

1. Provider context

The motto of The City College is 'Where students come first', and the College continually strives to put the student experience central to everything it does. As such, the College is fully committed to offering the highest quality of service possible to fulfil the expectations of both the College community and the educational community, both local and national. The College provides a Higher Education (HE) environment that is founded on equality of opportunity, freedom from discrimination, and freedom from bullying and harassment, as is stated in the Equality and Diversity Policy, and the Sexual Misconduct, Anti-bullying and Harassment Policy, which are included in the student handbook. The College values the diversity of its student body, and it is fully committed to widening access to HE for all potential students while minimising or removing the barriers that can exclude many from the world of HE.

The College has a history of providing access to students from a variety of backgrounds. The college is dedicated to supporting the strategic priority of the UK government to 'boost social mobility, life chances and opportunity for all, and enhance the competitiveness and productivity of economy' as enshrined in the Higher Education and Research Act, 2017.

The City College was founded in 1979 as 'City College of Higher Education' and was located initially in Seven Sisters Road, London, before moving to its current premises in 1995. Enrolling students aged over 18 from the local community and overseas, the College offered a wide range of courses in partnership with universities in the UK and the US, such as the University of Leicester, University of Sunderland, Heriot-Watt University (Master of Business Administration programme) and the University of the West of England (BSc (Hons) top-up degrees in Business Management, Hospitality Management, Travel and Tourism Management, and Health and Social Care Management) until 2014.

This situation changed as a result of alterations to the UK's visa regulations from 2010 and the natural conclusion of other programmes once existing students had graduated. Working in partnership with Pearson, the College continued to deliver full-time BTEC Higher National Diploma programmes in which it had experience and expertise as identified above. In addition, the College delivers the Diploma in Education and Training, which can lead to gaining Qualified Teacher Status (QTLS).

Since 2012, the College added the award of a Professional Licentiate in Acupuncture and the award of a Licentiate in Tui na (Chinese medical massage) as a CPD course. These programmes are delivered through The City College of Acupuncture which is part of The City College but branded to reflect the specialism.

Provider name: Inter-Ed UK Ltd t/a The City College
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Currently, all students are from the UK or Europe, including those with Indefinite Leave to Remain or EEA family members or refugee status (i.e. resident in the UK without any restrictions). The College does not have a Tier 4 licence.

The City College is located in the Hoxton West Ward of the London Borough of Hackney. Hackney was the eleventh most deprived local authority overall in England in the 2015 Index of Multiple Deprivation. In 2015, 17% of its Lower Super Output Areas were in the top ten per cent most deprived, compared with 42% in 2010 when it was ranked second most deprived local authority. The measures of deprivation include employment, income, housing and services, living/environment and crime. In 2020 10% of the working age population claimed out-of-work benefits, the highest rate of any London borough, and 12.1% of working-age adults do not have any qualification, which is the highest rate in London.

The College has a history of providing access to students from various backgrounds, mirrored by Hackney being a culturally diverse area. There are significant 'Other White,' Black and Turkish/Kurdish communities as well as the Charedi Jewish community, which is concentrated in the North East of the Borough. In addition, Hackney is a relatively young borough, with a quarter of the population under 20. The proportion of residents between 20-29 years has grown in the last decade and now stands at just under a fifth. People over 55 make up only 14% of the population.

The College is dedicated to providing the means through which non-traditional learners can experience and succeed in HE. The last registered data set profile for the academic year 21-22 showed:

Students are above the age of 21	99%
% under 21	1%
Male	27%
Female	72%
Other	1%
White	61%
Gypsy or Traveller	0.50%
Black or Black British - Caribbean	3%
Black or Black British - African	18%
Asian or Asian British - Indian	2%
Asian or Asian British - Bangladeshi	2%
Chinese	3%
Other Asian background	3%
Mixed - White and Black Caribbean	0.50%
Other mixed background	3%
Arab	1%
Other ethnic background	1%
information refused	2%

76% of all our students in 21/22 live in London, and, of this amount, 50% of London-based students from The City College are from areas with a high poverty rate.

2. Student experience

At The City College, the Student Experience is central to our ethos and the education we provide. At all points of the education process, we endeavour to involve the student in their learning journey by attempting to gain their views, thoughts, and feedback to improve our teaching and their experience at the College. At the beginning of the academic year, there are nominations for students' representatives, who are selected by their peers and attend the Student Staff Liaison Committee Meetings (SSLC). In the most recent SSLC meeting in November 2022, the given feedback stated the courses were interesting, building confidence and communication and suggested a natural progression in learning.

Programme team meetings also capture the student voice, as current student representatives attend and are on the Board of Governors, where current students and alumni are present. At the most recent programme team meeting in November 2022, agenda items such as assignment briefs, units, recruitment, attendance, teaching and learning feedback were discussed, and matters arising were acted on.

TEF Core Metrics relating to the student experience are:

- A. Teaching Quality
- B. Assessment, Feedback and Student Support
- C. Student Engagement
- D. Learning Environment

A. Teaching Quality

The NSS results for 'Teaching on my course,' in 2021-22 is 99.17%, which is well above the sector result of 80.05%. Our results have remained consistently high at above 90%, being:

92.34% in 2018-19,

93.02% in 2019-20

In 20/21, the benchmark value was 90.6%, and the College NSS results were 94.64%.

We are justifiably proud of these results, especially as 2019-20 overlapped the difficult period throughout Covid when the College had to quickly adapt to teaching online.

We use a wide range of teaching methods to engage with our learners, which include an intensive ten-week study skills course in the first term of the student's academic journey. Topics covered include:

- How to study and revise effectively
- How to navigate various programmes such as word, powerpoint and padlet,
- Save files on cloud and external storage device
- Writing covering letters.
- VLE's such as Sharepoint and Moodle
- CV Writing
- Command words
- Harvard Referencing
- Academic Malpractice
- Job interview role plays
- Presentations
- Assessment layouts and research

All the above topics and more enable the tutors to support each student's individual needs.

In terms of academic progression, we offer our students a variety of ways to teach them the course content, such as lectures, tutorials, one-to-one sessions, drop-in sessions, and mentoring. Furthermore, to make the programmes user-friendly and inclusive, we utilise group discussions, which form part of the formal assessment of the learners, and the feedback has been very positive. We also encourage the students to do single or group presentations, some of which are a part of the formal assessment.

We actively urge students to provide peer feedback to other learners, and as part of the assessment, we also undertake field trips. For example, we have taken our learners to the Bank of England Museum, City Airport, the London Eye, the Sky Garden, and conferences based on business, travel and tourism/hospitality and teaching, such as the BETTs Conference.

B. Assessment, Feedback and Student Support

In 2021-22 the NSS results for 'Assessment and Feedback,' were 73.33% which is above the sector result of 68.53%. This shows satisfaction above the sector average with the assessments given to our students as well as the feedback provided. However, the benchmark figure of 84.7% shows that there can be room for improvement, and it is important the college is not complacent and strives to achieve the benchmark and above it.

In line with the course provider's guidance, we enable our learners to upload their academic work on Moodle, which is marked in a timely fashion to provide written formative feedback, permitting them to improve their work before the final summative submission. The interim formative feedback

is given at the end of group discussions and presentations as well as any written submission on field trips and within the classroom.

Where a learner requires reasonable adjustments, we provide one-to-one formative feedback as required. The College aims to provide formative feedback within seven days of submission.

On summative feedback, all lecturers have a target to mark the work within two weeks of the final submission. These marks are then sampled by the internal verifier. This helps ensure high standards of marking and feedback. Students receive an email once the feedback is ready and are able to access it directly on Moodle.

In addition, the College attempts to give student support throughout their time with the College. A Pastoral Care Policy outlines the support offered to all students. In addition, Student Welfare gives a talk at induction and has a dedicated Student Welfare page on the VLE, with information available to students regarding reasonable adjustments, special considerations and disabled student's allowance where applicable. The Student Welfare Officer is available to offer one-to-one support to students and is an accredited FE/HE dyslexia tutor as well as an accredited tutor for students with ASD. In line with well-being, the College has a Quiet Room available for any students who feel overwhelmed and who may need some time to reflect or decompress from daily activities.

Finally, the 2019 QAA report noted, *'The comments from students in response to national surveys are positive. Data collected from surveys demonstrates that students appreciate the support provided. HND students reported high levels of satisfaction with verbal and written feedback.'*

C. Student Engagement

As student engagement is so central to improving the quality of the educational experience, this is set out in the Student Engagement Policy and is demonstrated within the College through:

- An induction programme before students begin their course.
- End of term/course reviews.
- Exit interviews.
- Student-Staff Liaison Committee.
- Programme Team (Committee) Meetings.
- Academic Board Meetings.
- Board of Governors Meetings.
- 'Open-door' policy.

- Student Representatives.
- Personal tutors
- End of term/semester Unit Evaluations
- NSS surveys
- Suggestion Box in Reception

The City College actively engages students, both collectively and individually, in improving the quality of their educational experience.

Student Representatives are essential for increasing student representation and engaging the student body in a wider range of activities, as well as expressing their views and opinions as reflective of their particular programme.

All students have the opportunity to use the open-door policy, which enables students to see staff members immediately if possible. All staff members endeavour to see students when requested, immediately or arrange a meeting as soon as possible. This is a well-established protocol at The City College and one that students value highly.

Individual meetings are also arranged throughout the student's programme, which enables students to highlight any issues they may have and implement support if necessary. These include end-of-course meetings conducted by staff and allow students to give their views and feedback, enabling improvement and development. Any given feedback is fed back to Programme Leaders. In addition, student views are communicated in meeting reports, minutes and through surveys and termly evaluations.

The 2021/22 National Student Survey identified a high and positive view held by students of the college, with results being consistently above the sector average. Examples include:

- 93.33% agreed that staff value students' views and opinions about the course (average sector percentage 68.64)
- 93.33% agreed that it is clear how students' feedback on the course has been acted on (average sector percentage 51.68)

The acupuncture programme has a robust feedback loop to ensure that the student voice is heard in all aspects of course delivery. The acupuncture course handbook details Quality Assurance and Student Feedback through the mechanisms of the Student-Staff Liaison Committee and End of Module Evaluations which are fed into the Module reports presented and discussed in the Programme Team Meetings. Due to the nature of the course, the feedback loop is vital, as this

information is used in constructing the twice-yearly CCA action plan and is used in the Course Handbook and Curriculum Review Policy and Procedure.

The City College has created a culture of openness and reflectivity, where learners are assured their feedback is valued and acted upon. They can access staff members through the Open-Door policy either formally or informally. The college monitors and evaluates the proposed suggestions, and the actions taken are transparent, with information fed back via the VLE and SSLC.

Our 2019 QAA report stated, *'Students indicated that they are aware of the open-door policy for student support, and had made use of it. The student submission notes that the open-door policy, which is maintained by both administration and academic staff, is held in high regard and that the College is helpful in intervening if students are not coping, thus avoiding escalation of issues. Students due to complete their programme are offered support in developing their CVs and job applications, developing job interview techniques, and preparing university applications. The evidence reflects that students value the support provided by the College and tend to agree that they are adequately supported to achieve successful academic and professional outcomes.'*

D. Learning Environment

The City College motto is, 'where students come first,' which is followed by all members of staff and lecturers, and all students are encouraged and provided with as much support and services as possible. The college offers and uses a range of resources to shape the learning environment positively.

The college occupies a large spacious building near Old Street, which covers four floors and borders the city, a thriving district with a range of businesses and amenities nearby, with excellent transport links, and several local restaurants, cafes and shops.

The main reception of the college building is on the first floor, next to the reference library, which is a silent study area equipped with individual computer carousels and a printer/photocopier and holds over 3,000 books. A library book database is available on the VLE, which students can browse when looking for reference material. Online journals are also accessible through an external study site.

There are two further computer suites on the first floor and dedicated study rooms on the third floor for acupuncture students, and Wi-Fi is available throughout the College building.

The building has multiple classrooms as well as clinic classrooms specially designed for the Acupuncture/Tui Na programme, which are located on the second and third floors. As acupuncture is a practical course, there is a fully functioning on-site clinic where third-year students can treat paying members of the public. The treatments are carried out with highly experienced supervisors in attendance, and the clinic complies with the standards set out by the BAAC - British Acupuncture Council and is licensed by Hackney Borough Council. The Acupuncture course is accredited by BAAB – British Acupuncture Accreditation Board, and accreditation is conditional on the course preparing the learners to accomplish the level required for entry to BAAC membership. BAAB undertakes an annual clinic audit to ensure that the clinic meets the required standards. It is also inspected annually by the External Examiner and the External Clinical Auditor.

The college supplies all the necessary equipment for the learners to become accomplished acupuncturists. Stocks are checked regularly so there are sufficient supplies of all equipment needed. Ageing equipment is replaced periodically.

Staff and students can request books to be added to the library. There is a Quiet Room for students to use individually should they require it, a prayer room, a large and comfortable common room with microwaves, hot water urns and a fridge. The college also has a conference room for meetings, used for discussions and group study.

The following are some of the services and support available at City College:

- Study skills
- Academic workshops
- One-to-one academic support
- Pastoral support
- Support and advice with Student Finance and DSA
- Support with university applications and references
- Library
- Computer access and tech assistance
- Online resources and support to supplement learning.

The most recent NSS survey (2021/22) had 66.11% agreement that overall college learning resources were good. However, it was below the benchmark of 81.4%. It is important to bear in mind that the latest NSS survey was undertaken during Covid, when the college was forced into lockdown and students only had access to online resources. 73.33% of students agreed they have been able to access course-specific resources when needed. The student voice is helpful in highlighting such concerns. Therefore it is also important to note that the Student Voice NSS results for 2021/22 were very positive, with 94.44% agreeing that students had good opportunities to provide feedback on their course, that their opinions were valued by staff, and student feedback was acted upon. This is far higher than the benchmark of 82.1% and shows how the college takes on board student opinions and feedback.

Looking at academic support, the College endeavours to ensure that students can always access individual meetings with their lecturers should they need one-to-one support. The most recent NSS survey (2021/22) for Academic Support is 90.56% which is well above the sector result of 73.88% and the benchmark of 86.3%. Over the last four years, the College has consistently scored over 90% in NSS results for Academic Support, showing how important we feel open communication, access to academic staff and ensuring support is there when needed. This, we feel, is one of our strongest areas. In addition, our open-door policy means that students can come at any time to speak to staff and make appointments which, if not immediate, are within a timely period.

During the lockdown, the college switched almost seamlessly to online learning and has always been aware that digital technology is important in student learning. As such, the college has endeavoured to maintain digital resources, including HN Global, which includes subject reading lists, core textbooks, career services, help with CV writing and job applications and study skills modules, all of which are free of charge for students studying Pearson courses.

In addition, the college provides all staff and students with the ability to download for free the Office 365 package, which includes programmes such as Word, PowerPoint, Excel, Outlook, Microsoft Teams, OneNote and others via the VLE. Students are shown, during induction, how to download the Microsoft 365 package and are provided with a guide. Also, students have access to SharePoint, with a wealth of useful information for students, including policies and procedures, a link to Moodle, where assignments are uploaded for marking and checked through Turnitin and where students can access feedback. Student Representatives have a dedicated page with contact details.

For submissions, students are provided with a guide which explains in a step-by-step manner how to upload assignments on Moodle. Students are also shown how to upload assignments during study skills sessions and before the first submission as a reminder. They can also contact the staff if they have any queries or require 1:1 support in person or online.

Further support includes issuing letters, references and help with accessing reduced travel costs, such as Oystercards and Railcard applications. In addition, all students receive a copy of our Student Handbook with contact details and information relevant to their course.

All students receive a login to the computer system before induction and support and IT training before and during induction. As well as this, confidential support is available through the Student Welfare Office who can provide support through:

- Counselling
- Signposting to specialist services
- Liaising with social services, social workers or parole officers
- Advice for students with a disability, long-term medical condition or specific learning difficulty

3. Student Outcomes

The City College supports students to achieve successful academic and professional outcomes. This involves more than setting out to support students in achieving qualifications, although this is a central part of our mission. It involves monitoring students effectively to implement targeted interventions when necessary, involvement in work experience placements and implementing professional activities to enhance skills and progression, and obtaining feedback from employers and professional practitioners about graduates' high levels of employability and skills.

The City College supports all students to achieve successful academic and professional outcomes by:

- Employing sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- Providing sufficient and appropriate facilities, learning resources and student-support services to deliver a high-quality academic experience.
- Ensuring that students receive detailed, comprehensive and developmental feedback, both formative and summative.
- Organising and delivering a programme of continuous professional development for staff, so they fully understand their role in supporting student achievement.

Having a range of strategies to support students, such as:

- Study skills classes for all students
- IT training for staff and students as required
- Access for students to HN Global
- One-to-one tutorials between lecturers and students as part of delivery and 'open-door' policy
- Prevent training for all DET students linked to their continuous professional development
- Arranging for external speakers to deliver academic and/or professional sessions linked to employability
- Arranging professional visits as part of the programmes, for example to the Bank of England and conferences.
- Holding individual review meetings with students.
- Providing a Student Welfare Office and welfare service

This work is supported by a range of policies and documents, such as the Safeguarding Policy, Computer Access Policy, Employability Strategy Policy, External Speaker Policy, Extenuating Circumstances Policy, IT E-Learning Policy, Pastoral Care Policy, Prevent Policy, Sexual Misconduct Anti-bullying and Harassment Policy, Student Engagement Policy and Work Experience and Placement Policy

TEF Core Metrics relating to Student Outcomes are:

- A. Continuation
- B. Employment or further study
- C. Highly skilled employment
- D. Resources

A. Continuation

There are many factors that affect student retention in higher education, especially as many students are from 'non-traditional' backgrounds. Just beginning a course is not enough for either the students themselves or the college. According to Advance HE, dropping out doubles a student's risk of unemployment and substantially increases their chances of being in a less skilled job. Widening access to education has opened doors for disadvantaged students but has led to higher non-continuation rates across the sector. As The City College is based in an area with high rates of deprivation, it is important we do what we can to encourage and support students to succeed and complete successfully.

Considering this, it is essential to look at what causes students to drop out. Firstly, there is the students' sense of belonging, the extent to which they believe there is a good fit between student aims and identity and their higher education experience. Secondly, students' level of engagement, which includes the time, effort and energy they put into their course. Thirdly, financial constraints may affect their sense of belonging and engagement, including the time they may have to work to earn money rather than complete their course.

As shown above, The City College attempts to increase students' sense of belonging and engagement by offering a good-quality experience, listening to their views and encouraging their involvement at all levels. Recent exit interview testimonials state, *"It has been a great experience attending the college. Meeting other students coming from different backgrounds yet all having similar goals. The tutors were truly amazing and helpful"* and *"I loved the way I was treated, with respect and professionalism from both tutors and administration staff. Also, the fact that everyone is ready to help at any time and irrespective of the circumstance. I found the environment empowering, and I am so happy that I had the chance to meet such wonderful people."*

As a small, private college, we do not get additional funding to support student hardship grants or to support disadvantaged students. This means that the student body relies totally upon maintenance loans and part-time work. As The City College is based within a deprived borough, it is essential that the College uses other forms of support, including intervention if students are struggling and a good support and pastoral care network.

In 21/22, the College was OfS registered, and able to recruit new SLC funded BTEC students, 137 out of 222 learners continued with the programme (62%). The students who did not return to studying, 63 out of 85 gained either the full award or credits, which equals 74%. For the previous two years, the College could not recruit SLC funded students and was teaching out previously enrolled BTEC students.

Previously, in 20/21, 83% gained either their full award or credits. And in 19/20, 79% gained either the full award or credits. This suggests that the College has remained almost in line with continuation and progression. Although these figures are encouraging, The City College is always trying to improve the student experience, engagement, sense of belonging, and support, and, therefore, aiming to continue the upward trend of continuation and academic achievement and success.

B. Employment or further study

The City College always includes employability in every course that it teaches. It is essential to develop the skills and qualities of students relative to the current labour market and help ensure that students are ready to work. As the College has a high percentage of mature students, several students have many years of work experience in various sectors and jobs. They can give that insight during their course, providing practical examples during group discussions. In addition, outside speakers, field trips and study skills, where students are helped with skills such as writing CV's and interview techniques, all aid students in finding employment.

With the Diploma in Education and Training course, students are required to do a minimum of one hundred hours of teaching. Although the students are required to find their own work placements, the City College can assist them in finding work placements and oversees students during this time. This involves the tutors setting up a site visit to physically carry out an observation on the learner and thereafter giving them constructive feedback, which will help them to improve their employment skills further as well as talking to the placement centres with a view to the learners gaining permanent employment at that particular centre in the future. Furthermore, as part of the college's ethos, we also engage outside agencies, such as teachers' recruitment agencies, who have come into the college to speak to students with respect to career advancement and to take details, including their CVs to help them to progress into their professional lives.

The 2019 QAA report concluded, *'The College supports students seeking a work placement in their search, signposting, for example, Diploma in Education and Training students to teacher recruitment agencies, schools or colleges in the region, as confirmed by staff, students and employers. Following the identification of a prospective placement, College staff visit the employer to confirm the appropriateness of the work environment and to brief the supervisor and managers of the nature of the placement, the student's and College's obligations, and the division of responsibilities between the employer and the College. The College's proactive engagement with employers ensures that procedures for ensuring high-quality workplace learning remain effective. The review team formed the view that the College's plans to support students to achieve successful academic and professional outcomes are comprehensive, robust and credible and that its approach to student support will facilitate successful academic and professional outcomes.'*

Acupuncture students are not only required to achieve 450 clinical hours but also study a business module geared to help them once they graduate to set up their own practice or business. This occurs during the last year of their course and is greatly aided by the fact that many of the teaching faculty already have their own practices. They can give them invaluable advice, which has meant that a number of the acupuncture graduates have then gone on to set up their own clinics and practices, some of whom are now teaching at the college. As such, we have a rich vein of experience that the teachers and students share, which greatly helps with employability and positively affects student outcomes through increased student engagement.

Looking at the Graduate Outcomes Survey, it is possible to compare figures from 18/19 and 19/20. In 18/19 there were 27 students out of 47, who went on to either employment or further study, which equals 57%. In 19/20, this figure rose to 62% as 33 out of 53 students went on to either employment or further study.

C. Highly skilled employment

Looking at the types of employment students go into, again, we can use responses from the Graduate Outcomes Survey. In 18/19, 21 out of 47 graduated students went onto either high or medium-skilled jobs, which equals 45%. While in 19/20, 20 out of 53 graduated students went onto either high or medium-skilled jobs, which equals responses of 38%. This is a slight reduction, but again, this was affected by the pandemic where job options were limited.

The college is known for teaching practical units in their programmes, which significantly benefits the learners in their ultimate aim of gaining employment after studying with the college. It also enables them to go on to higher levels of education to improve their chances of gaining high-level skills for employment.

Some examples of the units taught at the college are:

- Business Law
- Marketing Processes
- Business Toolkit
- Entrepreneurial Ventures
- Management Accounting

The above gives a small flavour of units taught in the Higher National programmes. The lecturers have worked within the industries; therefore, they can provide more practical guidance to the learners while teaching. The units help the learner understand employment and how to achieve better skills for higher professional jobs.

Also, the College endeavours to encourage understanding the dynamics of team and group work and working to develop these skills further.

D. Resources

In the section 'the Learning Environment', we outlined the various resources and support that students have in place. The Senior Management Team and the Board of Governors ensure that resources are utilised and managed to provide support for the College's academic goals. These include responsibility for resources, such as the library stock, stock for acupuncture clinics, staffing, IT and VLE sources, etc.

The building has classrooms equipped with whiteboards, computers, projectors and other specific equipment necessary for teaching. In addition, the acupuncture clinics, classrooms and teaching spaces also have course-specific resources such as treatment beds, screens, trolleys and other such equipment. The Senior Management Team and Academic Board make sure adequately qualified staff are available for teaching, IT support and admin support, as well as overseeing resources are maintained and renewed as necessary.

In the 2021/22 NSS results, 67.86% of students stated that IT resources and facilities supported their learning well, as opposed to the sector average of 77.24%. As noted in the Learning Environment section of this report, we can see that Learning Resources are slightly below the sector average, which we need to work on. However, it should be noted that there is an increase in approval figures. For example, in 2020/21, 57.14% agreed that IT resources supported their learning, and this figure has improved. Still, it is important that The City College understands that Learning Resources help engage and support students in their learning journey, improving completion rates and, as such, need to be improved.

Conclusion

In conclusion, The City College has gone through a difficult period in recent years. Not only was the College unable to recruit new SLC funded students after 2019 pending OfS registration, but also, like so many other providers, the issues around the pandemic and having to work virtually. As such, it is impressive that in 21/22 the NSS overall satisfaction rating was 100%. This shows how we have striven, as an educational institution, to give all our students the best possible experience and to endeavour to improve their employability and academic achievement.

Our most recent QAA 2019 report stated that, *'The College supports all students to achieve successful academic and professional outcomes. The College value of 'where students come first' is transparent in the academic and pastoral support provided to students. This is because the College has a range of academic and welfare policies that are credible, robust and evidence-based for ensuring that all students are supported to achieve successful academic and professional outcomes.'*

As such, we believe that we have a strong learning experience for our students, shown by positive NSS results and figures and by the encouraging feedback from our staff and students regarding their time at The City College.

4. References

Individual review meetings for all students, including at the end-of-year and at the end-of-course.

Exit interview individual meetings for all students.

Student-Staff Liaison Committee.

Programme Team (Committee) Meetings.

Academic Board Meetings.

Board of Governors Meetings.

Higher Education and Research Act

NSS Stats

HESA Stats

The Graduate Outcomes Survey

Safeguarding Policy

Computer Access Policy

Employability Strategy Policy

External Speaker Policy

Extenuating Circumstances Policy

IT E-Learning Policy

Pastoral Care Policy

Prevent Policy

Sexual Misconduct Anti-bullying and Harassment Policy

Student Engagement Policy

Work Experience and Placement Policy

Equality and Diversity Policy

Student Handbook

QAA – QSR report