



Teaching Excellence Framework (TEF) 2023

Summary TEF 2023 panel statement

**Mont Rose College of Management and Sciences
Limited**

Summary of outcomes

Overall: Silver

Typically, the experience students have at Mont Rose College of Management and Sciences Limited and the outcomes it leads to are very high quality.

Student experience: Silver

The student academic experience is typically very high quality.

Very high quality features include:

- course content and delivery that effectively encourage students to engage in learning, and stretch students to develop
- use of research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement contributing to a very high quality academic experience
- support for staff development, with excellent academic practice promoted
- a supportive learning environment, where students have access to a range of very high quality academic support
- effective engagement with students, leading to improvements to their experiences and outcomes.

Student outcomes: Bronze

Student outcomes are typically high quality, and there are some very high quality features.

Very high quality features include:

- effective support for students to succeed in and progress beyond their studies
- very high rates of continuation and completion for the provider's students and courses.

About the assessment

The Teaching Excellence Framework (TEF) is a national scheme run by the Office for Students (OfS) that aims to encourage universities and colleges (providers) to improve and deliver excellent teaching, learning and student outcomes.

The TEF does this by assessing and rating providers for excellence above the high quality baseline that we expect from all providers. It covers undergraduate courses.

Throughout this document, we use the terms ‘outstanding’ and ‘very high quality’, which are defined in terms of the TEF 2023 assessment as follows:

- ‘outstanding’: the quality of the student experience or outcomes are among the very best in the sector, for the mix of students and courses taught by a provider
- ‘very high quality’: the quality of the student experience or outcomes are materially above the relevant high quality minimum requirements, for the mix of students and courses taught by a provider.

The assessment was carried out in 2022-23 by the TEF Panel, a panel of academics and students who are experts in learning and teaching. This document sets out a summary of the panel’s findings and judgements.

The panel reviewed the following evidence:

- numerical indicators produced by the OfS, using national datasets
- a submission made by the provider, setting out its own evidence
- a submission made by the provider’s students, setting out students’ views.

The panel applied its expert judgement to:

- identify particular features of the student experience and student outcomes that are excellent (above the high quality baseline requirements)
- decide a rating for the ‘student experience’ and for ‘student outcomes’
- decide an overall rating for the provider.

Throughout the assessment the panel took account of the context of the provider and judged how well it delivers teaching, learning and student outcomes for its mix of students and courses.

In making its decisions the panel took account of the OfS general duties and the public sector equalities duty.

Summary of panel assessment

Information about this provider

Mont Rose College of Management and Sciences Limited is a small, specialist provider of Business and Management education based in East London. The student body was around 1,100 in 2021-22. There are no part-time or apprenticeship undergraduate students.

The provider submission outlines its educational and institutional ethos as primarily a Higher National Diploma (HND) level institution with an aim of 'transforming students' lives through an inclusive education where all students, regardless of their background, can achieve their full potential'.

Most students study Business and Management (around 70 per cent), with most other students studying Education and Training and Health and Social Care. 90.8 per cent of students are local to the provider upon entry.

The assessment considered information about the provider's undergraduate courses and students on those courses. No optional courses were considered in the scope of assessment.

Full details about the provider's student demographics used in the TEF 2023 assessment are available at www.officeforstudents.org.uk/data-and-analysis/data-used-in-tef-2023/.

More information about this provider can be found on the OfS Register at www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/.

Student experience: Silver

Throughout this section, we refer to indicators. These indicators are based on students' responses to the National Student Survey. The indicators are 'benchmarked' to show how well the provider performs for its particular mix of students and courses.

The panel found the student experience is typically very high quality for the provider's mix of students and courses. Across the student experience aspect, the panel found:

- five very high quality features
- two features where there is insufficient evidence of very high quality
- that the very high quality features apply to nearly all the provider's groups of students, including students from underrepresented groups.

The panel found that most features within the student experience aspect are very high quality for nearly all groups of students, and that it 'best fits' the criteria for a 'Silver' rating.

The panel's assessment of the student experience features is set out below.

Teaching, assessment, and feedback

The panel considered that there is insufficient evidence of a very high quality feature.

The 'teaching on my course' indicator for full-time students shows some evidence of very high quality and that this broadly applies to the provider's student groups.

The 'assessment and feedback' indicator for full-time students shows some evidence of not very high quality and that this broadly applies to the provider's student groups.

The provider and student submissions offered the following evidence:

- external verifiers identify areas of particularly good practice in assessment and feedback. However, the information provided is mainly descriptive and does not provide evidence of impact
- 90 per cent of respondents to a student survey said they were satisfied with their course structure, grading decisions, tutors' performance and staff's empathetic behaviour.

The panel weighed the evidence in the submissions and the indicators against each other and the criteria statements for this feature. It considered that, overall, there is insufficient evidence that the provider has embedded very high quality teaching, feedback and assessment practices that are effective in supporting its students' learning, progression, and attainment.

Course content and delivery; student engagement in learning and stretch

The panel considered this to be a very high quality feature.

As outlined in the 'teaching, assessment and feedback' aspect, the 'teaching on my course' indicator for full-time students provides initial evidence that the provider's performance is very high quality for its mix of students and courses.

The provider and student submissions offer further evidence of a very high quality feature, including:

- how new teaching methods were adopted as a result of the coronavirus pandemic that are suitable for online teaching and learning and make online classes more interactive, interesting and inclusive
- how teachers use different teaching methods, shared through the good practices template and uploaded on Moodle.

Taking the evidence into consideration, the panel concluded that course content and delivery effectively encourage the provider's students to engage in their learning, and stretch students to develop their knowledge and skills, and that this is a very high quality feature.

Research, innovation, scholarship, professional practice and employer engagement

The panel considered this to be a very high quality feature.

The provider and student submissions offer evidence of a very high quality feature, including:

- how relationships with employers assist students in gaining practical experience on courses and how programmes aim to help students develop business ideas
- that students are encouraged to be engaged in the research culture of the college, and have collaborated on research projects and publications
- how staff engagement in research and scholarly activity is enhanced by the establishment of the research centre and that this is applied to the curriculum.

The panel concluded that the provider uses research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement to contribute to a very high quality academic experience for its students. It noted that this is the case for almost all of the provider's mix of students.

Staff professional development and academic practice

The panel considered this to be a very high quality feature.

The provider and student submissions offer evidence of a very high quality feature, including:

- staff professional development activities and a high-level of teaching qualification and fellowship. All staff use Advance Higher Education to learn good sector practices and share ideas with members of other institutions through workshops, seminars, and conferences
- mandatory assigned mentors during the first six months of employment to assist with transition and embed high quality academic practice

- impact on learning and teaching and the promotion of excellent academic practice through a variety of conference, journal and other experiences. The evidence around wider staff development which is tailored to its mix of students and courses is particularly strong.

Overall, the submissions offer evidence of how the provider supports its staff, some evidence of impact of these activities and sufficient evidence that these activities are above the minimum quality requirements. Therefore, the panel concluded that there is very high quality support for staff development and excellent academic practice is promoted.

Learning environment and academic support

The panel considered this to be a very high quality feature.

The 'academic support' indicator for full-time students shows initial evidence of a very high quality feature and this is also the case for student groups and courses.

The provider and student submission offer evidence that is generally positive about the student experience of academic support, particularly the evidence of an embedded, very high quality inclusive approach across the provider, and how this is supportive of individual student circumstances.

The panel concluded that the provider fosters a supportive learning environment, and its students have access to a readily available range of very high quality academic support.

Learning resources

The panel considered that there is insufficient evidence that this feature is very high quality.

The 'learning resources' indicator for full-time students is slightly below benchmark.

The panel considered the evidence outlined in the provider and student submissions including how resources are used to support learning and teaching and noted that this is highly effective in places. However, the panel found limited and no substantive evidence of the impact on student experience, or that examples apply to the full mix of students and courses.

Therefore, while there is some evidence from the indicators regarding a very high quality feature, this was not further supplemented by evidence in the submissions.

The panel concluded that there is insufficient evidence to find that the provider's physical and virtual learning resources are used effectively to support very high quality teaching and learning.

Student engagement in improvement

The panel considered this to be a very high quality feature.

The 'student voice' indicator for full-time students shows initial evidence of a very high quality feature and this is also the case for the provider's student groups and courses.

The provider submission details that it engages students in planning and decision-making processes by offering students to be part of various college committees and boards.

This is supported by the student submission which states that, 'extensive mechanisms are in place to involve students at all levels as partners in the enhancement of their educational experience.'

The panel noted that there is limited evidence of impact on student experience and how this engagement leads to improvements to the experiences or outcomes of students.

The panel weighed the evidence and concluded that there is sufficient evidence to find that the provider effectively engages with its students, leading to improvements to the experiences and outcomes of its students.

Student outcomes: Bronze

Throughout this section, we refer to indicators. The indicators for continuation, completion and progression rates are based on national data about higher education students. The indicators are 'benchmarked' to show how well the provider performs for its particular mix of students and courses.

The panel found the student outcomes aspect is typically high quality for the provider's mix of students and courses. Across the student outcomes aspect, the panel found:

- two very high quality features
- three features where there is insufficient evidence of very high quality
- one feature where there is not enough evidence to determine the level of quality
- that very high quality features apply to almost all of the provider's groups of students, including students from underrepresented groups.

For the 'progression rates' feature there is a lack of evidence within the submissions regarding the progression of students, particularly for the Education and Training and Health and Social Care courses.

The panel considered this aspect to best fit the 'Bronze' rating as some features of the aspect are very high quality for most groups of students and that the aspect is typically high quality, and there are some very high quality features.

The panel's assessment of the student outcomes features is set out below.

Approaches to supporting student success

The panel considered this to be a very high quality feature.

The panel found that the 'continuation', 'completion' and 'progression' indicators provide mixed initial evidence, ranging from outstanding to not very high quality.

The provider and student submissions offer evidence of very high quality, including:

- the provider's tailored approach to meeting the needs of its mix of students and courses, including providing opportunities for students to engage with industry professionals

- the use of specialist resources and access to academic staff with relevant experience. Also, support such as the 'MRC Angels' programme, placements for some areas and interventions to support employability skills.

Overall, the panel considered that the submissions provide very limited evidence of the effectiveness of these policies on different student groups, particularly those from underrepresented backgrounds.

The 'continuation', 'completion' and 'progression' indicators show only some initial evidence of very high quality.

Therefore the panel did not find sufficient evidence that the provider's approaches were 'tailored' or 'highly effective in ensuring' student success, as set out in the description of an outstanding quality feature.

However, the panel considered that the submissions combined do provide evidence that the provider effectively supports its students to succeed in and progress beyond their studies and the panel concluded that this is a very high quality feature.

Continuation and completion rates

The panel considered this to be a very high quality feature.

The 'continuation' indicator for full-time students shows initial evidence of a very high quality feature, and this applies broadly to the provider's student groups.

The 'completion' indicator for full-time students shows initial evidence of an outstanding quality feature, and this also applies broadly to all student groups.

The provider submission provided a little additional information and limited evidence on rates of continuation and completion for the provider's students and courses. However, the panel considered that the indicators were sufficient in this case to judge the quality of the feature.

The panel concluded that there are very high rates of continuation and completion for the provider's students and courses. The panel considered whether this would be an outstanding feature but there was not sufficient evidence that there are outstanding rates of both continuation and completion for the provider's students and courses.

Progression rates

The panel considered there to be insufficient evidence of a very high quality feature.

The 'progression' indicator for full-time students does not offer evidence of a very high quality feature. For courses including Education and Training and Health and Social Care there is particularly strong evidence of not very high quality.

The provider conducted phone interviews in December 2022 with 85 students who completed their studies in December 2021 to understand their employment positions. 94 per cent of respondents reported that they have progressed to high skilled employment or further studies.

However, this evidence does not clearly indicate how far this relates to the students, courses and timeframe in scope of the assessment. Overall, the panel concluded that there is insufficient evidence that there are very high rates of successful progression for the provider's students and courses.

Intended educational gains

The panel considered there to be insufficient evidence of a very high quality feature.

The provider submission offers a brief description of the educational gains it intends its students to achieve and how these are related to the provider's ethos and mission.

The provider gives examples of the types of skills and knowledge that it hopes students will gain in order to improve their employability, but does not provide any detail about why these skills are particularly relevant to the ambitions of its students, or relevant to the mix of courses it delivers.

Therefore, when testing the evidence in the submission against criteria statements for this feature, the panel concluded that there is insufficient evidence of a very high quality feature.

Approaches to supporting educational gains

The panel considered there was insufficient evidence of a very high quality feature.

The provider submission describes a number of interventions regarding improving the employability of its students. However, there is limited information regarding which groups of students this applies to, how the provider is supporting students to achieve the gains that it has identified, or how effective any of the identified interventions were during the assessment period.

The panel concluded that there is insufficient evidence that the provider effectively supports its students to achieve the educational gains it has articulated.

Evaluation and demonstration of educational gains

The panel considered that there was not enough evidence to come to a judgement regarding the quality of this feature.

The submission does not provide evidence which allowed the panel assess how the provider evaluates that gains made by its students.

The panel consider that there is not enough evidence to find the quality of this feature and it has been considered neutrally in the assessment of this aspect.

Overall: Silver

The panel considered the overall 'best fit' rating to be 'Silver'. The panel noted the guidance that the overall rating should not be higher than the highest aspect rating and should be no more than one rating higher than the lowest aspect rating.

As the panel has awarded a 'Silver' rating to the student experience aspect and a 'Bronze' rating to the student outcomes aspect, it has judged that the student experience and student outcomes are typically of very high quality and decided the overall rating would be 'Silver'.