

TEF Provider Submission

UCK Limited t/a The London College



January 2023

1. Provider context

The London College (thereafter 'the College') is a small sized, not-for-profit, independent Higher Education Institution (HEI) located in Hounslow, West London.

The College was established over 40 years ago in the London's Borough of Kensington and Chelsea. The College was based in Notting Hill Gate until 2017, when it moved to Hounslow.

The College campus is in the Cranford area of Hounslow, West London which is a short distance from the Heathrow Airport. The overall student population at the College over 4 years was 4,490. The student population in Year 4 was 1460. Over the 4-year aggregate period 45% of students were studying Business/Management subjects, 45% Engineering subjects and 10% Healthcare subjects.

Over the 4-year aggregate period, the gender profile of students is reported as 60% Male and 40% Female. The ethnic profile is reported as: 72% white, 15% black, 6% Asian, 6% Mixed/Other. The College has over 95% of students above the age of 21 and 60% above the age of 31. Over 70% of students come from more deprived backgrounds in the IMD quintile Q1 to Q3.

Our mission is to become the institution of opportunity that is renowned for our creativity and innovation. We develop our students and staff to reach for academic and vocational excellence. We aim to maintain and enhance our recognition as a leading independent HEI by delivering quality in higher education programmes. The College also aims to be a vocationally focused institution connected with our local communities, providing teaching and learning which opens doors and meets the needs of employers.

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

The College has at its heart, widening participation by enabling students within the Greater London to study for higher education qualifications. Our educational provision includes Pearson BTEC Higher National Certificate/Diploma qualifications in Applied Sciences (Biology), Healthcare Practice, Business Management, Tourism and Hospitality Management, Electrical and Electronic Engineering, Construction and the Built Environment (Civil Engineering) and Computer Games Design.

Our educational portfolio also includes BA/BSc (Hons) degree programmes, in Business Management, International Hospitality Management, Engineering (Electrical and Electronic) and Civil Engineering Practice, and Health and Social Care. BA/BSc (Hons) degrees have been delivered in partnership with the University of Derby since 2013.

The College is registered with the Office for Students (OfS) as a Higher Education Provider in the Approved category. The College also was awarded 'Bronze' TEF rating in June 2019. The College

had a successful Quality and Standards Review (QSR) review conducted by The Quality Assurance Agency for Higher Education (QAA) in 2019. The review team has concluded that all the Core Practices have been judged as 'Met' with 'High Confidence'.

According to the 2022 NSS survey, the College has received a rating of over 92% for 'learning opportunities', 93% for 'academic support and teaching' on the course. Over 93% of students have stated that the course they studied had provided them with opportunities to explore ideas and concepts, which had enabled them to bring information and ideas together from different topics. (3)

Over 92% of students have said that they had received excellent academic support and that the marking and assessment criteria had been very clear. Over 92% of students have said good advice was available when needed to make study choices. 93% have said that the course has provided them with opportunities to apply what they have learnt and has challenged them to achieve their best work. The overall student satisfaction rate reported in the 2022 NSS is over 92%. The College is extremely delighted that all these statistics are above the sector benchmark. (3)

The data reported on the TEF Dashboard demonstrates that the overall indicators for all measures of student experience are materially above the benchmark, across the 4 years. The overall indicator value for teaching is 94%, assessment and feedback 89%, academic support 93%, learning resources 92% and the student voice at 92%. We are extremely delighted with these statistics which are a direct result of the high quality of teaching, learning and support that underpins the transformational learning experience offered to our students. (4)

The reported data on students' outcome indicators present a positive trend over the 4 years. Continuation indicator is at 86% which is materially above the benchmark. The indicator values among all ethnicities and mature students are very positive and materially above the benchmark. At subject level, completion statistics show a positive trend across all subjects with over 90% reported on Engineering subjects. (4)

The overall indicator for Completion is reported at 78% which is materially above the benchmark value. There has been a positive increase in the reported statistics over the 4 years. The statistics have all been materially higher than the benchmark values. Furthermore, the indicator values among all ethnicities and mature students are very positive and materially above the benchmark. At subject level, completion statistics show a positive upward trend across all subjects with over 95% reported on Business and Healthcare subjects. (4)

2018-2020 Graduate Outcomes surveys shows that 85% of Engineering graduates are in work or further study, 15 months after graduation. The average earnings for graduates are reported as £30,000 per annum. Over 45% of graduates are in highly skilled occupations such as Managing Directors, Site Managers, Electrical Engineers, Planning Officers, Surveyors and Architects, to name a few. Over 60% of graduates find that their current work is meaningful and fits with their future plans. (20)

The College takes great pride in the inclusive approach to teaching, learning, academic support, and the career enhancing opportunities offered to our students. We endeavour to ensure that a majority of our students, regardless of their socio-economic background or qualifications on entry, continues

with their studies and achieves the best possible academic and employment outcomes. Our provider submission outlines the wide spectrum of initiatives undertaken over the 4 years, and their underlying positive impact on the diversity of our student community, the quality of teaching, our learning environment and the outcomes achieved by our students.

2. Student experience

At The London College, we believe that higher education should be an exciting, and transformative experience for every student. Therefore, at the beginning of an academic year, we identify and address different learning barriers to ensure that the students remain inquisitive and engaged in learning both in the classroom and during their own study time. We approach education with a mindset of engagement to create an immersive and exciting environment for learning. This creates a deeper connection between the academic staff and the students.

Student satisfaction is one of the key indicators that can help prospective students decide whether they would choose the London College for their higher educational journey. It often depends on the quality of teaching and how the academic staff meet the needs and expectations of the students. Our students are very satisfied with the teaching staff, styles, and the activities that are adopted to deliver teaching. According to the 2021 NSS survey, 94.27% of the respondents have found our academic staff good at explaining things, while 92.11% agreed that they have made the subject interesting (2). Similarly, the 2020 NSS survey confirmed that 95.63% of the respondents have found our academic staff good at explaining things, while 96.23% agreed that they have made the subject interesting (1).

The data reported on the TEF Dashboard shows that the overall indicators for all measures of students' experience are materially above the benchmark, across the 4 years. The overall indicator value for teaching is 94%, assessment and feedback 89%, academic support 93%, learning resources 92% and student voice 92% (4). We are extremely delighted with these high indicator values which are a direct result of the high quality of teaching and learning that underpins the transformational learning experience offered to our students.

Higher education landscape is constantly evolving which requires all HEI's to adapt to the changing needs and expectations of students to ensure their continued success. The College aims to provide a holistic and safe environment for the students to help them acquire a deeper and broader understanding of the content and subject matter. We use modern technologies to support learning and we are focused on our students' wellbeing and academic success. We have a high number of highly qualified academics. They work with great effort to ensure that our students receive the best support to navigate through their academic studies efficiently and successfully.

Delivery (teaching styles and quality)

The London College operates blended delivery model for its educational provision. Face to face on campus lectures, tutorials, laboratory practice sessions and student support sessions are the main delivery methods at the College. Face to face teaching is supplemented by live online lectures, tutorials and student support sessions. Students also are provided with online learning content such as lecture recordings, notes and other study materials. This approach ensures that students' different learning styles are accommodated within the teaching and learning process. We strongly believe that each student has a capability to achieve their full academic potential. Our responsibility is to support students to unlock this potential by providing varied teaching and delivery methods, as well as accommodating different learning styles within the higher education setting.

Academic staff at the College apply different teaching styles to engage our students in the learning process and to help them maximise their achievement potential. We believe that the best approach to teaching is to apply different teaching styles that can accommodate individual needs of the students. Most teachers use direct instruction method to start their lessons, which is very helpful for the students to understand new information, concepts and ideas. In addition, teachers also use inquiry-based methods, such as brain storming, Q&A and problem solving activities. These methods are a part of a student-centred approach. In the student-centred approach the students are actively involved in their learning and decide how to demonstrate their learning. Development of assessments that support learning and maintain students' motivation is essential to the success in the student-centred approach.

One example of inquiry-based method applied at the College is when a lecturer recently delivered a tutorial on Covid-19. The lecturer started the lesson by showing a short video clip on YouTube. The students were instructed to watch video and take mind-mapping notes for the forthcoming discussion. The lecturer then divided students into two groups to discuss how Covid-19 has affected the UK economy. The lecturer also motivated students to propose additional questions on how the COVID-19 pandemic has affected specific industries, and how different businesses have dealt with it. This was a very useful learning exercise as the students were very engaged in the learning process and were given ample opportunity to explore the impact of Covid-19 on the UK economy and on their own work. The academic staff played the role of a facilitator.

Students are often engaged in different practical activities. For instance, a group of hospitality management students recently participated in practical sessions at the College's Cafe. Students were serving customers at the Café. This provided the students with real-life experience of customer service in a hospitality setting. Students also observed how a Café operates from behind the counter.

Likewise, our engineering students often carry out site surveying which involves activities outside the classroom, mostly on the College grounds. Common activities conducted are linear measurements, levelling, angle measurement, and scanning by using all the modern digital surveying instruments such as levels, theodolites, total stations, scanners, and GPS positioning equipment. The recent University of Derby external outcome report on 'On-Campus and Academic Partner Programme Approval and Collaborative Arrangements' confirms our teaching practices as

excellent as stated in the report: *'excellent examples of good practice provided by London College in relation to Learning and Teaching and Employability'* (5).

Academic staff use role plays in class to help students apply acquired knowledge and skills in a simulated setting. Academic staff also conduct other group activities to ensure that students can develop their interpersonal and team work skills. Some modules use group assignments as an assessment tool. Most students enjoy these group activities and assessments. According to the 2020 NSS survey 94.97% respondents agreed that they had the right opportunities to work with other students as part of their course (1). Similarly, the 2021 NSS survey confirmed that 92.48% respondents had the right opportunities to work with other students (2). Furthermore, the 2022 NSS survey showed that 91.92% respondents confirmed that they had the right opportunities to work with other students as part of their course (3).

Application of different teaching styles to address the needs of the students with different learning styles has been very effective at the College. It has helped academic staff to engage the students in the learning process, resulting in the high students' satisfaction outcomes. It was also highly appreciated by the students as evidenced from their feedback. According to the feedback of a student *'teachers carry out different activities in class from YouTube videos to MCQ tests to help us deepen our understanding of the topic'* (6). According to the 2021 NSS survey, 94.27% respondents considered our academic staff good at explaining things, and 92% agreed that academic staff have made the subjects interesting (2). Similarly, a student's feedback in the same report was: *'we had some extraordinary teachers, from whom I learned a lot, involved, and dedicated to this profession and with great experience in the field of hospitality. Thus, we also had many practical examples, not only of theory, which is an important addition in the process of knowledge'*.

To ensure a high quality of teaching, we organise regular internal training sessions and discussion forums. Teachers also take part in the University of Deby's online training sessions, webinars and participate in the Learning and Teaching Conference at the University. In addition, all academic staff engage in a formal Teaching Observation process. This process enables, on an annual basis, identification and dissemination of good practice and mapping at departmental level, development needs to inform the provision of staff development. At an individual level, outcomes from teaching observations feed into an annual appraisal process, which supports staff to reflect on their achievements, identify new ideas to support teaching and learning and highlight any areas for staff development.

Good teaching practice is also identified through the College's Annual Monitoring and Enhancement process (16), feedback from students via module evaluation questionnaires, the NSS, and comments from the External Examiners. In addition, our academic staff regularly attend webinars and events organised by Pearson, the Advance HE, the QAA, the OfS, the Chartered Management Institute (CMI), the Joint Board of Moderators (JBM), and the Institute of Hospitality (IoH), and other organisations. This helps our academic staff to keep pace with best teaching practices and the industry updates.

Welcoming and inclusive environment

The College has created a welcoming and inclusive environment where everyone is respected and valued. We have a range of policies in place that promote diversity, inclusivity and respect to protect our students and staff from unwanted behaviour and discrimination. Key policies in this regard are Equality and Diversity Policy (11), Safeguarding Policy (12), and Bullying, Harassment Sexual Misconduct Policy (13). The key objectives of our Equality and Diversity Policy are eliminating *'discrimination, harassment, victimisation and any other conduct that is prohibited by working towards a culture that encourages inclusion, respect and engagement of staff and students'* (11). Also, advancing equality of opportunity between persons who share a 'relevant protected characteristic' and persons who do not share it is another key objective. We have a student population with diverse social identifiers of race, ethnicity, sexual orientation, gender identity, ability, religion/spirituality, nationality, and socioeconomic status. Data reported on the TEF Dashboard over the 4-year aggregate period shows the percentage at which students have achieved the student experience factors in terms of their ethnicity and gender profiles as follows: 93.9% white, 97.2% black, 93% Asian, 94% male and 94% female. (4)

Course contents and management

The London College does not award its own qualifications and therefore programmes delivered by the College are divided into two categories: programmes leading to BA/BSc (Hons) degrees awarded by the University of Derby and programmes leading to Higher Nationals awarded by Pearson. At present, the College delivers only undergraduate programmes, there is no postgraduate provision. Subjects taught at the College over the 4 years are Applied Sciences (Biology), Health and Social Care, Healthcare Practice, Business Management, Tourism and Hospitality Management, Electrical and Electronic Engineering, Construction and the Built Environment (Civil Engineering) and Computer Games Design.

Higher National Certificate and Higher National Diploma unit specifications units are designed by Pearson, whereas modules in Bachelor degree programmes are designed by the University of Derby (UoD). The UoD module leaders develop the module handbooks, assignment briefs and examinations which are used at the College. However, minor adjustments can be made at the College level, in consultation with the UoD, if they required, for example, for local contextualisation.

All HNC/D unit specifications are designed by Pearson. We use internally designed study materials and schemes of work to deliver the programmes. We assess using internally designed assessment briefs (21). All the assignment briefs are verified internally and externally (by Pearson). All the assessment decisions on the University of Derby and Pearson programmes delivered at the College are moderated both internally and externally.

Regardless of the programme studied, all students must submit their assignments on Turnitin which has been integrated into the College's Virtual Learning Environment (VLE) platforms. This helps us to detect any suspected academic misconduct, and take appropriate actions where required. Students suspected of academic misconduct are invited to attend a special meeting to explain their view on the suspected academic misconduct. Appropriate actions are then taken depending on the students' explanation, and the evidence they have presented. HNC/D grades are presented and

finally approved at the assessment boards at the College (25). The University of Derby assessment boards takes place twice a year in Derby where assessment decisions are presented and ratified.

We have regular meetings taking place at the College at different levels e.g., module level, programme level, quality assurance level, and strategic level which provide the attendees with the opportunity to discuss a wide range of issues. Student representatives are always invited to attend these meetings. Standardisation meetings also take place twice a year which helps the College to maintain consistent standards in the assessment so that no students are at any advantage or disadvantage based on who marks their assignments. These meetings are also very useful to minimise differences in interpretation of the assessment criteria and required evidence (30).

According to our JBM (2022) report, the programmes at the London College are comprehensively documented and adhered to all quality assurance processes (7). According to the Pearson External Examiner for the HNC/HND hospitality programme 2022: *'the EE is satisfied that the centre has a secure process for maintaining and auditing assessment records. All assessments are issued, completed by the students, marked, and graded by the academic staff, and records maintained/updated using electronic processes. All systems are fully password protected and secure'*. Furthermore, according to the 2020 NSS survey, 92.5% respondents agree that the courses are well organised, and the timetable works efficiently for 95% of them (1). The 2021 NSS survey also confirms that 92.98 respondents have found the class timetable working efficiently for them (2).

All subjects developed by both Pearson and the University of Derby equip students with substantial knowledge and skills. Modules such as Project Planning, Finance and Business Performance, Business Economics, Developing an Enterprising Mindset, Understanding People in Organisations, Developing a Professional Mindset, Marketing Fundamentals, Managing Financial Resources Hotel Revenue Management, Quantitative Skills for Business, Digital and Social Media, Leadership and Management for Service Industries, Launching a New Venture, Design Technology and Facilities Management, Management and Leadership, Managing and Running a Small Business, and Personal Professional development are very useful to develop skills and qualities needed for people aspiring to work in the corporate world.

According to the 2021 NSS survey, 92.54% of the respondents have found their course intellectually stimulating, while 92.11% agreed that the course has challenged them to achieve their best work (2). Similarly, the 2022 NSS survey shows that 93.43% respondents have found their courses intellectually stimulating and 93.15% have found their courses challenging for them to achieve the best work. These ratings are higher as compared to the previous year (3).

Research Project modules in our Business, Engineering, Hospitality and Tourism programmes effectively engage students in quantitative and qualitative research. We have reviewed and enhanced all research-related modules and equipped our students with knowledge of research ethics and problem-solving skills, and a deeper understanding of research data and its use. Each student is assigned with a supervisor who guide and support them throughout their dissertation journey and whom they can communicate with regularly. Some of the creative and innovative projects undertaken by our students include - an alternative to the standard plastic limit test for soils for Foundations, a model embankment frame for testing embankment stability with different soil

conditions and admixtures, shear box testing for use on construction sites and modification to the orifice and jet method of measuring flow in open channels, to name a few.

It is worth mentioning that we have rigorous student recruitment processes in place, which has been appreciated by our stakeholders. According to the Pearson AMR Report 2021/22: 'suitable processes are in place to assure the integrity of student recruitment onto the centre's L4-7 provision. There is a robust student recruitment process that enables the centre to effectively review whether the applicant has a sufficient level of English language, where the applicant has English as a second language and has not studied the last two years of their education in English. Evidence which demonstrates how the English language requirement has been met is retained' (22).

Use of technology to enhance teaching quality

The College aims to provide sophisticated and accessible online learning environment for our students. While we have campus-based learning provisions, we also deliver some teaching and support sessions online. In addition to providing students with access to relevant materials, our online learning environment also provides them with the opportunity to interact with the academic staff and peers. Students can participate in online discussions and forums, which help them exchange ideas, form meaningful connections, and gain valuable feedback. Furthermore, the online learning environment provides our students access to a range of materials, such as eBooks, slides, notes, handouts, and videos, which allow them to delve into a subject and gain a deeper understanding.

The academic staff at the London College use technology in different ways to enhance teaching styles and help students learn more effectively. They use Zoom, Blackboard, Pro-monitor, Moodle, YouTube, and some other applications to deliver lessons and track the students' progress. Zoom is mostly used for online sessions where students can be divided into different groups (break-out rooms) so that each group can work on their own under the supervision of the teacher. It is also used to deliver lectures and tutorials, in emergency situations such as lockdowns, rail strikes or extreme weather conditions.

During the Covid-19 lockdowns, we have successfully delivered our teaching and learning activities entirely via Zoom. All the teaching and support sessions were integrated into Moodle to make it easy for the students to join the sessions directly through it without logging into Zoom. We received huge support and appreciation from our students and other stakeholders to deal with challenges of Covid-19 and to ensure that learning does not stop regardless of what happens in the macro-environment. For instance, one of our students' feedback is: *'despite the Covid-19 concerns, the college has continued with the lesson deliveries via Zoom which I liked very much. Joining the lectures from the comfort of our home was like a dream coming true. The teachers delivered the session online very well'* (6).

Furthermore, the College, in collaboration with the University of Derby, Pearson Learning and Derby College, participated in the QAA Collaborative Enhancement Project. The project created a Flexible Learning Toolkit to help solve programme and module design issues that were observed during the global COVID-19 pandemic, such as: lack of flexible staff contact, poorly structured digital modules, challenges around student engagement and independent learning activities. A context analysis was conducted to understand how flexible learning could support all students (campus-based, online and apprenticeship). The project team explored strategic alignment between sector requirements and guidance, institutional teaching and learning strategies and their quality assurance in practice. In September 2022, the QAA hosted a webinar for members to learn more about the Flexible Learning Toolkit from the project team. (33)

Assessment (Formative and summative feedback)

All programmes taught at the London College are assessed by different assessment strategies such as reports, essays, presentations, portfolio building, group projects and exams. As previously stated, HNC/D assessments are designed and verified internally and finally approved by the Pearson External Examiners. Assessments for the University of Derby programmes are designed by the University.

Our internally developed and verified assessment strategies have been highly appreciated by the External Examiners. For instance, according to the Pearson External Examiner for our HNC/D Business programme (2021), *'all assignment briefs are verified to ensure they cover all the assessment criteria and grading in a holistic way, using a mix of practical/performance and written/product-based individual/group activity evidence as applicable. Where applicable, aspects of personal performance/soft skills, work realistic experience as well as an appropriate application of the unit theory were included in the assessments. All assessment is managed within a centralised delivery and verification schedule to cover all programmes. Good assessor feedback is generally being provided to support the grades awarded. Internal verification activity is evident within the material for both assignment brief approval and assessor judgement agreement'* (8).

According to the Pearson External Examiner for our HNC/D Hospitality Management programme (2022), *'sampling by the EE confirms the suitability of the assessment instruments at both HNC and HND levels. The assignment briefs are presented in a suitable HN RQF format, and all relevant information and details necessary are included. The centre uses its own "house-style" format that is well-ordered and structured'* (9).

Students are provided with formative feedback in line with Pearson and the University of Derby's academic regulations and guidelines. Formative feedback helps students understand the weaknesses in their work and areas for further improvement. Students are also provided with summative feedback by the end of the semester, in addition to the recommended grades. We have a very good system of summative feedback which has been appreciated by External Examiners. For instance, according to the External Examiner for Pearson hospitality programme (2022), *'the quality of the assessors' feedback comments (addressed to students) is also a key strength and area of good practice in the work reviewed by the EE. The Programme Leader has worked with the team to*

develop the quality of written feedback over the past few years, and it is pleasing to note a successful outcome' (9). Likewise, in 2020, the External Examiner for Pearson Creative Media Production stated: *'assessment feedback to students is very good, comprehensive and is recorded and managed through electronic proforma, which is stored on the college network - Pro-Monitor and the VLE.*

Assessment decisions are internally verified through a rigorous sampling process, afterwards assessment decisions undergo the external examination by Pearson (Higher Nationals), and external moderation by the University of Derby (degrees). The External Examiners are very satisfied with our assessment decisions and process that we follow. For example, the Pearson External Examiner for our HNC/D Hospitality Management programme 2022 wrote *'the centre continues to maintain and apply academic standards in line with Pearson (BTEC) requirements. Sampling by the External Examiner (EE) confirms the fairness and accuracy of the assessment decisions awarded. The college has appropriate administrative support functions, and all relevant minutes of Assessment Board meetings and other documents requested by the EE were readily made available. Assessment Board meetings are organised and conducted appropriately to accord with BTEC requirements for HN qualifications'* (9). Similarly, the External Examiner for our HNC/D Creative Media Production programme 2022 wrote: *'all assessment materials and assessment decisions are consistent and produced to a very good standard'* (10).

Academic support

We have a dedicated student support team at the College. The librarian, academic administrators, safeguarding & employability officers are easily accessible to help the students in different ways. For instance, the student support team often runs sessions on Harvard referencing, academic writing, careers, and employability skills. These sessions help our students to acquire skills and tools necessary to pursue higher education studies and be prepared for the corporate world. According to the 2020 NSS survey, 96.23% respondents have been able to contact staff when needed and 95.7% respondents have received sufficient course related advice and guidance (1). According to the 2021 NSS survey, 91.76% respondents have been able to contact staff when needed and 91.23% respondents have received sufficient course related advice and guidance (2).

Our tutoring service is also a popular resource for the students. It provides one to one assistance with module content and assessments (guidance only). This is beneficial for the students who are finding a particular aspect of their module or subject of study difficult. Tutoring service also provides guidance on academic and study skills. Furthermore, tutoring service is tailored to the individual needs of the students who need support.

The College's student support team systematically captures data on engagement with its services. We constantly seek to increase students' level of engagement with student support service at the College through targeted programmes, such as, an extensive 'Induction Programme' focusing on a range of topics such as Harvard referencing style, communication skills, independent learning, critical thinking, academic integrity and referencing, IT and library skills.

The 'Induction Programme' prepares students for expectations in higher education. The programme helps students to recognise and quantify the academic and transferable skills they already have and to develop the best learning practice. It also provides students with resources for management and evaluation of their own educational journey. The 'Induction Programme' builds on the students' professional and transferable skills and enhances their academic skills, which is crucial for transition to and success in higher education. This programme has received very positive feedback, over 90% satisfaction rate, from our students. This initiative has contributed immensely towards improving our continuation and completion rates.

All students are provided with a student handbook (23) at the beginning of an academic year and module handbooks (24) at the beginning of each term. The student handbook provides details of college regulations, academic support services, facilities and resources, awareness of malpractice and plagiarism, extenuating circumstances, making an appeal/complaint and other useful information. The UoD module handbooks contain staff communication details, schemes of work, lecture topics, seminar activities, assignment brief and assessment criteria. Some modules also have separate assessment briefs. HNC/D unit handbooks do not contain assignment briefs as they are presented separately. All these documents are available on the College's VLE platforms such as Moodle and Blackboard.

College resources

There are several resources that the College offers for the students' benefit. We have a large library which provides the students with a 'quiet study' area. The library provides access to books, journals, and other study materials that students can use without prior booking. It also provides access to computers, laptops, and other technology, which can be used for research and other academic work. It is worth noting that the library is well stocked with thousands of books, magazines, and journals. In addition, any new and required resources recommended by the programme leaders and awarding bodies are purchased on regular basis (16).

We have extensive digital resources as well. These resources are accessed online and include online libraries (College and the University of Derby libraries) course materials, and other digital resources. Digital resources can be accessed from any computer or an appropriate device. We also have laptops and desktop computers in the library to help our students engage with their academic work without any resource-related barriers.

Our learning environment is supported with appropriate resources which are safe and accessible to our students. All classrooms are equipped with projectors. Laboratories are fully equipped with the relevant and current hardware, software and other equipment that supports the requirements of the courses on offer. The library is fully resourced with recommended books and texts. The EBSCO host system provides our students access to a vast range of online resources and journals. It also has a wide range of eBooks, relevant to the College's areas of study, available with unlimited user licenses. Furthermore, subject library guides have been prepared for each programme. These give detailed instructions on how to search the library catalogue and access relevant electronic resources. (19)

The College has on an on-site Café, which offers hot and cold food and other necessary refreshments. There is a common room and a multifaith prayer room for the staff and students' use. There are also staff and students' car parking facilities and an outdoor recreation area.

The College has expanded the capacity of all the laboratory facilities over the past 3 years to add more experiments and to provide a comfortable learning environment for the students. The Hydraulics Laboratory has new experiments which include Digital Hydraulics Bench, Energy Loss due to Pipes Friction, Determination of Reynold Number and Jet Impact. Additionally, the capacity of the Electrical Laboratories has been increased to carry out more experiments. The newly expanded Soil Mechanics and Structure Laboratory has a larger capacity and four new experiments. Furthermore, the IT Laboratory has been enlarged and all IT facilities have been upgraded with new desk-top computers and peripherals.

Guest lecturers' and industry experts' visits have been very effective in enhancing students' learning experience and demonstrating industry and employment prospects. In addition, our laboratory technicians make an invaluable contribution to learning and teaching across all practice-based programmes. We also contract highly trained specialist staff as instructors to provide our students with a broader experience and to bridge the gap between technical support and academic practice. These faculty-based teams provide guidance and support to students, offering induction programmes focused on the safe use laboratories and laboratory equipment. Our technicians are highly skilled practitioners within their subject areas and hold required academic and professional qualifications. This creates an inspirational learning environment in which students experience new technologies. We are aware that our students value the support of our technicians, as evidenced through module and programme feedback, as making a positive and meaningful contribution to the student experience.

Student satisfaction with the College resources

Student satisfaction with the College resources is an important measure of our success. In general, students are very satisfied with the resources available to them. According to the 2021 NSS survey 89.99% respondents agree that the IT resources and facilities have supported their learning well, and 89.33% agree that the library resources (e.g. books, online services, and learning spaces) have supported their learning well (2).

Similarly, 88.61% respondents in the 2020 NSS survey agree that the IT resources and facilities have supported their learning well, and 94.97% agree that the library resources (e.g., books, online services and learning spaces) have supported their learning well (2). It is equally important to note that 93.75% respondents in the 2020 NSS survey agree that they have been able to access course-specific resources (e.g., equipment, facilities, software, collections) when they needed to. In addition, according to our internal feedback system, most students report that they are satisfied with the quality of the resources available to them.

Practical experience and field trips

We provide students with opportunities to apply theories into practice where required and possible. For instance, engineering students carry out field surveying work on the College's campus. The work involves linear measurements, levelling, angle measurements, and scanning using all the modern digital surveying instruments such as levels, theodolites, total stations and scanners, and GPS positioning equipment. Likewise, our hospitality students have the use of the College's Café facilities to practice customer service skills and observe how hospitality businesses run. Our students have visited places of interest, exhibitions and events including London EV Show, NEC Birmingham, Buxton Experience Day, Brick Lane (Curry Capital), and National Grid, to name a few. Students have participated in the Summer School at the University of Derby which has provided them with an opportunity to experience taster and master classes, team building activities, social events, and an insight into student life at the University.

It should be noted that our field trips had to be suspended during the Covid-19 lockdowns. We have more fields trips planned for this year. All field trips must follow the rules outlined in our Field Trip Policy (15).

Academic team and professional development

We have a very highly qualified and experienced academic team which is dedicated to ensuring the academic success of the students. We are proud of our highly educated academic staff. Most of our teaching staff have master's degrees and PhDs. Some academic staff also have the Qualified Teacher Learning and Skills status (QTLS) status while others have Fellow of the Higher Education Academy (FHEA) or a Senior Fellow of the Higher Education Academy (SFHEA) recognition.

Our academic staff (who are not FHEA) have an opportunity to engage in teaching excellence through our Advance HE - HEA membership. We are committed to supporting our academic staff to achieve the HEA fellowship, at an appropriate level. The HEA Fellows increases the College's focus on the best practice in teaching and learning and drives academic enhancement. The College supports new academic staff to obtain the 'Postgraduate Certificate in Higher Education' (PGCHE). Several staff members achieved this qualification over the years. Most of our teaching staff have appropriate teaching qualifications, thus embedding best practice and learning theories in the curriculum design and delivery. Also, many of our academic staff, especially engineers, also hold a professional accreditation in their respective areas of practice. The College has established research partnership programme with the University of West London and sponsors two PhD and one postdoctoral civil engineering scholarships.

In addition, some of them are regular contributors to a variety of conferences and online forums. For example, one of our lecturers presented a research paper '*Emulations of Overvoltage and Overcurrent Relays in Transmissions Lines*' at the 57th International Universities Power Engineering Conference at the Istanbul Technical University in Turkey in September 2022. The paper was written by three academics from the College. (32)

As stated in the College's Annual Monitoring and Enhancement Plan, all teaching staff undergo formal teaching observations. They also undergo a formal appraisal process which supports them to reflect on their achievements, identify new ideas to support student learning and highlight any areas for future development. Staff in house training sessions are annually arranged and focus on best practice in HE, assessments, feedback, use of VLE, and quality assurance (16 & 25).

Similarly, discussion about continuing professional development (CPD) takes place both informally, as well as during the programme committee meetings. The College often provides the academic staff with financial and logistical support for the CPD activities. All academic staff are engaged with the CPD activities. They also update their CPD records annually and submit evidence to the office of both the Programme Leader and Director of Quality (31). According to Pearson AMR Report 2021/22 *'the centre requires staff to complete and formally record professional development activities (CPD) to demonstrate that they are aware of and implementing academic and industry best practice. It is noted that a number of academic staff have gained HEA fellowships with Advanced HE' (22).*

Student engagement and voice

Students are at the epicentre of the College's environment. We have embedded student voice within our decision-making process through student representation in the committee meetings (29). We have an excellent track-record of carefully listening to the students and responding to their concerns and their recommendations for change or enhancements in accordance with the College's Student Charter (17) and Teaching and Learning Strategy (18).

As stated before, student representatives are always invited to attend the course committee meetings where they can raise any issues of interest and/or concern. Moreover, students can provide feedback by the end of each academic semester and via the NSS survey (students eligible for inclusion in the NSS population). It should be mentioned that students appreciate and are happy with our efforts to actively engage them in the College life. For instance, the 2020 NSS survey confirms that 96.23% of respondents were overall happy with the student voice opportunities (1). Likewise, the 2021 NSS survey confirms that 91.63% respondents agreed that members of staff valued their views and opinions about the course (2).

The College embraces the notion of working with the students in a dynamic and mutually beneficial partnership and provides a range of mechanisms for the students to continually enhance and shape their learning experience. For example, our "You Said, We Did" poster is produced twice a year, in partnership with our students. This poster demonstrates to the students' how the College has addressed and/or responded to their feedback and that their voice is heard.

The College's student support team systematically captures data on engagement with its services. We constantly seek to increase students' level of engagement with student support service at the College through targeted programmes, such as, an extensive 'Induction Programme' focusing on a range of topics such as Harvard referencing style, communication skills, independent learning, critical thinking, academic integrity and referencing, IT and library skills.

3. Student Outcomes

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

The offer of six 3-year BA/BSc (Hons) degrees since 2018, in addition to the Top Up degrees, has enhanced the graduate employment opportunities for students. It is noteworthy that the BA (Hons) in Business Management is accredited by Chartered Management Institute (CMI) and BSc (Hons) in Civil Engineering Practice is accredited by Joint Board of Moderators (JBM).

On completion of the BA (Hons) in Business Management programme, our graduates will receive dual awards: the CMI Level 5 Diploma and the BA (Hons) Business Management degree. On completion of the BSc Civil Engineering degree, the graduates will satisfy the educational base to become an Incorporated Engineer (IEng).

Integrated Student Support

Over 93% of our students are above the age of 21 and over 60% are mature and come from the BME and widening participation backgrounds. Over 60% of our students are from deprived areas based on the National IMD. Many of our students have care responsibilities for families. We also have students with specific learning needs and disabilities. The student support team, supported by the SEND Officer, is well placed to offer confidential personalised support for disadvantaged students. The student support team acts both as the first point of contact and a hub for attending to the students' needs and requirements.

Furthermore, the SEND officer also helps students to identify their educational needs, arranges specialist testing and provides advice to the students on a wide range of personal and academic issues. Students, who have special educational or extended support needs are engaged by the College on support plans. These plans help to track and monitor support provided to the students as well as, the ongoing commitment to the support plan by both parties.

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

The College's timetable has specific slots allocated for student support and engagement, which is a further support initiative alongside the regular teaching sessions.

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

The Programme Administrator arranged for this student to receive personal support from a specialist agency. The College provided extensive support through one-to-one tutorials, additional contact hours, rest breaks and extended deadlines. Collaborative effort by the external agency and the College staff enabled this student not only to graduate with a good honours degree but also to improve presentation, public speaking, and other transferable skills.

The reported data on students' outcome indicators show a positive trend over the 4 years. Continuation indicator is at 86% which is materially above the benchmark. The indicator values for all ethnicities and mature students are very positive and materially above the benchmark. At subject level, completion statistics show a positive trend across all subjects with over 90% reported on engineering subjects.

The overall indicators for Completion are reported at 78% which is materially above the benchmark value. There has been a steady increase in the reported statistics over the 3 years. All statistics been materially higher than the benchmark values. Furthermore, the indicator values among all ethnicities and mature students are very positive and materially above the benchmark. At subject level, completion statistics show a positive trend across all subjects with over 95% reported on Business and Healthcare subjects.

Furthermore, Programme Administrators monitor students' academic progress and ensure students' concerns are captured at early stages of their academic journey. This would ensure that proper interventions are made at suitable intervals and appropriate support and guidance is available to all students. Students who require academic intervention are engaged on learning contracts to encourage them to take responsibility for their own learning and for the College to monitor their progress. In terms of pastoral care, these students attend regular meetings with their tutors, as part of their learning contracts, to identify issues and access necessary support.

These integrated support measures have contributed to the consistent improvement of the overall 'Continuation rates' of our students, who primarily are mature and come from the BME, non-traditional backgrounds. We have been providing specialist and targeted support for our students' needs. We have also provided additional tutorial hours across the College to further enhance support for our students.

Work experience and Placement opportunities

Students undertaking the HND Healthcare Practice (RQF) have an opportunity to develop as reflective practitioners. They are required to complete a minimum of 450 hours of work experience to achieve their qualifications. Students' participation in work-based learning enhances their wider understanding and knowledge of the integrated health care sector. BA (Hons) Health and Social Care students are required to complete a 'Practice Based Learning (PBL)' module. The primary focus of the PBL is on experiential learning in a healthcare setting. Students are expected to apply knowledge and skills gained from their academic study in their healthcare setting. This includes the use of research and investigative skills and the application of methods of evaluation to service delivery with a particular emphasis on outcomes for service use. The College has a dedicated

placement co-ordinator to organise, assess and monitor the students in their industry placement settings; ensuring that the students are well supported and guided throughout their work-based learning experience.

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

According to the 2019-20 Graduate Outcomes statistics, over 80% of graduates are in employment, business, self-employment or further research or study. Furthermore, 24% of students are either caring for someone else, seeking employment, unemployed or retired.

2019-2020 Graduate Outcomes survey also shows that 85% of engineering graduates are in work or further study, 15 months since graduating from the College. The average earnings for graduates are reported as £30,000. Over 45% of graduates are in highly skilled occupations such as Managing Directors, Site Managers, Electrical Engineers, Planning Officers, Surveyors and Architects, to name a few. Over 60% of graduates find their current work is meaningful and fits with their future plans. (20)

According to the TEF dashboard, the overall indicator for Progression is reported to be below the benchmark. The statistics shows an improvement in Year 2, however it has slightly decreased in Year 3. Progression values for students under 21 years are reported to be above the benchmark. Furthermore, students on Q1 geography of employment quintile have indicators that are broadly in line with the benchmark.

Although, our graduates have high rates of 'employment', there has been a decrease in the highly skilled employment rate. The main reason, for this is that impact of COVID-19 pandemic on employment status and overall living standards. Many graduates have reported that they had either lost their jobs or have been furloughed as a direct consequence of the COVID-19 pandemic. Many students have travelled back to their countries of origin to join their friends and families, to be able to cope with economic and childcare issues.

Furthermore, majority of our students come from non-traditional and BME backgrounds and from areas of significant deprivation. In these areas there are fewer opportunities for graduate employment and significant pockets of low pay, particularly for certain ethnic groups and for women.

It should be indicated, that over 65% of our graduates work in the care, leisure, customer services and administrative occupations. The aftermath of the pandemic has greatly impacted job opportunities as many employers have laid off or furloughed staff, to reduce overheads and operating cost. These graduates, out of their personal circumstances, do not aim for graduate or managerial posts. Main reasons behind it are care responsibilities for young children and/or adult dependants.

In these circumstances, graduates often seek jobs that 'wrap around' childcare/care duties and family life, in general. By nature, these jobs are rarely managerial, graduate or highly paid. In addition, some graduates do not seek graduate or managerial posts out of their personal choice. They prefer the flexibility and opportunities offered by the fast-expanding gig economy, which is a growing trend, especially in Greater London.

Also, the COVID-19 pandemic has altered a traditional definition of 'life priorities' for many. 'Back to nature', 'zero waste' and minimalist life style preferences have been on the rise, in opposition to more traditional 'rat-race' and consumerism approach. Also, the need for holistic self-development, including engagement in further and higher education, is on the rise. However, 'getting a degree' is no longer perceived as means to a lifetime of 'climbing up the professional ladder'. Employment in the gig economy facilitates these new life priorities.

Professional accreditation and engagement with Professional Bodies

As another initiative to increase graduate employability, the College has been a member of professional bodies such as the Institution of Civil Engineers (ICE), Institution of Engineering & Technology (IET), and Institute of Hospitality (IOH). Students can become members of these bodies. Representatives from the professional organisations visit the College and talk about opportunities and career paths in the industry. Students also attend lectures and seminars on offer.

Students have also visited exhibitions and trade fairs such as Trade fairs in NEC Birmingham, Higher Education Shows in ExCel Exhibition Centre, National Grid UK and Buxton Experience Day. The College has been visited by industry experts, to include Senior Safety Manager from Network Rail and the Project Manager from Balfour Beatty. We also had visits from the Considerate Constructor's Scheme Project Manager who held interactive sessions with the students.

Students are provided with opportunities to apply theories into practice where required and whenever possible. For instance, engineering students carry out field surveying work on the College grounds, involving linear measurements, levelling, angle measurements, and scanning using modern digital surveying instruments such as levels, theodolites, total stations and scanners, and GPS positioning equipment. Students have visited relevant places of interest over the years to enhance their learning experience. It should be noted that our field trips were suspended during the Covid-19 lockdowns, however, more are planned this year.

Having both our BSc (Hons) Civil Engineering Practice and the HND in Construction and Built Environment (Civil Engineering) programmes accredited by the Joint Board of Moderators, enables our graduates to satisfy the educational base for an Incorporated Engineer (IEng). JBM have successfully reaccredited all the Civil Engineering programmes until 2026.

The JBM accreditation report has highlighted several areas of good practice which included '*The visit team were particularly impressed by the laboratory facilities on both sites, and the outstanding support given to students, with a good balance of practical and academic work, and funded field trips and visits. Students are well-prepared for the workplace. The response to Covid has been exemplary in both Derby and London College.*' (7)

The JBM 2021 report also commended the College for a successful collaboration which provides flexible provision for mainly mature students meeting a distinct labour market need. The London College has a distinct role in the West London area providing flexible and accessible IEng provision, fulfilling a particular role in supporting SMEs along the M4 corridor (7).

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

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

The College has also linked with the University of Derby Careers and Employment Service and has adopted the 'University Employable student framework'. This involves including aspects of careers work in the curriculum planning. These aspects of careers work are delivered by course teams. In addition, University careers advisers visit the College to offer careers advice, through lunch time briefings and one-to-one sessions for students.

These are some of the initiatives that have enhanced their opportunities of being employed in professional and graduate jobs.

Postgraduate Degree programmes

As an initiative to improve graduate employment and further study opportunities, the College is seeking to introduce a portfolio of postgraduate degrees starting from 2023/24.

The College has been in discussions with the University of Derby and other potential partners to gradually introduce MA/MSc taught degree programmes in the subjects of Management, Hospitality, Civil Engineering and Electrical Engineering. The postgraduate degrees would significantly enhance the employability prospects for our graduates. BA/BSc (Hons) graduates also have the opportunity to undertake a Master's degree with the University of Derby at a discounted alumni rate.

Conclusion

We work with community groups and employers to raise awareness of the benefits of higher education to individuals, industry, and the local economy. We are committed to be a creative and innovative institution connected with our local communities, providing teaching and learning which opens doors and meets the needs of wide range of employers and professional bodies we are associated with.

All this fits well with the mission of the College which is, “We will become the institution of opportunity that is renowned for our creativity and innovation”. The overall student satisfaction rate reported in 2022 NSS survey is over 92%. As evident from our reported statistics, many students have testified that the College had provided them with a nurturing environment. In this environment, they have experienced the same opportunities for work and further study as they would have experienced in any large university.

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

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