

Provider name: Tyne Coast College
UKPRN: 10005999

Provider Submission – TEF 2023

1. Provider Context

Tyne Coast College arose from a merger with Tyne Metropolitan College in 2017. Since the successful merger, Tyne Coast College has achieved consistently high and improving standards in academic results, good student recruitment and progression and good financial performance. The merged college was assessed as “Good” by Ofsted at its most recent inspection in October 2019 and has maintained the same financial assessment for an equivalent period. Inspectors praised the leadership and management of the college in achieving a highly successful merger and improving standards for students from an already high base.

Tyne Coast College comprises:

- South Shields Marine School
- South Tyneside College
- Tyne Metropolitan College
- Queen Alexandra Sixth Form
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The last strategic planning period (2020-2025) yielded some impressive results that include:

- Strong achievement rates for the College’s provision
- STEM assured accreditation (the only NE College to have retained this recognition)
- Significant partner in the North East Institute of Technology
- Accredited by Office for Students as a provider of Higher Education and meeting all 24 standards for the College’s provision
- Prestigious recognition of Queens Anniversary Prize for Innovation and International work by the world-renowned South Shields Marine School

However, The COVID lockdowns throughout 2020 and continuing into 2021 had an impact on all areas of college work including commercial income from the maritime sector, student wellbeing, student achievement, recruitment, Higher Education Apprenticeship retention and growth, partnership working and staff teaching and delivery.

In the next five years, the College faces continued major restructuring in the sector, changes in learning technologies, continued pressures in funding, realignment of its curriculum portfolios and recruiting/retaining staff who reflect its ethos at every level. The ultimate aim is for a college for the future producing students well equipped to face the challenges and changes to the workplace. The College’s strategic plan (2020-2025) therefore takes into account, regional and national agendas, the international Maritime landscape and draws from the many individual plans related to educational programmes for young people (source Higher Education Strategy 2020-2025) , Adult learning, Apprenticeships, Higher Education and Merchant Navy training. It portrays Tyne Coast College at the heart of local, national, and international infrastructure driving participation, economic prosperity, and aspiration. The strategic plan reinforces the College’s ethos and participation at every level, it reflects challenges and solutions but, most of all, it provides a clear focus and direction for its future.

Tyne Coast College Mission

To provide outstanding educational opportunities for the benefit of the students and the communities it serves

Tyne Coast College Vision

Transforming lives

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Tyne Coast College Values

- Potential - Tyne Coast College believes that every student should achieve their potential
- Respect - Tyne Coast College values the professionalism, commitment, and excellence in the College's staff
- Community - Tyne Coast College believes in being a strong community presence, embedding everything we do in the local community
- Diversity - Tyne Coast College believes in celebrating the difference between individuals and the diversity on the College's community
- Excellence - Tyne Coast College believes in having high standards to ensure excellence in everything we do

Tyne Coast College plays a vital role in the North Tyneside and South Tyneside locality and the wider region's future prosperity; it delivers a wide range of Higher Education qualifications to meet the needs of individuals and employers, both regionally and internationally. Notwithstanding the prevailing demographic, regulatory, and competitive pressures to which the College may be subject, Higher Education will continue to be an important element of the College offer.

To achieve this, Tyne Coast College aims to:

- Continue to develop a Higher Education portfolio (including higher level apprenticeships) which focusses on the provision of highly skilled graduates in order to meet the needs of the regional and national economy
- Deliver growth in Higher Education recruitment via the widening participation agenda thereby ensuring that all students (including mature students and those from under-represented groups) are supported in accessing, succeeding in, and progressing from, Higher Education
- Continue and develop a rigorous focus on the Student Voice (eg student contribution to curriculum development and integrity, students as consumers under CRA, etc)
- Increase internal progression from College FE provision to internal Higher Education programmes
- Provide flexible opportunities for students who do not wish, or are unable to, study full time, eg, part time study, blended learning, and Higher Apprenticeships
- Ensure College staff develop, maintain and progress the relevant skills, knowledge, experience, qualifications, and Scholarly Activity necessary to develop and deliver Higher Education curricula
- To underpin all the above, Tyne Coast College will build on available and potential opportunities to develop agile Higher Education curricula, such as:
 - continued and developing collaboration with employers in the development, design, delivery, and assessment of agile Higher Education curricula
 - enhanced university partnership (eg, increased top-up programmes from HND, innovative Marine Engineering/Nautical Science liaison, etc)
 - achieve Foundation Degree Awarding Powers by 2025

Tyne Coast College is creating new campuses on both sides of the River Tyne providing world class technical, academic, and vocational education. A new campus in a regenerated South Shields (for South Tyneside College and South Shields Marine School) next to key transport hubs, and a new campus in a regenerated North Shields (for Tyne Metropolitan College) next to key transport hubs and industrial enterprise sectors.

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Tyne Coast College intends to implement a radical learning model with a plan to deliver 60% of all learning through digital methods by 2025. As part of the process, newly appointed Digital Influencers for 2022-23 are in place after a successful pilot programme in 2021-22.

Over the last 4 years the College has enrolled students on Higher Education courses of which 47.3% of Tyne Coast College's Higher Education provision is offered in the South Shields Marine School. This has risen to over 50% for 21/22. As part of its Strategic Plan, the Marine School aims to be the number one Marine School in the UK, recognised as a world leader by employers and key stakeholders. New campus development plans for the Marine School will start the improvement in its brand. The marine market is continuing to improve as we emerge from COVID and the global slow down. New delivery models are being developed to respond to the changing landscape where students and employers are requesting hybrid learning models. The new campus for South Tyneside College and South Shields Marine School in South Shields Town Centre will provide a modern and world class learning environment for its marine students.

Tyne Coast College has an established record in providing Higher Education programmes across a range of vocational areas and delivers Higher Education under the aegis of three Awarding Bodies.

- A partnership exists with the University of Sunderland which is embodied in a Memorandum of Understanding. This explicitly outlines the respective College and University responsibilities. This agreement is supplemented by the College's own Responsibility Checklist, a copy of which is in the Higher Education Quality Manual.
- Higher National programmes are awarded by Pearson (Edexcel) and Advanced Certificate/Diploma programmes awarded by the Scottish Qualification Authority. The broad curricula offered match the demand of the students together with their current and prospective (or actual) employers. As with the University of Sunderland provision, a Responsibilities Checklist, a copy of which is in the Higher Education Quality Manual, has been compiled for staff working with each awarding body to delineate the roles for which Tyne Coast College has specific responsibilities.

The scope of Tyne Coast College's Higher Education provision in 22 – 23 includes:
Pearson (Edexcel)

- HNC/D in Art and Design
- HNC/D Business
- HNC/D in Computing and Systems Development
- HNC/D in Creative Media Production/Games Development
- HNC/D in Electrical and Electronic Engineering
- HNC/D in General Engineering
- HNC/D in Graphic Design
- HNC in Healthcare Practice
- HNC/D in Manufacturing Engineering
- HNC/D in Mechanical Engineering
- HNC/D in Music

Scottish Qualifications Authority

- Advanced Certificate in Marine Engineering
- Advanced Certificate in Nautical Science
- Advanced Diploma in Marine Engineering
- Advanced Diploma in Nautical Science

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University of Sunderland

- FdA Counselling (Joint Franchise)
- FdA Education and Care (Joint Franchise)
- FdSc Health and Social Care (Joint Franchise)
- Professional Graduate Certificate, Post-Compulsory Education and Training (Joint Franchise)
- Professional Certificate Post-Compulsory Education and Training (Joint Franchise)
- FdSc Power Engineering (Joint Franchise)
- FdSc Sports Coaching (Joint Franchise)
- BA (Hons) Childhood and Society Studies (Top Up) (Joint Franchise)
- FdSc Criminal Justice (Joint Franchise)
- FdEng Marine Electrical Engineering (Validation)
- BEng (Hons) Marine Engineering (Top Up) (Validation)
- FdEng Marine Engineering (Validation)
- BSc (Hons) Marine Operations (Top Up) (Validation)
- FdSc Marine Operations (Validation)

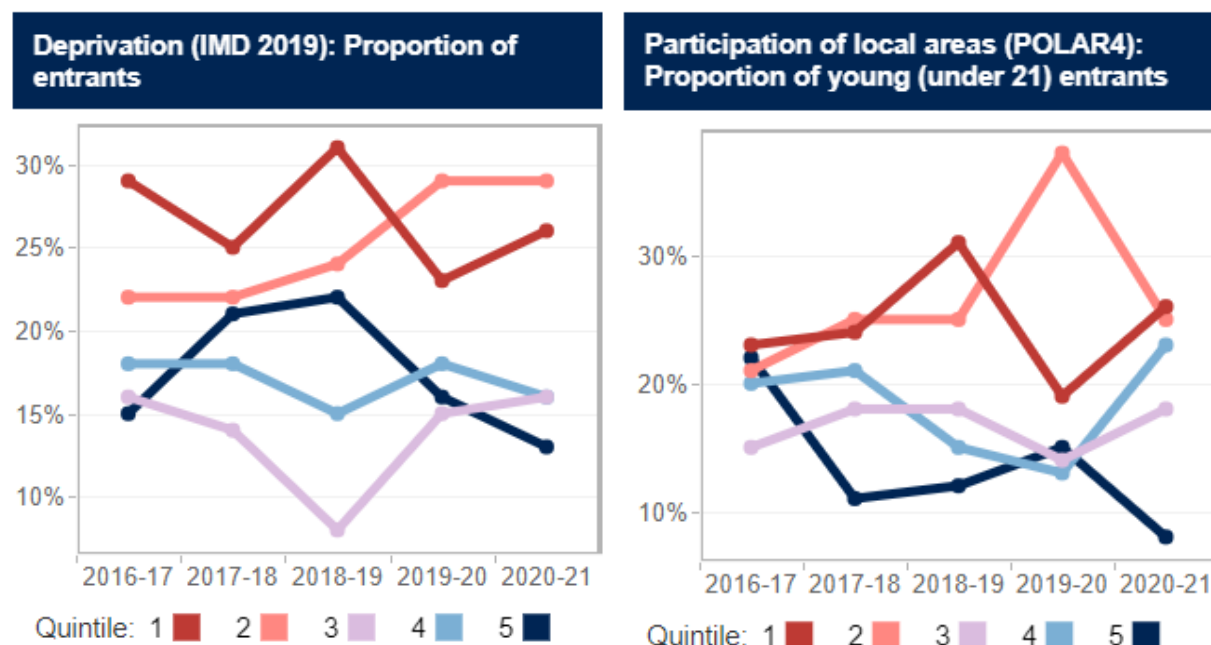
Delivery of these Higher Education Programmes is undertaken across full time, part time, and sandwich delivery.. Whilst a small amount of delivery pre-COVID was via blended delivery and fully on-line, a significant number of programmes now utilise blended delivery, primarily via Microsoft Teams™.

As well as a Marine School partnership in India and Abu Dhabi, Tyne Coast College has partnership agreements with 3 Alternative Providers in the United Kingdom:

- Engineers Academy, delivering Higher National Engineering programmes exclusively via distance learning
- City of London College, delivering Higher National Business and Higher National Computing programmes (since October 2021)
- Organisational Learning Centre (Europe), delivering Higher National Business (since January 2023), and Higher National Computing programmes (since October 2021)

The Higher Education student body at Tyne Coast College is diverse with ages from 17-67 with a mix of ethnicities, abilities, and socio-economic backgrounds in line with the local community. Health and Social Care, Engineering and Marine students are often already employed when they attend the course, are often studying to achieve future career development and are placed at the college by their employer.

The geographical areas covered by Tyne Coast College are some of the most deprived areas in the UK. Data from the 20/21 Deprivation Index shows that 55% of the College's full-time Higher Education students are within Quintile 1 and 2.



In addition to this many of the College's younger students come from backgrounds that, traditionally have a low take up of Higher Education with 51% in either quintile 1 or 2 of the POLAR4 data for 20/21

Over the course of the last 4 years 42% of Full Time students and 48.7% of Part Time students were local to the area according to the data dashboard on the Size and Shape of Provision published by the Office for Students

Due to the specialist nature of the delivery, the marine school attracts a significant number of students from across the UK and internationally. International students are predominantly from the Indian subcontinent and West Africa and the college has Highly Trusted Sponsor Status with the UKVI and can sponsor students for Tier 4 student Visas

The college also provides Access to Higher Education courses in Health, and Humanities and Social Science each of which having a proven track record of progressing students into Higher Education. For example, 40% (4 out of 10 students) in the Humanities & Social Science Access to Higher Education diploma in 21/22 progressed internally to Higher Education programmes, with 100% progressing to Higher Education overall.

Employers will often recruit from students attending these programmes. Employers also recruit students who have successfully completed an appropriate qualification eg Level 3 Diploma in Maritime Studies which provides access to Advanced Certificate and FdSc qualifications

The TEF Student Contact previously studied and completed a HNC at Tyne Coast College in 2014/15 and returned to complete an Advanced Diploma in January 2022. The student submission was developed independently of the College submission, although guidance was offered as and when required. An initial meeting was held with the TEF Student Contact to review the guidance for the student submission and how to access the OfS data dashboard for students outcomes and experience. The contact was also given access to feedback from student survey data as well as the minutes from all student forums. The TEF Student Contact was asked to attend Higher Education

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Student Forums to speak to student representatives, their contact details were disseminated to allow feedback to be communicated directly to them.

2. Student Experience

Whilst high student attendance levels are not the sole arbitrator of student engagement, attendance levels are used to monitor where student dis-engagement could be an emerging issue. Attendance levels are monitored at programme level by Lecturers, reported to students' sponsors each week where applicable, audited at Manager's monthly performance monitoring meetings. These data reviews may highlight concerns and create corrective actions, and are reported to the appropriate College Boards for governor review. The attendance reports in 202/22 show a cross college average of 84%, which Higher Education programmes have a higher attendance level of 90%. The Higher Education attendance has been maintained with a 4 year average at 90%. The attendance during the COVID period in 19-20 and 20-21 varied between 91-92% (source: EBS report ATT000F)

The National Student Survey (NSS) is only one of the methods the College uses to collect student feedback and elicit the student voice. The proportion of NSS in-scope students is very low compared to the overall delivery Higher Education across the college with a majority of Higher Education programmes having a duration of less than a year. Over the last 4 years the National student survey in-scope, eligible students only captured, on average, 13% of Higher Education students at Tyne Coast College.

The National Student Survey averages for student experience are broadly in line with benchmarks for part time students. Assessment and feedback has been very strong and students have identified the fairness of marking and quality of feedback as a strength of the college and has an indicator value of 83%. The view of current students on teaching quality at Tyne Coast College matches previous cohorts where all students agree that the teaching quality provided to them meets their expectations. The student forums also report that the clear majority of assessments were handed back to them on-time as expected and that the written feedback received assisted their learning. Where critical comments are received, these are promptly addressed within programme improvement plans and monitored centrally by the Director for Higher Education Quality and Systems.

Scheduled programme meetings are undertaken with staff and students to reduce the time between the NSS feedback on teaching quality and a College response and enables corrective actions to be introduced within the student's period of study.

In addition to these programme meetings, students also attend the six cross college student fora held each year, which are segregated between the Higher and Further Education students at this College. "Teaching quality" is a standing agenda item to facilitate discussion, and students receive prompt replies within each fora, with minutes circulated to the wider student body. Teaching and Learning quality is regularly praised at these forums and any feedback is delivered to the lecturer directly by their line manager (HE Learner Forum Minutes)

The college issues 3 internal surveys per year. Start of Programme, On Programme and On Exit. The surveys include all students on Higher Education programmes. The 4 yearly averages for General Satisfaction is 89.4% with a peak of 93.4% from the 2021/22 On programme survey. At the start of the COVID lockdowns in March 2020 all of the Higher Education provision was moved to

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online delivery. As the pandemic and lockdowns eased online delivery was maintained and students were able to attend in class or online if they were unable to attend. From Higher Education On programme survey in 21-22 and 97% of learners agreed that the online learning materials this has improved from 89% which was from the last on-programme survey taken in February 2020 prior to the first lockdown.

The online offer for Higher Education has also been refined with wholly online and hybrid learning models available for the Marine School Higher Education Qualifications as well as for the PGCE and Counselling programmes.

Replies from teaching quality comments are also fed back from the three in-house student surveys of induction, on-programme and NSS questions 1 to 9; and are circulated to each programme team so that actions are included within programme improvement plans for the current and subsequent years.

Learning resources generally continue to be a strength. For example – the world class facilities in the marine school from the seventeen real-sized Ships Bridges and Engine Room simulators to the Environmental Survival pool and Fire Fighting Training facilities.

Employer Engagement

Employer Liaison is a strength of the Higher Education provision at Tyne Coast College. Within the Marine curriculum, Employers input directly into the curriculum. South Shields Marine School offers Higher Education Qualifications which forms part of wider programmes specifically designed to lead directly to professional qualifications within the marine industry. Consequently, the curriculum needs to be formally approved each academic year by the Maritime and Coastguard Agency which is an executive branch of the Department for Transport. All students who attend the Advanced Certificate/Diploma courses and FdSc courses are sponsored by a UK or International shipping company or training organisation. (Source – MCA Approval Letters)

The employers frequently visit their students at the college and regular reports are sent to each of the training companies by the Marine Commercial Liaison, to appraise them of the performance and attendance of their employees. A weekly bulletin is sent to all of the sponsoring companies and the Marine School management team meet with employers formally bi-annually to discuss ongoing issues and future recruitment.

The FdSc in Power Engineering and the HNC in Electrical and Electronic Engineering are designed with significant input from power engineering infrastructure providers such as, Northern Powergrid and EDF. Many of the students on the FdSc are employed by these companies. The FdSc in Power Engineering has been recently updated and developed to better meet the needs of these employers. In addition to this the college engages with other employers, eg British Engines Group and Dyer Engineering to identify the best units/modules to deliver within qualifications when optional units are available.

Further to curriculum development, the college also works closely with employers to facilitate industrial placements for staff to upskill and develop professional competencies. Employers are often utilised to deliver specialist workshops to students to enrich their course of study and their experience including, Northumbria Police and Harbourmaster (a local Music studio). The marine school also provides an annual programme of lectures and engages bodies such as IMarEST, Nautical Institute and other professionally accredited bodies. The Higher Education qualifications for South Shields

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Marine School are embedded in 3 year programmes which include specific phases for students to join ships to undertake work-based learning. The work bases elements of the programmes follow a structured pathway. Specific training tasks and objectives are logged and recorded using a Training Record Book issued by the Merchant Navy Training board. The onboard training develops practical skills in parallel with the specific higher education curriculum the students are studying.

The HNC/D and FdSc Engineering programmes link with employers demands to provide the students with access to industry specialist, equipment, and tooling to allow for the development and growth of their knowledge and skills. Investment in equipment and development of training packages has increased to offer knowledge and skills development in high demand areas. The College has invested in wind turbine training equipment (Nacel), power distribution training equipment, CNC machine centres, rapid prototyping equipment (3D printing and scanning), industry standard software and Augmented Reality/Virtual Reality equipment.

Within the University of Sunderland joint franchised provision, particularly the PG/CE Post compulsory Education and Training (PCET) programme and FdSc Criminal Justice programme, there are strong links between the University and the College to allow the students access to the university experience. In addition to the College Induction, all students are given an induction into the University and have access to the online library facilities to support their studies. All students are also invited to any events which are organised by the University to enrich the curriculum and experience of the students. The PCET PG/CE programme is delivered on an evening basis to enable those students - who are in-service - to attend.

As mentioned previously, the Higher Education qualifications for many of the marine students are a means of achieving professional qualifications with MCA known as certificates of competency. The Higher Education qualifications provide the underpinning knowledge and need to be re-approved on a five yearly basis and the College was recently reapproved in July 2022 (Source: MCA Approval Letter July 2022)

External Quality Monitoring

The Marine School provides apprenticeships to students at Level 4 and level 5 in the last OFSTED inspection report from October 2019 stated:

“Staff provide a specialist and cutting-edge curriculum for learners and apprentices studying maritime programmes.”

The external examiner from Pearson reviewed the HNC in Healthcare practice and commented:

‘The students provided glowing reviews of the qualification and the teachers. They could highlight the units that were evident and useful in their practice. Pastoral care and support was discussed and the response was that it was excellent and they could access this as and when they required it. The resources are appropriate and provide enough support in respect to the unit requirements. They would recommend this qualification and course at the College to other students’.

(HNC Health Care Practice External Examiner Report 21-22)

In addition, recent External Verification visits by the Scottish Qualifications Authority in May, June and July 2022 had concluded that they have “*High Confidence in the maintenance of SQA standards within this verification group*” with reference to Resources, Candidate Support and Internal Assessment and Verification.

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In March 2022 Tyne Coast College underwent a statutory five-year review of its Validated programmes by the University of Sunderland. It identified areas of commendation:

1-The panel commends the methods employed for ensuring continuity of the student experience during lockdown periods arising from the ongoing pandemic, including:

- recording of lectures for review by students studying in alternative locations,
- capital investment in providing cloud based marine specialist simulation equipment,
- training of staff to promote their implementation of digital learning.

2-The panel commends the evidently good working relationships between staff and students, including the open-door approach towards resolving any issues. Students who met with the panel were very supportive of College staff who clearly knew them as individuals.

3-The panel commends the ways in which the College has adopted a series of measures to promote student retention and improve student support at critical points in their programme, such as:

- the appointment of a dedicated Pastoral Support Tutor,
 - provision of pre and post seagoing phase development sessions to ensure their transition to and from academic and practical elements
- (source - Review of Marine provision offered through a validation model of collaboration by Tyne Coast College, UK)

Student experience

Student feedback is used to modify college support, teaching and learning to ensure that the College exceeds their expectations when they study with us. Many of the College's younger Higher Education students are required to live away from home for the first time and within 12 months they will also work overseas as part of their industrial placement.

The quality and level of teaching and physical resources available to support student learning is a crucial factor where the College's priority is to prepare the College's students for employment and the teaching and learning environment/facilities must support that.

Student feedback is a crucial research-based measurement to ensure programmes meet their requirements. Employer feedback is also a key corner stone of ensuring undergraduate programmes meet their workforce development needs, that graduates meet the academic expectation and that their industrial specialist knowledge informs programme reviews and feedback to ensure the programme remains current and maintains the desired outcomes.

All students have the support of a curriculum or programme leader who regularly and routinely provides the students with the developmental feedback needed to support their personal and academic progression throughout the programme. On the employer-sponsored programmes each employer also receives regular feedback about student progress and development to ensure the student remains on target to meet their goals and deadlines.

The FdSc Criminal Justice students have had access to guest speakers from industry which enriched their experience, and gave them real-life case studies to use, alongside their theoretical knowledge, linking theory to practice. They have been invited to attend guest speakers from Northumbria Police, local Magistrates and Judges and the Behind Bars conference, which involves released offenders

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discussing their experience in prison. The FdSc Criminal Justice students have academic tutorials timetabled for them each week to support in their progression through the programme. Within this provision, there is a blended learning approach with some lectures and seminars being delivered via Microsoft Teams. This began during the COVID pandemic and has continued into the following academic years to give students this experience, which replicates the need to enhance digital skills for employability purposes. Microsoft Teams is used to deliver live sessions.

The HNC/D Music, Art & Design and Media Production/Games have dedicated industry standard resources and equipment which is utilised throughout their studies, including recording studios, performance space, Art studios, media recording green screen areas, high-specification gaming technology and Podcasting equipment.

These courses have also had industry experience with the HNC/D Music students having access to Harbourmaster productions (a local studio) who delivered a session on mixing and mastering techniques. In addition, the Creative Studies Department has forged links with an ex-student, who now owns a live sound business who attends college to speak to students. The HNC/D Music students also gain industry experience through the live shows which they plan and perform at, for example, The Cavern Club in Liverpool and Abbey Road studios. The Music students also have access to workshops with industry professional session musicians.

The HNC/D Art & Design programme is forging links with a local artist Sangini to give the students real-life experience of an Art project. This is in addition, to the end of year Art show which showcases the work of the students to the local public and invited visitors. The HNC/D Media/Games programmes have benefited from a small workshop which involved animation.

Tyne Coast College provides bespoke skills practice areas designed to represent the working environment such as hospital wards and counselling suites.

The strong links the college maintains with the local and national employers allow for the identification and delivery of programmes which enhance the skills profile of the student. Students are better equipped to deliver in the existing and future jobs market.

The college invites industry specialists to contribute to curriculum development. The FdSc in Power Engineering programme is one such initiative which, with input from the College's students' employers designing and deploying new curriculum packages to meet the demands of their developing and existing workforce.

In 2022/23, primarily based on student feedback, the curriculum timetable was redesigned into a semesterised offering. This allowed for a more flexible approach to Teaching and Learning as well as access to the programmes on a bi yearly basis (Starts in September and February). The programmes are also now available for completion in either one or two years for HNC (students attend two days per week to complete in one year) and HND which is now a one-year programme (incorporating an extended day).

Students have access to the teaching staff and leadership team via multiple avenues, face to face, email and Teams. These can be arranged formally and informally, both in scheduled timetabled time

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and outside of these times. The College operates an open-door policy to support the academic and pastoral demands of the College's students.

During the application stage of College enrolment, students are asked to identify any learning needs enabling referral processes to take place at an early stage. Needs are continually assessed throughout the academic year, via tutorials, and formative and summative assessments. Specialised advice and support is then provided based on such monitoring, where appropriate.

The college provides mental health support through a Well-Being Hub which is staffed with suitably trained mental health professionals and the College promotes and provides access to Kooth online mental health and wellbeing support. Students can also self-refer to the support services available. Course team meetings also provide the opportunity for academic staff to discuss student needs, and individual tutorials enable tutors and students to discuss and reflect on individual progress. These support measures are documented within college policies and can be accessed at <https://www.tynecoast.ac.uk/policies>.

Whilst some students may have been referred to student support at the admission stage, all students are informed of the College's facilities, learning resources and student support services during induction, and in a timely manner throughout the academic year. Students are required to complete a 'student induction checklist' which confirms they have been informed about the wider services available. Staff work closely with students to monitor their academic progress and where applicable, advise students to seek additional support; academic resources are uploaded to MOODLE, the College's Virtual Learning Environment. Students are signposted to the student intranet and the Higher Education Student Handbook which also have information on student support services.

As well as contribution through the student voice in curriculum development and maintenance, the College carries the theme of student involvement through the use of Student Ambassadors at Open Days and Careers events. Furthermore, Years 2 students are asked to give presentations to Year 1 students with regards to student expectations. Such activities are not only of benefit to prospective/progressing students – as well as parents/carers – but also benefit the student presenters in public speaking, interaction and general confidence.

Personal tutors arrange one to one tutorials with students to monitor and discuss progress and set SMART targets in relation to academic and personal/professional development and career aspirations. Students are also made aware of mitigation and extenuating circumstances at induction and regularly throughout the academic year. These systems help ensure students are treated fairly and that no students are disadvantaged. Policies include Teaching, Learning and Assessment Policy, Higher Education Academic and Pastoral Support, Admissions Policy (HE), Recognition of Prior Learning, Assessment Policy, and the Learning Support Policy.

Student Support provides training for students to become mentors to other students. Drop in facilities are available at different times of the day for students to attend a variety of support services – these are communicated to academic staff. The College malls provide space for exhibitions, placement fairs, monthly mental health workshops and enrichment activities.

Guest speakers are invited to present to the students. Guest speakers present from differing perspectives and approaches. Industry leaders, academics and association leaders have presented to students and staff. Specialists from the Renewable Energy Sector, Manufacturing, and Institute of Mechanical Engineers have all presented. Renewables and Manufacturing presenters have

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discussed the existing and future skills required in the existing and emerging jobs landscapes. The IMechE have presented the benefits and potential career acceleration with membership of institutes.

An annual counselling memorial lecture has attracted high calibre deliverers

. Monthly workshops are offered to all students to introduce them to the theoretical and practical perspectives of working professionals in the industry.

Staff leading on the FD counselling courses at Tyne Coast College were invited to present alongside the Deputy Head of Department at the National Association of Colleges Higher Education conference in 21/22. This was in recognition of outstanding and innovative practices in the delivery of Higher Education during lockdown where the transition from classroom to remote delivery had been seamless and effective.

A blended approach to learning in health and social care enables flexibility for students with additional commitments. Students attend college one day per week in addition to online delivery. Results in 21/22 demonstrated the effectiveness of this approach with the highest recorded grades for the online modules delivered. At the request of the year 1 students, this method of delivery continued in year 2 and has become part of the delivery model for future cohorts.

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3. Student Outcomes

Student Outcomes in terms of Continuation, Completion and Progression are good to outstanding for Full Time and Part-Time students, The College's fulltime time students continue and complete in line with benchmarks but are well above benchmark for progression telling an outstanding story on the qualifications and skills the college offers enabling students to move into employment and beyond.

For, example, as part of the required underpinning knowledge for a UK License to practice, named a Certificate of Competency, embedded into the marine Higher Education programmes are Leadership & Management, safety training in first aid, team building (Bridge and Engine Room simulation to demonstrate skills, Fire Fighting, Lifeboat and Rescue Boat training). As well as training training in Personal Safety and Social Responsibility. Confidence is gained through presentations and being team leaders. When they go on board merchant vessels as qualified officers, these students, will be leading multi-national teams on board vessels at sea.

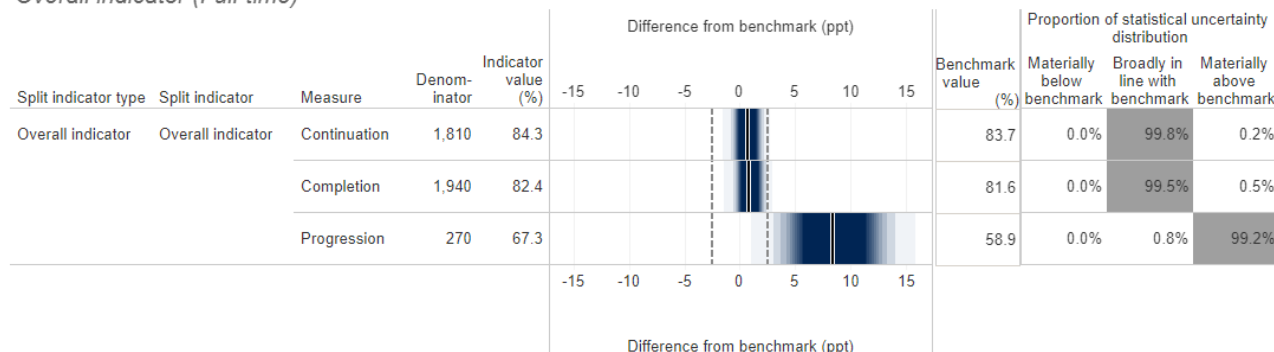
Not only do the College's Marine students pass their Higher Education qualifications, they are also required to pass Maritime and Coastguard Agency written and oral examinations in order for them to receive their Certificate of Competency and gain employment. The success of students in the Maritime and Coastguard Agency Safety papers for Deck Officer of the Watch at level 4 continues to be above the national average for each papers with success often well above 70% against an average, nationally of 65%. The college prepares the students for these exams in addition to the main Higher Education programmes.

Due the diverse nature of the students at the College this prepares the students effectively for working with multi-cultural and multi-national ship's crews once they go to sea.

As can be seen from the data table below the Continuation and Completion of full time students is slightly above the benchmark but progressions materially above the benchmark. Full time tend to be those studying on Marine programmes and successful completion of the programme will often result in employment in a management position on board a vessel which supports the statement regarding success in professional written and orals examination in the previous paragraph.

Tyne Coast College (Full-time)

Overall indicator (Full-time)



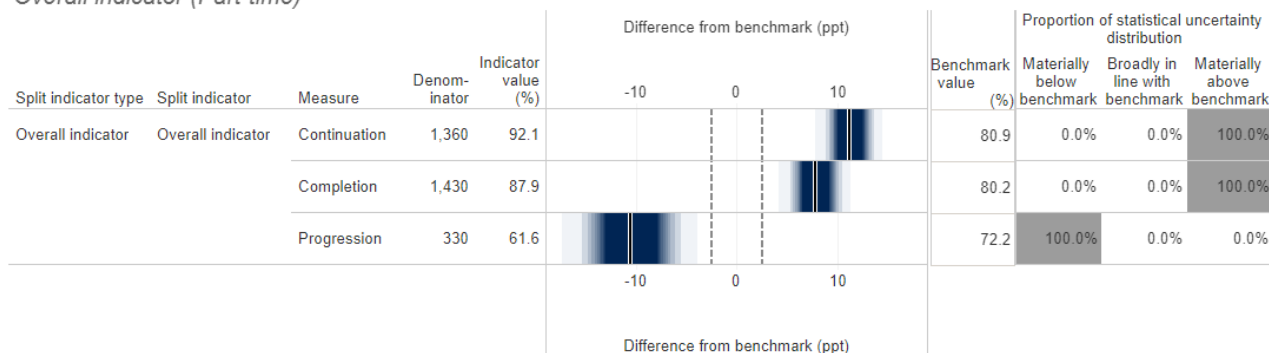
Part-time students tend to be more mature students looking to upskill and change career. The college has a number of flexible options to delivery, which include afternoon, evening and online learning. This enables part-time students to work at their own pace and means the College has high levels of continuation and completion. However, onward Progression can be low as students may not always

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be ready to move into new employment, or their personal circumstances may have changed between successfully completing a programme and the graduate outcomes survey becoming live.

Tyne Coast College (Part-time)

Overall indicator (Part-time)



From the graduate outcomes survey (2019/20) it can be seen that 87% graduates from Tyne coast College move into employment or further study and only 5% were unemployed and not expecting to start work or further study in comparison to 6% nationally. This shows that the college provides the levels of skills and education needed by employers.

Full-time employment	57%
Part-time employment	11%
Unknown pattern of employment	1%
Voluntary or unpaid work	1%
Employment and further study	10%
Full-time further study	8%
Part-time further study	1%
Unknown pattern of further study	0%
Other including travel, caring for someone or retired	5%
Unemployed and due to start work	1%
Unemployed and due to start further study	0%
Unemployed	5%

(Graduate Outcomes Survey for Tyne Coast College 2019/20)

As part of the Post Compulsory Education and Training (PCET) PG/CE students have to complete mandatory teaching/training hours in a suitable teaching/training environment. The practical experience that students gain from this is an integral part of their qualification and builds upon the theoretical knowledge gained in the classroom. The students gain real-life experience and skills from the practical teaching, including safeguarding, SEND/EAL and Equality and Diversity, as well as the general day to day delivery. This prepares the students for future employment as their knowledge, fundamental skills and foundation concepts are observed and assessed during their time on the programme which are then utilised in future progressions. All students are allocated a mentor whilst on programme and training has been offered to the mentors to better equip them to support the trainees. In 21-22 all of the students who completed the programme were in teaching positions as part of their programme of study.

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Within the FDS Sc Criminal Justice programme, students are given regular support on academic writing and referencing, this is done by the University of Sunderland in specific sessions during the library induction, but they are also picked up in the academic tutorials to ensure the students skills are developing from their entry point. All students who completed the programme in 21/22 were supported by the team to progress to University of Sunderland to complete the third year/top up degree and all students from the 21/22 cohort successfully progressed to do this.

On the HNC/D Music programme, the students have industry experience and workshops which equips the students with transferable skills which they can then use following the successful completion of their programme. The students often work in different groups which develops the team working skills which can then be used after the programme of study. For example, one student now runs his own recording studio and another now runs his own live sound and events company. Another student has developed his own online guitar tuition/courses and also has an endorsement with Olympus Guitars because of his success. A further student has set up a mental health/music programme and many of ex HN students are regular performers on the local music circuit.

The University of Sunderland delivers workshop sessions which offer opportunities for study skills support to foundation degree students. Staff with specific strengths are invited as guest speakers to support the development of research skills in preparation for dissertation work at the next level. This supports progression enabling students to realise their academic potential. Student satisfaction can be seen through feedback from students suggesting that 'if you're thinking of working in health and social care and need to improve academically for university, the HNC will help you to do this'.

Students visit and are encouraged to register with the University of Sunderland academic library. Regular visits to the University support students to become familiar with the environment and the methods and routes of transport thus encouraging progression to further studies. In Health and Social Care, 100% of students successfully achieving their courses gained places and are now studying at a higher level at University. In counselling 94% of students successfully achieved their qualifications and gained employment. In Education and Care all students achieved higher grades in 21-22. 5 students achieved distinctions and 21 students achieved a Merit, 7 of which were bordering on a distinction.

Students gain valuable placement experience on their programme which forms an integral part of the assessment. Placements are specific to the vocational area and frequently lead to employment within the sector.

The college offers opportunities for internal placement to support the development of new staff recruits. Placements are offered in foundation learning supporting personal care needs for HNC health care practice. In 21-22, 2 students were recruited from the health care practice group and offered paid employment in 22-23. Level 5 education and care students have had the opportunity to complete subject specific teaching practice in college. Where there are vacancies available, opportunities for interview are offered at the end of their programme.

In 21-22 11 students were recruited from NEXUS (the Transport for Tyne & Wear employer) to complete the level 5 Diploma in Education and Training. 100% of this cohort achieved and have progressed to employment working at the South Shields training centre for NEXUS as trainers. They are returning to us this year to complete internal verifiers awards so that they can monitor the quality of their own internal assessment. They plan to continue to work with us to develop their workforce.

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