theory with the use of web analytics and digital marketing; major consultancies are used as reference points. The HND sales and management unit provides an examination of sales management principles in the context of the evolution of e-commerce and globalisation.

38. In its quality plan the College referred to the awarding body's commitment to update its courses regularly. The College and the programme leader receive an email from the awarding body when programme specifications and authorised assignment briefs are updated. The College set out a general 'translation process' for taking the awarding body's programme specification and developing the actual course delivery, which the assessment team corroborated at the visit. The teaching team was able to clearly articulate its approach to translation and delivery. The College submitted documentation for a sample unit of the HNC. For this, the team was able to consider: a scheme of work, which mapped lecture content to the awarding body's learning outcomes; and a unit handbook, which similarly mirrored the awarding body's content, including a reading list. Recommended reading includes a variety of textbooks and websites representing current theory and practice.
39. Each unit of the HNC and HND makes use of a case study. The case studies provided for two sample units on the College's VLE pages and were sourced from an online business. This material was up to date, being created within the last five years, and applying relevant analytical techniques, for example a PEST analysis, to well-known organisations and businesses. At the visit, the College's teaching team explained how their sector and teaching experience would enable them to utilise materials available to approved centres or to design case studies in-house to promote and assess up to date theory and practice. The assessment team corroborated staff sector and teaching experience by reviewing a sample of staff CVs.
40. The College ensured that its teaching staff were kept up to date on the subject matter they taught and teaching practice. The senior leadership team and teaching team presented a clear and coherent plan, including an academic calendar, to show how academic team meetings would be scheduled during the nine-week teaching blocks to discuss content and pedagogy, to ensure it remained up to date. As a small team, it was noted that they would be able to support each other via informal mentoring across units. The assessment team was given a demonstration of the awarding body's HN Global digital platform, whose tutor zone included short courses and other resources to enable staff to track and implement developments in subject matter and teaching practice.

Does the College have credible plans to ensure that each higher education course provides educational challenge (B1.3.b)?

Advice to the OfS

41. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course provides educational challenge. The documentation available demonstrates the rigour and difficulty reasonably to be expected in the context of the Level 4 and Level 5 courses.

Reasoning

42. In the assessment team's view, the courses provide sufficient educational challenge. The assessment team considered the College's sample handbook for unit one, its programme specification and its VLE pages for sample units, which the College supplied with its quality plan. The team also considered the College's assessment frameworks. The assessment team was provided with links to the awarding body's documentation relating to course content, such as the higher nationals specification for business. The course content and assessments

required students to analyse, explain and evaluate the key concepts of the topics covered to varying degrees in line with the level of the course, and according to detailed learning outcomes and assessment criteria set out in the specification. A representative example of a learning outcome taken from unit 24 of the HND is 'understanding and leading change.' This learning outcome, dealing with comparative analysis of change drivers, is broken down into sub-categories according to organisation type and species of driver; this classification is then used in setting out assessment criteria for the unit.

43. While the units comprising the HNC and HND are independent and do not demand sequential delivery within each course, the assessment team noted an appropriate progression in the level of challenge from Level 4 to Level 5. For example, unit six of the HNC is a 'Pearson-set unit', changing each year, offering students an opportunity to research and demonstrate skills required for managing and implementing a small scale business project. Building upon this, in the HND, unit 19 is a 30-credit research module (all other units are 15 credits), set by the awarding body each year on a different theme, requiring students to undertake a more sustained research project. In comparison to unit six, not only is the unit 19 project a deeper dive into a specific research area, but students must identify their own research project from a broader set theme, and they are required to develop detailed research aims and objectives. This step-up in the research module demonstrates an appropriate level of academic challenge for each course offered, reflective of the aims and objectives of the wider qualification.
44. The team concluded that the content was sufficient to provide educational challenge. The assessment team was able to see content for sample units on the VLE alongside documents referred to in B1.3.a, such as presentations and lesson plans. At this stage there is little student interactivity in the example learning materials shared. For example, while each unit featured a quiz and a 'drag and drop' exercise, there were no areas within the VLE pages which evidenced tutor-led student discussion or team working. The assessment team identified a risk of low student engagement without interactivity; however, the VLE's functionality allows for this sort of innovation to be introduced. The team considered the College's focus on student-led, in-person delivery to provide sufficient mitigation for student engagement with the learning material.
45. Course delivery is assessed at B1.3.d, and the assessment team regarded the planned high proportion of in-class, student-led contributions to face-to-face sessions to provide sufficient challenge. This educational challenge is also calibrated by the model of tracking student competencies within a given cohort referred to at B2.2.b.

Does the College have credible plans to ensure that each higher education course is coherent (B1.3.c)?

Advice to the OfS

46. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course is coherent.

Reasoning

47. For the purposes of condition B1.3.c, the definition of 'coherent' refers to an appropriate balance between breadth and depth of content, appropriate ordering of teaching of subjects

and skills, and appropriate points for the introduction of key concepts. The assessment team was able to consider the specification for unit content for the eight units of the HNC and seven units of the HND as selected by the College to be offered for the qualifications. This was mirrored in the sample units documented by the College and in the VLE where more details of two units were presented. In meetings with the teaching team and senior leadership team, who have prior experience of delivering these specific courses, the assessment team was able to confirm that the materials met the requirements for coherence, and that the design of the courses allowed for sufficient flexibility for units to be regarded as independent modules without the need for sequential delivery.

48. Unit descriptors in the course specification refer expressly to relationships between a unit and other units in the course. The courses are built by each approved centre from core units, which are compulsory for all centres, and optional units. The optionality here reflects a choice made by the College of which units to include in a course, rather than the ability for students to choose among optional units. In the assessment team's view, the College's senior leadership team had chosen optional units that provided breadth. For example, the College programme specification for the HNC provides for students to complete 'optional' units in areas such as entrepreneurship and recording financial transactions. This approach is aided by the structure across Level 4 and 5 units. At Level 4, there are 90 credits of mandatory content, and 30 optional. At Level 5, there are 45 credits of mandatory content, with the remaining 75 credits comprising optional modules which build upon the skills learnt through the mandatory elements of Level 4 content.

Does the College have credible plans to ensure that each higher education course is effectively delivered (B1.3.d)?

Judgement

49. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course is effectively delivered.

Reasoning

50. The HNC is a one-year course and the HND is a two-year course, with both courses being taught on a full-time basis. The senior leadership team explained, referencing its academic calendar, that the College plans to operate four nine-week teaching blocks across three terms for each course, with students submitting assessments at the end of every block. In each block, two units will be studied, and one day a week will be set aside to teach each unit. The remainder of each week will be for the students to consolidate learning, read course materials, take part in tutor meetings, conduct research where necessary and take part in other course-related activities. This planned schedule is in line with the expectations of effective delivery of the material at this level. It will enable students to benefit from guided learning with their tutor as well as time for independent study and consolidation of learning. Relevant criteria for 'effectively delivered', as set out in the guidance to condition B1.3, are satisfied: the range of learning activities is not too narrow, because there is individual supervision as well as group teaching; learning activities are delivered effectively, because there are sufficient opportunities for students to engage directly with teaching staff; and

assessment is designed into the course, with assessment events being proximate to unit learning.

51. The assessment team had access to a range of documentation relating to delivery. This included:

- a unit 'scheme of work' mapping content onto tutor presentations and learning outcomes
- sample lesson plans detailing timings for one-day teaching sessions which set out student and tutor activity types and required resources
- a sample weekly timetable and programme specifications.

The teaching team presented its delivery strategy to the assessment team. The assessment team's view is that it is a coherent delivery strategy that provides for a mixture of tutor instruction and student-centred tasks. It is planned that during teaching sessions, students would have an opportunity to ask questions and participate in discussion; they would be required to present, and they would be expected to utilise case study material. Unit assessments are proximate to related learning and would be expected to be submitted at the end of each block.

52. The College had plans for an appropriate balance between delivery methods. Concentration on face-to-face teaching during two seven-hour days would be balanced by the opportunity during the remainder of the week to pursue individual study, and meetings with tutors during office hours. During the taught sessions, the plan presented by tutors explained that there would be a range of learning activities. Given that the anticipated class size would be a maximum of 25 students, it would be expected that students would be closely monitored by tutors, building a rapport with individual students to ensure each student is able to be given targeted support.

Does the College have credible plans to ensure that each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills (B1.3.e)?

Advice to the OfS

53. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills.

Reasoning

54. At the visit, the assessment team was provided with the College's skills matrix for its courses, covering the following skills for each unit: cognitive skills; knowledge and understanding; applied skills; and transferable skills. This is complementary to a more granular skills matrix presented in the programme specification which mapped for each unit: transferable, employability and academic study skills. In the unit materials themselves, a range of business-related skills were evident, from pitching a new enterprise to critically analysing data. Early exposure to accounting principles in Unit 5 of the HNC would introduce financial

analysis skills required for running a small business in Unit 29 of the HND. The programme specification describes skills development relevant to employment and the world of business: for example, the hard and soft skills covered in Unit 4 on leadership and management are highlighted by employers as skills gaps in recruitment, while Unit 53's coverage of planning for growth deals with entrepreneurial topics such as risk and sources of investment finance. The assessment team therefore concluded that students would have opportunities to develop skills that would be relevant to their success both within and beyond the HNC and HND programmes

55. In the first two weeks of each learning block, the College's plan is to run study skills sessions covering topics such as referencing, plagiarism and academic writing, alongside unit teaching, tailoring skills content to the unit being studied. This initiative is built into the academic calendar, and the assessment team concluded that the timing, level and integration of academic and study related skills would be of relevance to students starting a course or a new period of learning.

B1 conclusions

Does the College have credible plans that would enable the College, if registered, to comply with condition B1 from the date of registration?

56. The assessment team considers that, the College **does have** credible plans to ensure, if registered, that students on each higher education course proposed would receive a high quality academic experience.
57. The team found that the College had credible plans to ensure that courses are kept up to date and provide educational challenge. Course documentation demonstrates this through the addition of case studies. These are designed to be created and updated in response to the needs of cohorts allow for materials to be regularly updated to reflect changes in both pedagogic and contextual factors. Staff are able to access continuing professional development (CPD) via the HN Global platform, and regular staff meetings are scheduled to deliver informal mentoring around course delivery. Course documentation demonstrated appropriate educational challenge and progression of the educational challenge from the HNC to the HND programme. It is the team's view that this is sufficient to ensure a high quality academic experience.
58. The documentation submitted around the structure of the courses provides a credible plan for coherence, effective delivery and ensuring the development of relevant skills. Each unit is a self-contained 'module' comprising face-to-face content delivery, as well as skills sessions. Learning objectives and skills development are mapped to each unit, and have clear timelines for associated assessments.
59. Considering its findings at B1.3.a, B1.3.b, B1.3.c, B1.3.d and B1.3.e above, and the reasoning contained therein, the assessment team's view is that the College has credible plans to ensure its students will receive a high quality academic experience.
60. In reaching this view, the team had regard to the comprehensive nature of the awarding body's ongoing support for the qualifications, along with the prior experience of staff delivering the specific courses. Alongside their own processes, the College is able to take advantage of

the awarding body's resources, such as the framework programme documentation and HN Global for staff CPD.

Condition B2: Resources, support, and student engagement

Does the College have credible plans for how each cohort of students would receive resources which are sufficient for the purposes of ensuring:

- i. A high quality academic experience for those students**
- ii. Those students succeed in and beyond higher education (B2.2.a)?**

Advice to the OfS

61. The assessment team's view is that the College **does have** credible plans for how each cohort of students will receive resources which are sufficient for ensuring a high quality academic experience for those students, and for those students to succeed in and beyond higher education. The College presented workable plans to increase physical, electronic and IT resources in line with proposed student numbers. The VLE architecture is appropriate for the proposed first intake of 100 students, and staff CVs evidenced that they are appropriately qualified to effectively deliver the courses and utilise the provided resources to support students. However, the assessment team had some concerns in respect of clear and coherent plans to source relevant materials for the College library. The team also noted the lack of a documented strategy to recruit further staff to meet expected student demand in future years.

Reasoning

62. The College supplied projections for student admissions, which were revised following confirmation that the College is not currently seeking to offer ACCA courses. It was confirmed by the senior leadership team at the visit that it is envisaged that 100 students (50 HNC and 50 HND) would be admitted in the autumn of 2024. Thereafter, the business plan stated student numbers would grow by 50 per cent annually.
63. The assessment team viewed the College's proposed premises – including classrooms, breakout areas, library, staff areas, IT room and meeting rooms – and found these to be sufficient overall for the number of students and forms of teaching it proposes for the first intake. The building has the potential to accommodate the proposed growth in numbers, provided that further space can be negotiated. At present, facilities such as computer equipment and workstations have not been set up, but it was clear where these would be positioned. The IT officer presented a costed plan for acquiring relevant hardware as well as data management resources. This plan also showed the IT resource requirements and cost implications should the College increase its student numbers.
64. The assessment team had access to the VLE, which was being continually updated by tutors, and was of the view that the platform was suitable for the proposed courses. As noted above at B1.3.b, the current state of the VLE disclosed only a limited functionality, but it would have the potential to serve the needs of students and staff particularly when tutors continued to populate it with further documentation and links, and its functionality further exploited. Tutors

clarified that they would expect learning content on the VLE to be fully completed and issued to students around one week in advance of classes.

65. The assessment team saw brief role descriptors for all College positions and a sample of current CVs, which showed staff to be appropriately qualified. The College provided an organisation chart and listing of staff roles. This initially showed all teaching staff to be freelance, with leadership and administrative positions (such as student support officer and IT/data officer) to be full-time positions. The senior leadership team provided a plan for all staff to be in full-time positions for admissions in autumn 2024.
66. There are plans to increase staff in line with increased student numbers. For example, teaching staff would grow from three to six when student numbers increased from 100 to 150. The senior leadership team confirmed that staffing needs would be met using the personal networks of the principal and director of quality assurance. In the assessment team's view, this method could work for the initial stages of growth, but a formal strategy would need to be put in place, as and if the College expanded, to ensure staff were sufficient in number and that those recruited were appropriately qualified.
67. The College's quality plan states that the library 'currently houses 1,200 books (for now)'. On inspection of the library at the visit, the assessment team found that the hard copy books currently in the library represent what might be found in a personal collection. Only a few items were related to the courses to be taught, and few of these were up to date. The College principal and director of quality assurance were not able to produce to the assessment team a draft catalogue or indicative list of books that they envisaged purchasing for the first student intake in the autumn of 2024. They stated that they expected to purchase 10,000 relevant books for the first year but sourcing these physical books for the first intake had not been fully considered. Similarly, there was initially no indicative list of e-books and journals, nor a plan for obtaining licences and subscriptions, despite tutors confirming that they would use journal articles and business news reports in their teaching.
68. At the end of the visit, the principal and director of quality assurance committed to purchasing e-books and provided a short list of journals, sufficient at least to cover the recommended reading provided in the awarding body's specification. The assessment team was concerned that the senior leadership team had not considered in detail the library resource levels which would be required for an autumn 2024 intake, and which would subsequently need to be increased in line with anticipated growth of student admissions. At the visit, the senior leadership team confirmed that the awarding body provides the core text for the programme as an e-book, alongside a small selection of other material from their digital platform, HN Global, which is available to both staff and students. The assessment team considered this to provide partial mitigation for this concern.

Does the College have credible plans for how each cohort of students would receive support which is sufficient for the purposes of ensuring:

i. A high quality academic experience for those students

ii. Those students succeed in and beyond higher education (B2.2.b)?

Advice to the OfS

69. The assessment team's view is that the College **does have** credible plans for how each cohort of students will receive support sufficient to ensure that a high quality academic experience and for those students to succeed in and beyond higher education. The College presented credible plans for supporting students with developing skills pertaining to employability as well as academic skills, with sessions being an integral part of the timetable. However, documentary and visit evidence was in places inconsistent with the quality plan, which was especially evident in relation to plans for IT support. There were also inconsistencies in the planned support for and initial assessment of English language skills.

Reasoning

70. A credible plan was presented at the visit to address students' employability needs. The College employs a full-time, permanent student support officer to oversee the student journey and be responsible for careers guidance. Support provided by the student support officer includes one-to-one careers guidance, year-round events and a staff open door policy with employability skills development, including CV writing and interview techniques, planned to be available to all students. The student support officer explained the importance of tailored careers workshops at the end of every year.

71. The student support officer aims to personally see each student every semester to consider their progress and review their career aspirations. Monthly job profile displays would be published to match to students studying that month. The College had made contact with potential guest speakers, and one was present at the visit who, along with the student support officer, presented on the visitors' role in contributing to CV workshops, mock interviews and providing an 'on the ground' look at industries and sectors students may wish to enter. The student support officer is appropriately qualified for the role and acknowledged that the College may need to recruit another individual to a similar role should they grow student numbers as anticipated.

72. A credible plan for academic skills support was presented via the academic calendar – this shows that the first two weeks of each nine-week learning block would integrate study skills such as learning terminology for the relevant topic. In addition, while face-to-face teaching would take up two days, a third half-day of tutor 'office hours' was planned to enable students to meet tutors individually for further support, such as academic writing. The staff version of the VLE enables information about student competencies to be tracked and shared between teaching staff and with the student support officer, whose analysis of the data was expected to feed into tailored support for students. Intelligence-led discussion between the student support officer and academic staff on students' progress formally occurs twice termly.

73. The assessment team considered the provision of support around academic misconduct to be sufficient. Prior to the beginning of studies, all students will undergo an induction lasting two days, organised by the student support officer. This induction will emphasise the importance of avoiding academic misconduct and the associated penalties. This is reiterated in the study skills sessions alongside discussions of good practice and learning of key academic skills, such as referencing. Adherence to the attendance policy, which requires 80 per cent attendance, is also covered, and students are informed of the sequence of support and warnings within the attendance policy, which can lead to withdrawal.
74. The quality plan provides that the College will make reasonable adjustments for students with special needs, such as disabilities, both on courses and in assessments. To this end, the student support officer would work with the principal or programme leader to identify needs and adjustments. It plans to hold formal records for students with special needs, and the process of identification and documentation would begin with student recruitment. The senior leadership team explained that the College would facilitate the reporting of emerging needs through the close relationship between the student support officer and the teaching team, and the one-to-one office hours held by tutors each week.
75. The team considered IT support to be sufficient for the planned initial intake of 100 students. The College's organisation chart makes provision for a dedicated IT officer and the College maintains a contract with the VLE provider. IT support for HN Global is held by the awarding body. The College's business plan states that 'there will be dedicated personnel for the relevant IT issues 24/7'. However, in response to the assessment team's pre-visit enquiries, the College stated that its system would be supported by two separate outsourced IT services, to ensure that it can maintain IT support 24/7. At the visit it transpired that the College would not provide 24/7 IT cover for students, and that the 'outsourcing' referred to the technical support offered by the VLE and assessment submission portal providers. While students would email IT queries to the College at any time, the IT officer works a standard week. The assessment team noted the role of the VLE providers in maintaining several systems as a level of mitigation but retain a minor concern about student access to the College's own systems (e.g. email) outside of standard working hours. The assessment team also noted a minor concern about the scaling up of the College's IT support when student numbers increased with anticipated demand, as the College has not made further provision for staff in this area.
76. The College's quality plan places emphasis on the academic support that the College intends to provide as carefully tailored to the cohort of students it plans to admit. The plan states that the College intends to admit 'students from diverse backgrounds, including those who may have taken a break from formal education.' The pre-visit forecast for student numbers included international students. At the visit, however, it was confirmed that there are no current plans to recruit international students, and all admissions would be home students from the local area. Despite the College's intention to start courses in autumn 2024, the senior leadership team confirmed at the visit it had not conducted scoping exercises or 'soft marketing' at local schools and further education colleges, and there were few definite current relationships with potential students. Marketing materials provided are generic, and not aimed at recruiting specific types of students. There was therefore no information about the potential student demographic, save that the intakes would be diverse, as stated in the declaration of access and participation, quality plan, and academic and pastoral policy.

77. The College's programme specification states that it will interview all applicants, who will also take the College's diagnostic English language test to ensure that they adhere to the awarding body's entry requirements of IELTS 5.5. A link to the test was provided in the College's replies to pre-visit enquiries. The assessment team took the test and found that the MCQ questions did not change, they were not tailored to any discipline, they were not randomised on repeats, and the test required no ID. The team concluded that the diagnostic value of the test was limited. The senior leadership argued in mitigation that, students without correct levels of English will not be admitted to the course and it plans to limit student recruitment to the UK. Further mitigation was applied as the test would be taken and invigilated at the College; it also anticipated that there was no English language support specialist envisaged for enrolled students. The assessment team concluded that there are potential gaps in College's intelligence about expected students and its provision of English language support requirements.

Does the College have credible plans for how it would ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring:

i. A high quality academic experience for those students; and

ii. Those students succeed in and beyond higher education (B2.2.c)?

Advice to the OfS

78. The assessment team's view is that the College **does have** credible plans for how it would ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring a high quality academic experience for those students, and for the purpose of ensuring that those students succeed in and beyond higher education.

Reasoning

79. The student representation policy provides the opportunity for students to provide feedback to the College via a system of representatives. This policy provides for one student representative to be appointed per class during the student induction period. One student representative per class rather than a set number per programme is expected to provide more effective engagement, because of the small numbers in each class. The student representative committee, for which there is a constitution, is expected to meet at least twice a year and would be convened by the student support officer. Matters raised at the student representative committee may be passed for consideration and action to the board of studies, academic standards board and executive board, or a mixture thereof, as appropriate. The constitution of the academic standards board provides for at least one student representative from each student cohort to be members.

80. Students will be given a range of opportunities to provide feedback, both qualitative and quantitative, each term at unit and course-level, and the results will be included in the annual quality report. A sample student satisfaction survey was produced to the assessment team, who concluded that there were credible plans for creating and sustaining a system of student feedback.

81. The senior leadership team and student support officer presented a credible plan for maintaining links with College alumni by way of scheduled visits and presentations, which the assessment team viewed as having the potential to successfully promote engagement with careers and further studies among current students. The College proposed using alumni both as mentors and as mock interviewers for current students, to enhance the skills of both parties.

B2 conclusions

Does the College have credible plans that would enable the College, if registered, to comply with condition B2 from the date of registration?

82. The assessment team's view is that the College does have credible plans to enable it, if registered, to comply with the requirements of condition B2 in relation to resources, support and student engagement.
83. The assessment team found – after a tour of the College's premises, discussion with staff and the observation of its VLE, together with the team's review of course documentation and the staff resources in place – that the College provides sufficient resource to ensure that students receive a high quality academic experience. A concern around specific resources (most notably the provision of library resources beyond core texts) are noted in the sections above; however, the team found that on balance the College has credible plans for resourcing.
84. The assessment team found via discussions with staff and an employer representative, alongside a review of the College's documentation, that the College has credible plans in place for support both to ensure that students receive a high quality academic experience and to succeed in and beyond higher education. The assessment team noted a concern around support in specific areas, such as English language testing, detailed in paragraphs above. The assessment team considers this a partially mitigated minor concern, due to the College's proposed UK student cohorts and its plans to administer the test at the College. When taking this concern into consideration alongside the student support officer role, a focus on embedding employability skills and clearly timetabled activity for academic support, the team found that on balance the College has credible plans for resourcing and support.
85. The team found the College's plan for effective engagement with students to be credible. The College has a clear plan for a student representation and student feedback system and has appropriate plans to involve alumni for careers workshops and employability skills sessions.
86. Considering its findings at B2.2.a, B2.2.b and B2.2.c above, and the reasoning contained therein, the assessment team's view is that the College has credible plans to ensure high quality resources and support, and effective student engagement.

Condition B4: Assessment and awards

Does the College have credible plans to ensure that each higher education course is assessed effectively (B4.2.a)?

Advice to the OfS

87. The assessment team's view is that the College **does have** credible plans to that students are assessed effectively.

Reasoning

88. The assessment team considered the College's plans to ensure that students are assessed effectively in a challenging and appropriately comprehensive way, with reference to the subject matter of the HNC and HND courses proposed. The College's quality plan refers to assessment processes, and its academic regulations, assessment policy, the College's programme specification and unit handbook, which includes grading. Policies owned by the College, such as the assessment policy, are aligned with the requirements of the awarding body. Academic misconduct policy, procedure and associated templates are set out in documentation generated by the College.
89. In addition to scrutiny by external examiners the awarding body requires that assessments undergo a prescribed process of internal verification (IV). The College provided an IV policy and the assessment team was also able to consider examples of templates and examples for IV for assessment briefs and assessment decisions. The quality plan states that all assessment briefs are subject to IV by the College principal or HND programme leader before distribution. Verification of assessment decisions is carried out by the principal, programme leader or a lecturer prior to going to an assessment board.
90. The assessment team was able to consider the awarding body's guidance to the College on the effective design of assessment briefs and an assignment brief writing checklist. Unit one and unit six assignment briefs for the HNC were provided as examples. The teaching team confirmed that in most cases their experience was to follow the authorised assignment briefs provided by the awarding body. The assessment team considered that the tasks set for each sample assignment brief were appropriate to the level of the assessment, and the contents of the assignments were appropriately comprehensive overall to test the relevant skills for the courses planned. The senior leadership team and teaching team was able to articulate a general and consistent approach to assignment briefs, referring where appropriate to prior experience of academic staff in setting assignments with the College's awarding body.
91. The team asked for a matrix of the use of different assessment methods for units across the programmes, which was not provided. In meetings with the senior leadership team and teaching team, it was explained that they would decide on the assessment type on a rolling basis based on the latest updates to documentation by the awarding body, starting in the weeks before terms start. They said that they would ensure that the types of assessments are varied, and some assessments would have two elements – for example, 60 per cent presentation and 40 per cent report. The transferable skills required for each unit assessment

determine the type of assessment used, meeting a criterion of effective assessment by testing relevant skills.

92. In addition to the awarding body's general guidance on providing students with feedback, the College produced its own feedback policy, which addressed what was expected of teaching staff. Feedback for both summative and formative assessment would be important for student development, the key principles being: timeliness (for example, as soon as practicable after assessment boards); and relevance, providing specific feedback related to assessment criteria, enabling students to improve. Formative assessment would involve tutors providing feedback comments on student drafts of work to be submitted for summative assessment. Tutors planned that feedback would take the form of raising questions rather than providing answers, and this would take place two weeks prior to summative submission.
93. The College's documentation provided evidence that there would be a workable policy on academic misconduct and that providing the intended student guidance would help to minimise occasions of misconduct. Definitions of categories of misconduct are provided in the guidance, and students would be made aware of these in their induction. In addition, the sample unit handbook produced by the College contained a reminder about different forms of plagiarism. During the initial two weeks of study skills provided at the beginning of each learning block, there would be further opportunities to cover examples of academic misconduct. Tutors anticipated building close relationships with students and planned to use the knowledge of students' capabilities from these relationships to detect and deal with suspected academic misconduct.

Does the College have credible plans to ensure that for each higher education course assessment is valid and reliable (B4.2.b)?

Advice to the OfS

94. The assessment team's view is that the College **does have** credible plans to ensure that each higher education course assessment is valid and reliable.

Reasoning

95. For the purposes of condition B4, 'valid' means that an assessment results in students demonstrating knowledge and skills in the way intended by the design of the assessment.
96. The assessment team found that there was evidence that the College's plans would credibly lead to assessments being valid as a result of the use of the awarding body's architecture for the production of assessment briefs. For example, access via the HN Global portal to 'authorised assignment briefs' and implementation of the IV procedure (see B4.2.a). In documentation supplied, the College provided sample assessment briefs for unit one and unit guidance which were consistent with guidance from the awarding body. College staff may amend the briefs – for example, to align to a cohort's career pathways ambitions – but these would be subject to IV and external examiner scrutiny.
97. For the purposes of condition B4, 'reliable' means that an assessment, in practice, requires students to demonstrate knowledge and skills in a manner which is consistent as between the

students registered on a higher education course and over time, as appropriate in the context of developments in the content and delivery of the higher education course.

98. The assessment team found that the planned adherence to the awarding body's processes for IV, along with the external examiner system and conduct of assessment boards (meetings of which are to be held in accordance with the requirements of the awarding body) supported the view that the College's plans would credibly lead to the HNC and HND assessments being reliable.

Does the College have credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible (B4.2.c)?

Advice to the OfS

99. The assessment team's view is that the College **does have** credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible.

Reasoning

100. For the purposes of condition B4, the definition of 'credible' refers to relevant awards reflecting students' knowledge and skills.
101. The assessment team reviewed the College's academic regulations, academic misconduct policy and associated documentation referred to in B4.2.a above, as well as the example unit materials and the higher national specification documentation. The team did not identify any concerns to suggest that relevant awards would not be credible, as defined in condition B4.
102. The College is not currently providing any courses and therefore has no students who have received awards.

Does the College have credible plans to ensure that for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course (B4.2.d)?

Advice to the OfS

103. The assessment team's view is that the College **does have** credible plans to ensure that for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of its higher education courses.

Reasoning

104. Condition B4.3 provides for exceptions to B4.2.d, where courses are assessing languages other than English or in particular cases which would amount to discrimination under the

Equality Act 2010. The assessment team found that these exceptions do not apply to this assessment.

105. The College addressed B4.2.d in its quality plan by referring to its awarding body's provision of 'authorised assignment briefs'. These are produced by the awarding body, and can either be used 'off the shelf' or edited and adapted to suit providers' individual programme and local needs. The assessment team considered this in conjunction with other assessment documentation referred to under condition B4.2.a, including the sample unit handbook, which provides for learning outcomes and assessment criteria. The proposed academic calendar showed timetabled sessions which would integrate study skills, including teaching technical terminology relevant to the module topic. On the basis of this documentation, the team concludes that the College has credible plans to ensure the effective assessment of technical proficiency in the English language in HNC and HND assessments, in line with B4.2.d. However, the assessment team is concerned about the College's proposal for initial determination of English skills and plans for English language improvement in identifiable cases. Mitigation for this concern was presented by senior leadership, as students without correct levels of English would not be admitted to the course and planned student recruitment is limited to the UK. However, there remains a small risk, as discussed in B2.2.b, that the current examination used to determine English language capability may be flawed.
106. It is appropriate to consider uses of AI in the context of assessing technical proficiency of English. The AI in assessment policy produced by the College did not provide substantial specific detail and contains potentially ambiguous language about uses of AI in assessment, as opposed to use within classroom or research settings. This ambiguity potentially puts the policy in conflict with the requirements of the awarding body's policy on AI, which forbids the use of AI in assessments. However, the team considered that the College's academic misconduct policy and student facing documents are broad enough to ensure that AI is not to be used in assessments. Senior leadership informed the team that they would be undergoing a review of the College's policy, to clarify the current ambiguity.

Does the College have credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously (B4.2.e)?

Advice to the OfS

107. The assessment team's view is that the College **does have** credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.

Reasoning

108. The College has no record of operation in the UK. The assessment team reviewed the College's academic regulations, IV policy and associated forms, academic misconduct policy and associated documentation referred to in B4.2.a above, as well as the example unit materials and higher national qualification documentation.
109. In the team's view, the documentation supports the conclusion that, if registered, the HNC and HND awards would be credible over time. Documentation relating to assessment

practices and processes provide clear linkage to learning outcomes and skills development consistent with the relevant award, ensuring that they are credible at the point they are granted.

110. The assessment team also considered that there would be sufficient checks and balances to ensure that the HNC and HND awards would be credible over time. These checks and balances include authorisation and oversight by the awarding body, such as the provision of external examiners, as well as the internal IV process.

B4 conclusions

Does the College have credible plans that would enable the College, if registered, to comply with condition B4 from the date of registration?

111. The assessment team considers that, overall, the College has credible plans to ensure, if registered, that it would comply with the requirements of condition B4 with reference to assessment and awards.
112. The assessment team found that the College's course documentation, the academic regulations that it follows, its assessment, marking and feedback procedures and the use of authorised briefs demonstrate a credible plan for ensuring that students are effectively assessed and that those assessments are valid and reliable.
113. The team found, through IV and external examining procedures, that the College has the appropriate processes in place to ensure that relevant awards granted to students are credible at the point of being granted.
114. Considering its findings at B4.2.a, B4.2.b, B4.2.c, B4.2.d and B4.2.e above, and the reasoning contained therein, the assessment team's view is that the College has credible plans to ensure students will receive a high quality academic experience. In reaching this view, the team had particular regard to the comprehensive nature of the awarding body's support for assessment, along with the prior experience of staff, which would allow for the College to take advantage of the awarding body's resources.

Part 2: Assessment of condition B8: Standards

Requirement

Does the provider demonstrate in a credible manner that the standards set for the courses it intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards?

Advice to the OfS

115. Based on the evidence provided, the standards set for the courses the College intends to provide, if it is registered, appropriately reflect applicable sector-recognised standards.

Reasoning

A.1: Qualifications at each level

116. The assessment team's view is that the College has demonstrated in a credible manner that, if it is registered, the courses it plans to deliver will appropriately reflect the standards set out in part A.1 of the sector-recognised standards.

117. The titles the College has adopted for the qualifications to which its courses lead convey appropriate information about the level of the qualification, the volume, nature, and field of study undertaken. The evidence from programme specifications for each of the following indicates that the College's qualification titles are not misleading. Approval to deliver the two courses proposed can be seen in the signed approval form from the awarding body.

118. In the Higher National Certificate in Business programme specification, a section on 'What could these qualifications lead to?' accurately identifies this qualification as appropriate for continuation into an HND in Business or as providing a solid grounding towards continuing professional development.

119. In the Higher National Diploma in Business programme specification, a section on 'What could these qualifications lead to?' accurately identifies a programme which builds upon a Level 4 qualification, giving greater specialisation within the modules and increasing the focus on research with a 30-credit research-led module. The programme specification accurately identifies the HND in Business as a potential pathway to a BA degree in Business, or into continued professional development.

120. The qualifications to which the College's courses lead are located at the correct level. The undergraduate diplomas at Level 5, and the undergraduate certificates at Level 4, as per the programme specification. This appropriately reflects the levels at which these qualifications would be expected to be located in table 1 of the sector-recognised standards.

121. The assessment team's advice, therefore, is that the courses that the College intends to provide if registered appropriately reflect the sector-recognised standards set out in part A.1 of the sector-recognised standards.

A.2: Typical volumes of credit for qualifications

122. The assessment team's view is that the College has demonstrated in a credible manner that, if it is registered, the courses it intends to provide with its current partner appropriately reflect the standards set out in part A.2 of the sector-recognised standards.
123. The College has adopted a credit system to define the volume of learning expected of students and each of its courses is described in relation to the typical credit volumes set out in table 2 of the sector-recognised standards. This can be seen in the programme specification for each course and the unit outline for each unit.
- The HNC is proposed to include eight units of 15 credits each totalling 120 units, all of which is at Level 4. This appropriately reflects the typical credit values in table 2 of the sector-recognised standards, which shows a total of 120 credits with a minimum of 60 credits at Level 4.
 - The HND is proposed to include 14 units of 15 credits each and one unit of 30 credits totalling 240 units, with 120 credits at each of Level 4 and Level 5. This appropriately reflects the typical credit values in table 2 of the sector-recognised standards, which shows a total of 240 credits with a minimum of 90 credits at Level 5.
124. The awarding partner's criteria is that students must have a Level 3 or equivalent qualification in business to enrol on the HNC course, or Level 4 for the HND course. For students who start in the second year of the HND, the senior leadership team confirmed that prior learning of 120 credits at Level 4 will be confirmed.
125. The College has planned its learning and teaching activities on the basis that most units are 15 credits – this equates to 60 guided learning hours and 90 hours independent study, adding up to 150 hours in total. The HND contains one 30-credit research module, structured at the same ratio. This totals 1,200 hours expected learning for the HNC with 480 guided learning hours and 720 hours of independent study, and 2,400 total hours expected learning for the HND with 960 guided learning hours and 1,440 hours of independent study. The College has proposed a year planner which includes four terms of nine weeks. Each student is expected to take 30 credit units at a time, which would usually consist of two 15-credit modules, which totals 120 credits per year. This is in line with sector-recognised standards, paragraph 6, which ascribes 10 hours per credit.

A.3: Qualification descriptors

126. The assessment team's view is that the College has demonstrated in a credible manner that, if it is registered, the courses it intends to provide appropriately reflect the standards set out in part A.3 of the sector-recognised standards.
127. The assessment team assessed the College's alignment with qualification descriptors by reviewing the programme specification learning outcomes.
128. The proposed HNC appropriately reflects the first part of the descriptor for a higher education qualification at Level 4, set out in paragraph 14 in section A.3.1 of the sector-recognised standards, as follows:
129. Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject of study.

130. The HNC's stated aim is 'The Level 4 units lay the foundations of learning by providing a broad introduction to business and different business functions.'

131. The learning outcomes listed in the compulsory unit 1 specification for the HND align with the underlying concepts and principles as set out in paragraph 14 in section A.3.1 of the sector-recognised standards. Learning objectives one and two in this unit ensure that students can understand and interpret information within the relevant contexts. Learning objectives three and four build upon the evaluative and interpretative requirements, as well as the requirement to make sound judgements based on evidence. In the context of this unit, these judgements are the determination of strengths, weaknesses and the relationship with the macro environment.

132. The learning outcomes listed in the compulsory unit 6 specification for the HND align with the ability to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements as set out in paragraph 14 in section A.3.1 of the sector-recognised standards. In the context of this unit, students are expected to form a hypothesis and project plan, present, evaluate and place the evidence in context and make a sound judgement, corresponding to the requirements of the sector-recognised standards.

133. The proposed HND appropriately reflects the first part of the descriptor for a higher education qualification at Level 5, set out in paragraph 19 in section A.3.3 of the sector-recognised standards, as follows:

134. Foundation degrees (all Level 5 provision) are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

135. The Level 5 HND aims to enable students to 'enter employment with the qualities necessary for job roles that require some personal responsibility.'

136. The learning outcomes listed in the compulsory unit 21 specification for the HND align with students obtaining knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed and being able to apply underlying concepts and principles outside the context in which they were first studied. This includes, where appropriate, the application of those principles in an employment context, as set out in paragraph 19 in section A.3.3 of the sector-recognised standards.
137. The learning outcomes listed in the compulsory unit 19 specification for the HND align with students obtaining knowledge of the main methods of enquiry in the subject relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study and an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge (as set out in paragraph 19 in section A.3.3 of the sector-recognised standards).



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