Provider context

Tyne Coast College has been formed by the merger of South Tyneside College and Tyne Metropolitan College on 1st August 2017.

This merger aimed to strengthen and expand the Higher Education programme offer in the conurbations of North Tyneside and South Tyneside, both situated on the banks of the River Tyne. The vision of the merged College is to develop the potential of the employees of the future, thereby ensuring the long-term prosperity of the north east of England. Our mission is to provide outstanding educational opportunities for the benefit of the students and the communities we serve.

This merger was supported by the Area Review process for Further Education Colleges and has created an enlarged provider with 1400-1500 Higher Education learners across a wider range of disciplines, although the majority still within the critical area of STEM.

The College provides educational opportunities to both local and regional students, as well as considerable number of national and international students within our specialist maritime provision to graduate level. Tyne Coast College delivers a range of Higher Education programmes, and the 46 separate programmes are a mixture of Edexcel or SQA Higher Nationals, City and Guilds level 4, Foundation and Bachelor degrees and Professional / Teaching qualifications.

With a graduation level of between 900-1000 learners per year, it has 1450 eligible learners within the TEF year 3 matrix, 645 being full time and 805 being part time classification. Thus, although the majority mode of study is part time, there is a significant full-time cohort.

The College has validation and franchise arrangements with two local Universities, but these have now been consolidated to one single strategic partner in Sunderland University since 2016.

South Tyneside College was last externally reviewed, under the QAA HER system, in February 2014. The College was graded in the four categories receiving “meets UK expectations” across all areas with two areas of good practice features identified. Tyne Metropolitan College was last externally reviewed, under the QAA HER system, in March 2015. The College was graded in the four categories receiving “meets UK expectations” across all areas with five areas of good practice features identified.

The College operates a separate Quality Assurance system specifically designated for its higher education provision to ensure its meets the expectation of the UK Quality Code, and ensures that the programmes it provides are aligned to the ethos expected within higher education. This submission has been prepared by the staff and students of Tyne Coast College, and aims to reflect the teaching quality and learning opportunities available to learners to support them to reach their full potential, and progress onto either further study and / or highly skilled employment.

Teaching Quality (TQ)	
Impact and effectiveness of involving students in teaching evaluation e.g. collecting and acting on their feedback	Scheduled programme meetings are undertaken with staff and students to reduce the time between the NSS feedback on teaching quality (via questions 1 and 2) and a College response, and enables corrective actions to be introduced within the learner'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 learners 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. 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. The College Student Union undertook a TEF focussed review with 60 students in December 2016 and again in November 2017 and these results are published in appendix 1. 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 fora also report that the clear majority of assessments were handed back on-time as expected and that the written feedback received assisted their learning. Where critical comments are received, these are addressed within programme improvement plans and monitored centrally by the HE Quality Manager. This verbal feedback at the student HE fora is confirmed in the TEF student survey in appendix 1 where 97% of current students agree that the staff feedback on their assessments helps them improve.
Impact and effectiveness of schemes focused on monitoring and maximising students' engagement with their studies	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 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 where these data reviews which may highlight concerns and create corrective actions, and reported to the College Boards. The attendance reports in 2016/17 show a cross college average of 91%, which HE programmes have a higher attendance level of 94% across 76,000 marked student timetabled events.
Recognition of courses by professional, statutory and regulatory bodies (PSRBs)	8 of the HE programmes at Tyne Coast College have recognition from a PSRB (first seven are Maritime and Coastguard Agency and the final one is National Skills Academy for Power (NSAP).) 1. SQA HNC Marine Engineering 2. SQA HND Marine Engineering 3. SQA HNC Nautical Science

<table>
<tr><td></td><td>
4. SQA HND Nautical Science
5. FDSc in Marine Electrical and Electronic Engineering
6. FDSc in Marine Engineering
7. FDSc Marine Operations
8. FDSc in Power Engineering

During the programme design stage, the PSRB review the programme structure and content, and they confirm to the Awarding Body (SQA for the Higher Nationals) or the programme validation University partner that their external requirements and standards are met. Students are informed via their programme handbook where specific PSRB's assessment requirements apply. This alignment between qualification and external professional standards ensures that the programmes remains current and improves graduate employment prospects, which is confined by the low level of unemployment and high levels of highly skilled employment shown in DLHE data.
In addition, the New Engineering Foundation and Innovation Institute© endorsed the Higher Education programme suite through the STEM Assured © and Investors in Innovation© accreditations held by the College.
</td></tr>
<tr><td>How the provider is achieving positive outcomes for students, whilst also successfully identifying, addressing and preventing grade inflation</td><td>
For the Edexcel range of HN's the final grades are recorded and reported to the External Board to allow them to review student performance, in addition to programme success rates.
<table>
<tr><td colspan="4">Pearson EDEXCEL Higher National Certificates / Diplomas</td></tr>
<tr><td></td><td>Pass</td><td>Merit</td><td>Distinction</td></tr>
<tr><td>2014/15</td><td>62%</td><td>22%</td><td>12%</td></tr>
<tr><td>2015/16</td><td>54%</td><td>14%</td><td>32%</td></tr>
<tr><td>2016/17</td><td>48%</td><td>18%</td><td>34%</td></tr>
</table>
For the SQA Higher National awards, students receive a programme grading as a result of their performance in the 1 to 3 graded units (GU) which they complete. Whilst the performance of the GU differentiates the learner outcomes, the achievement of the PSRB standard is considered equally important by the employer and therefore the student, as it confers greater professional standing for progression into highly skilled employment.

The majority of the College's HE awards are HN's or FD's and hence the issue of degree classification grade inflation does not apply.
</td></tr>
</table>

	Positive student outcomes are delivered by providing a wide range of progression opportunities, internally and externally at local HEI's. This high level of progression is noted in the DLHE surveys where 30% of students' progress academically from their initial qualification (usually HNC's).
Quantitative information on teaching intensity, such as weighted contact hours	For the 1450 students studying on HE programmes at the merged Tyne Coast College, the groups sizes vary from 6 to 22 students with an average group size of 12.3 learners Of the 35,047 taught hours in HE in 2016/17, the overall average teaching contact hours per week for full time learners is 17.8 hours and 7.2 hours for the part time leaners. Similar teaching intensity data was recorded in 2015/16, where the full-time average for the then two separate colleges were 17 and 14.8 hours for full time and 7 to 11 hours for part time. The support from the Student Opportunity funding is invaluable in enabling Tyne Coast College to continue to offer these high delivery levels of tuition and tutorial support.
Impact and effectiveness of external examining	College arrangements for internal moderation are rigorous and clearly understood by academic staff as confirmed by external monitoring reports received from external examiner and verifiers. Where actions are identified by an external verifier or examiner these are usually minor in nature, and some external reports highlight that "significant strengths" exist, highlighting the improved distance travelled since the previous EV report. All student assessments are internally moderated or verified for Edexcel and SQA units, using clearly documented responsibilities that are embedded in the College HE QA manual The College HE Quality Manager receives all external examiners' reports, and ensures in conjunction with Awarding Bodies, that actions arising from these reports are resolved in a timely manner by academic staff and managers. External franchised examiners' reports demonstrate that assessments are well planned and with consistent 2nd marking. Within the Edexcel programme, external reviewers report excellent practice in the marking within the Engineering and Art and Design programmes Comments received from Ofsted inspectors reviewing the educational training programme (at levels 4 and 5) within 2015/16 were especially strong; with favourable comments on the level of IT used on the programme, strong partnership links and that all student teaching observation results were graded as "good" or "outstanding". The partnership with University of Sunderland provides excellent opportunities for franchise curriculum partner staff to meet and raise issues, as well as share good practice during joint moderation events and programmed staff development meetings.
Impact and effectiveness of teaching observation schemes	All lecturing staff are "teacher trained" and all new staff are required to complete the Postgraduate Certificate in Education and Training (PCET) or Certificate in Education. (PGCE) The College undertakes both internal and external observations of teaching activities, assessed against a specific College HE Observation template, where the expected observation grading is good or better. This HE Observation template was last revised in 2015/16 from observer feedback, and is re-issued annually.

	The College Teaching and Learning profile for 2016/17 highlights that 95% of those staff assessed against the specific HE template were graded either 1 (confidence) or 2 (meets expectation) against a College target of 90%. It is recognised that staff newly engaged without prior teaching qualifications may receive lower grades in their first year, but this is compensated by the currency of their industrial experience which is highly rated by students and colleagues alike. The identification of the needs and stimulus for staff development activities is appropriately accomplished through a number of sources; including individual staff performance appraisals, teaching observation, and the programme validation processes.
Impact and effectiveness of innovative approaches, new technology or educational research	Each year staff are encouraged to visit or undertake placements “in industry”. In 2014/15 College staff were sent onto two internationally trading merchant navy vessels within the maritime workplace to review the availability of internet connectivity for student’s self-study, which led to new self-study programmes launched in June 2016. Another bid made to the HEFCE catalyst fund in 2016/17 was to enable “lecture capture” using the software platform “Planet e-stream”. This lecture capture and subsequent reply by students enabled the college to improve its support of part-time learners, who due to family and work commitments, sometimes miss their scheduled evening lectures, as well as providing students the opportunity to revise lectures already attended. This lecture capture is expected to increase the current use of the College VLE by students that has been identified by the 2016/17 TEF student survey as an area for improvement. The use and access of Wam Biz educational social media platform as well as Moodle repository and interactive learning materials formed a key element of the Investors in Innovations© accreditation where the work and approach were formally recognised as best practice. In 2016/17 HN Gaming Design students undertook summer vacation commercial briefs to create VR related activities. These activities will be used to create industrial experiences which new students are unable to undertake until later in their programmes.
Recognition and reward schemes, and their impact and effectiveness, including progression and promotion opportunities for staff based on teaching commitment and performance	The College operates three levels of teaching contracts; band A, band B and Quality co-ordinator or Curriculum Leader. The teaching levels in these three bands are differentiated so that the staff with the additional quality assurance or who teach at a higher academic level are provided with salary enhancements as well as a lower teaching commitment. During the selection process for the promoted posts, the last Teaching Observation received by each applicant is assessed so that only staff with a grade 2 or grade 1 (“meets expectations” and “confidence” grading respectively) would meet the minimum lecturing performance requirements. The requirement to have a minimum of a Master’s Degree, post graduate qualification or to undertake scholarly activities is also required to meet programme standard delivery expectations. The College

	supports staff to be released to undertake action research, professional practice to remain industry current and the use is made of industrial fellowship schemes to support staff placements in industry.
Quantitative information relating to the qualification, experience and contractual basis of staff who teach	One of the College's strategic aims is to have well-qualified staff and ensures that staff have the subject expertise and knowledge currency to deliver higher education by requiring them to hold a qualification higher than the award in which they teach. All staff are teacher trained and all new staff are required to complete this in-house training and paid for from the College's Staff Development funding. The average industrial experience of the 82 permanent teaching HE staff is 19.4 years The average Lecturing experience of the 82 respondents permanent teaching HE staff is 11.1 years Of these 82 permanent staff, 60 hold a qualification higher than which they are teaching and assessing (including 5 at PhD level and 12 at Master level). The percentage of permanent contractual staff used to deliver programmes in 2016/17 was 79% (from the delivery of the 82 permanent staff), with the reminder undertaken by long term and established casual staffing.
Impact and effectiveness of feedback initiatives aimed at supporting students' development, progression and achievement	Student feedback is used to modify college support, teaching and learning to ensure we exceed their expectations when they study with us. Many of our younger HE learners 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 our priority is to prepare our students for employment. The Student Union survey in appendix 1 confirm that 95% and 97% of students agree that the teaching and learning environment/facilities prepares them for employment. 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 employees meet the academic expectation and that their industrial specialist knowledge informs programme reviews and feedback to ensure the programme remains current and has the desired outcomes. All students have the support of a curriculum or programme leader who regularly and routinely provides the students 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.

Impact of actions to address student feedback	The TEF year 1 data shows a split metric resulting from NSS data in 2014/15. The specific areas of concern raised from two cohorts of part time learners on Foundation Degree programmes were “assessment and feedback”, “academic support” and “teaching on my course”. This same feedback also created negative split metrics for POLAR Q3 to Q5, male, and for part-time academic support. These learners were critical when completing their NSS survey, and the programme managers held extra review meetings to determine probable causes. The main focus of concern from the students was an historic issue for their year 1 non-HE element of their programme in 2012 that had been deferred due to staffing shortages two years earlier. The actions to address this issue had already been resolved, and the student’s attainment in their FD programme was recorded as 100% and 95% for these 57 learners. Data from these same students in their DLHE survey highlighted that a high proportion of these same learners entered highly skilled employment, well above the assigned benchmark at +5.9%. The next NSS survey in 2015/16 and 2016/17 for the subsequent cohorts of these two programmes with similar number of respondents’ showed a marked improvement in these two measures of “assessment and feedback”, and “teaching on my course” by 20-30% and this measure is now above or at the national benchmark (part time student grading of academic support from -12.1% in TEF year 1 to +6.4% in TEF year 3), highlighting that the data from 2014/15 was an isolated negative feedback issue that have been addressed for subsequent cohorts and not representative of the college’s wider support of their learners.
Learning Environment (LO)	
Impact and effectiveness of initiatives aimed at supporting the transition into and through a higher education course	Both main teaching campuses have created a dedicated “HE Gateway” facility and student-centred research facility to support students considering the transition from FE to HE. This manned facility aids internal progression from our own level 3 and “A” level provision as well as assisting external future progression to HEI’s. This facility was noted by the QAA review team in March 2015 as good practice where Level 3 students use these facilities towards the end of their study and can identify a clear pathway to Higher Education. Employers and training providers also use the research and gateway facility to develop student’s HE aspirations. Employer liaison events are also undertaken within these facilities to highlight to employers the College’s commitment to Higher Education, and the promotion of the values and ethos of HE.
Quantitative information demonstrating proportional investment in teaching and learning infrastructure	The investment within teaching and learning is reported each year to the College Governing Board. This investment on teaching resources and buildings indicates where the investment has been made in HE related provision (in proportion to turnover shown as a percentage). 2013-14: teaching resources and building improvements at 5.7% 2014-15: teaching resources and building improvements at 14.8% (due to major building refurbishment) 2015-16: teaching resources and building improvements at 7.0%

	2016-17: teaching resources and building improvements at 3.1% The College has changed from 2016/17 to a three-year capital renewal plan to improve medium term planning aligned to student enrolment levels, and to support expanding curriculum areas. The College has been successful in applying for and receiving external funding from the Local Enterprise Partnership and HEFCE capital funding. The focus of this investment is to ensure that student facing learning facilities are improved across the college. Student feedback on this investment is confirmed within the improvements in NSS grading on learning resources which in 2015/16 was rated at 88% agree, which is in the top quartile and 11% higher than the FEC 2016 benchmark. The Area Review data for wave 4 (NE England) published in September 2016 shows that Tyne Coast College have only 18% of building stock outside of categories A & B, which is lower than the FEC average of 21% demonstrating that the learning environment at this College has received significant investment via several recent major refurbishments. There is a cyclical refresh programme for ICT hardware to ensure the College benefits from latest learning technologies in addition to ensuring that equipment and facilities are maintained to industry standards. In addition, the creation of the Learning Hub for 2016/17 as a new base for staff development in teaching and learning has also invested in Higher Education teaching and learning facilities for staff. Qualitative feedback from HEI validation programme reviews and from employers (including Governing Board representation) reinforce the wide range of employment related resources that students can use, and this feedback ensures alignment with the College HE strategy and its commitment for further improvements.
Use and effectiveness of learner analytics in tracking and monitoring progress and development	Students are monitored regarding attendance levels and for those students with employer sponsors, this information is sent weekly to sponsors for their information and where required their corrective action when they hold one to one meetings with their employees. Students and their sponsors are also provided with end of phase data within progress reports. In addition, where students are not meeting the expected progress, specific “cause for concern” reports are generated to inform sponsors. This array of reports ensures that the student, and their parent or sponsor is kept fully informed of their progress and personal development, which is confirmed from the various employers/sponsors feedback received. The College holds a minuted performance review meeting every six weeks, to review continuation and where applicable achievement data to highlight where internal targets may not be met, and create corrective actions where required. The schedule of reviews also co coincides with University collaborative assessment boards to ensure assignment schedules, grades, marking and standardisation is lined up to meet all required deadlines for completion and awards.

	In the TEF student survey, students report that they would prefer more progress reports within their programmes to monitor their progress. This indicates that the current system to allow student to monitor their progress called LeaP is not fully accessible by all students and this will be discussed at student fora events.
Extent, nature and impact of employer engagement in course design and/or delivery, including degree apprenticeships	For the employer related programmes, employers are involved in the internal new programme validation process, which reviews programme suitability to meet specific employer requirements. For the maritime programmes, all programmes are designed with direct employer involvement so that employers can contribute to the specific programme content as well as ensuring that the programme outcomes match their certification and training requirements, in addition to alignment to PRSB requirements. For the maritime and shore based engineering programmes, 32% of the College total annual student enrolment level (in 2015/16) are sponsored and therefore students are pre-selected by employers, highlighting a high level of employer involvement in these programmes. The QAA review team in 2015 identified the following features of good practice at Tyne Metropolitan College: • The effective engagement with local and regional employers in the strategic design and development of programmes that are appropriate to their needs • The effective use of live assignment briefs and projects that develop students' employability skills and make positive contributions to local employers The College has a key strategic focus on the needs of the local and regional economy. It works in partnership with a range of local employers and organisations to ensure that the higher education programmes offered meet current industry needs. The use of live assignment briefs is supported by employers and these make valuable contributions to the students' programmes and their employment settings.
Extent and impact of student involvement in or exposure to the latest developments in research, scholarship or professional practice	Throughout the development and changes with Higher Education programmes at HNC/D or Foundation Degree students are actively engaged within the process. Revalidation of FD programmes include a student panel. One example was during the recent validation of Foundation Degree programmes in 2016 on the two engineering maritime programmes, students were invited to and made contributions to the changes being introduced. Their comments were used to inform the assessment work plan and order of module delivery, and these comments were reported directly to the validation panel of the University.
Impact and effectiveness of initiatives aimed at understanding, assessing and improving retention and completion	Part-time retention rates were highlighted as a concern in 2011 where levels of 77% were recorded, and various initiatives have been introduced to support learners whose life and work practices change between enrolment and graduation.

	The most effective initiatives have been the on-line support provided to students to enable them to undertake self-study when they are unable to attend schedules lectures and tutorials. The published retention rates have increased to 83% by 2015/16 confirming that the actions taken have been positive. The data from the DLHE survey confirms this improvement for FT learners' continuation rates where they perform higher than the benchmark in TEF year 2 and 3, although there has been a decrease in continuation data for PT learners in TEF year 3, where a low numerator number has contributed to a shift in this outcome measure. Library induction for students is provided to both introduce students to the College facilities and to the library of validating universities through their virtual learning portal. Sunderland library staff have undertaken visits to the college to discuss remote access with the students (using Athens). The VLE platform attracts more positive than negative feedback comments from students, and the library facilities and tutorial support were praised in programme annual reviews with 92% of students agreeing that they were "good". The recent Student Union survey included questions on the usage of the VLE. The main response with 57% of respondents was that they use the VLE 4-6 hours per month, and this quantifiable usage level will be included as a new Key Performance Indicator for 2017/18 improvement plan, to ensure that students have the learning support facilities they need away from the classroom. The College works in partnership with the University of Sunderland, and has a College based University Student advice officer available to advise and guide students to access University systems, support and progression opportunities. The member of staff works closely with College programme leaders and is an invaluable member of the College wide student support team.
Student Outcomes and Learning Gain (SO)	
Career enhancement and progression for mature students	This College also provides a range of progression study opportunities for HE graduates to further develop their careers. Within the maritime sector, the HE programme is completed within the initial three years of training, and further CPD programmes and formal assessment are required for graduates to reach their highest professional certificate and rank on-board a vessel, such as Master Mariner or Chief Engineer. These programmes are an integral range of the programmes that Tyne Coast College offer to ensure that graduates reach their full potential regarding career progression (and salary). The range of Higher Education programmes meets the needs of students who desire and require higher study to underpin career development. In particular workforce licence and practice requirements within Education and Care and Health and Social Care settings require a minimum of Level 4 for management development. Tyne Coast College enrols a significant number of overseas UG and CPD enrolments, with TEF data showing 41% non-EU enrolment level, and the College provides multi-enrolment dates throughout the

<table>
<tr><td></td><td>year. This multi- enrolment offer reduces the time that mature learners need to take away from their workplace, to the benefit of learners and employers alike.</td></tr>
<tr><td>Evidence of longer-term employment outcomes and progression of graduates including into highly-skilled employment and further study</td><td>The latest DLHE data for the combined Tyne Coast College shows the level of students either progressing into higher skilled employment or onto higher educational programmes is at or around national benchmark.
<table>
<tr><td></td><td>Tyne Met College 2015/16 cohort</td><td>South Tyneside College 2015/16 cohort</td><td>Tyne Coast College combined data</td><td>HESA 2015/16 national</td></tr>
<tr><td>Completed surveys</td><td>145</td><td>127</td><td>272</td><td>19,322 (UG only)</td></tr>
<tr><td>Working full time</td><td>59%</td><td>50%</td><td>55%</td><td>60%</td></tr>
<tr><td>Working part-time</td><td>5%</td><td>3%</td><td>4%</td><td>9%</td></tr>
<tr><td>Engaged in full or part time study</td><td>32%</td><td>28%</td><td>30%</td><td>21%</td></tr>
<tr><td>Unemployed</td><td>3%</td><td>9%</td><td>6%</td><td>4%</td></tr>
<tr><td>Other</td><td>1%</td><td>11%</td><td>6%</td><td>5%</td></tr>
</table>
For those students who have progressed onto further study, the destination data is:
Tyne Coast College 49
UK HEI’s 49
Other FEC’s 5

In 2014/15 the Higher Education Statistics Agency (HESA) reported that 28 out of 151 HEI providers have an employment / study level in excess of 96%, therefore Tyne Coast College were in the upper quartile sector of performance for that year.
In the subsequent DLHE survey of 2015/16, the lower level of employment for part time learners has created a split negative metric. Further analysis highlights that the national benchmark level has not changed, but that the higher number of part time College graduates has contributed to a delay in gaining employment. The ONS database of 2015 data shows a higher level of unemployment for 16+ population in the NE of England, although the College graduate employment location map shows that</td></tr>
</table>

	our graduates can and do relocate to gain both employment and highly skilled employment in their chosen career across the UK. Further analysis of student outcomes from the DLHE data at programme level shows that the number of employed students have dropped from 2012/13 to 2013/14 to 2014/15 from 69% to 61% to 46% which is a result of the changing student programme enrolment profile where HNC then HND top-up sequence was used resulting in a higher number of Higher National (HN) students progressing onto their HND rather than going directly into employment. That programme profile was changed to enrolment directly onto the HND programme creating an apparent change in employment outcomes when the root cause was the student enrolment profile changing. The TEF data (for PG/UG boundary) highlights the lower employment levels for the programmes of Post Graduate Education and Training. The entrants on this programme are generally mature learners looking for a career change into education and teaching, generally in the Further Education sector. Educational and programme success outcomes are strong, but a proportion of graduates do not make the expected career change within the time constraints of the DLHE survey.
Evidence and impact of initiatives aimed at graduate employability	The HE provision at Tyne Coast College meets the needs of employers and ensures that the majority of the programmes offered ensure that the students are “job ready” immediately for the workplace on graduation. As well as the learning activities undertaken within the Higher Education programme, several non-HE programmes are embedded within broader full time training schemes offering additional specific higher-level learning outcomes directly linked to specific rather than broader employer requirements. This maximises the employability of students on graduation into high paid roles as evidenced within the DLHE data for 2014/15, 2015/16 and 2016/17. The Foundation Degree in Power Engineering was created in response to the needs of employers with students employed and sponsored through their FD to BEng top up at University. This model was approved by the University and guaranteed for seven years, underpinning workforce renewal and development. The TEF metrics identify a split metric for “Employment or further study” for the part time students, and this has partly been influenced by factors outside of the College’s direct control, where the UK offshore industry has had a reduced employment demand for young graduates since the oil price decline in 2013, and the College has worked with other employers and the UK Chamber of Shipping to identify other employment opportunities away from this offshore sector.

	The College identifies each student who fails to gain employment within 6 months, and analysis at the annual self-assessment identifies actions in 2017/18 that course teams can undertake such as further interview techniques sessions and the completion of employment related design briefs on those programmes which perform below benchmark. The majority of the part time learners are on HNC programmes, which represents their final academic level. The TEF year 3 data shows a rise of 27% in the number of graduates (both numerator and denominator) in TEF year 3 and this rise of graduates looking for work at the same time would have partly contributed to the college performance slipping 2.5% below the part time benchmark.
Impact of initiatives aimed at closing gaps in development, attainment and progression for students from different backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes	Students are supported through financial bursary assistance according to their individual circumstances to ensure that access into Higher Education is not hindered. In particular, where students have progressed through College courses from lower academic levels, assistance and support is continued within induction to ensure an effective settling in period. The independence of all students is a priority on a personal and academic basis, students are supported well to ensure that they develop independent learning and research skills. This is a focus particularly where students are returning to learning after an academic break. With the support from the Student Opportunity funding, additional staffing support is provided for tutorials and academic support. This positive support is acknowledged by the mature PT learner cohort in their NSS feedback at 11.6% above benchmark.
Integration within employer led programmes directly linked to continual and highly skilled employment	To maximise the employment opportunities in highly paid employment sectors, the study programmes for the engineering and maritime sectors are linked directly to employer demand and their expected graduate attributes. 98% of students completing the Student Union TEF survey in appendix 1 agree that their current qualification will be used within their next employment, so there is a clear link between their learning and career based outcomes. However, the same survey highlights that 8% of respondents would like information on how they can progress in a chosen career, indicating that our Student Services, or Lecturers experienced in that profession, could provide more guidance on the career options available. For the shore based engineering sectors, the learners are placed onto day release programmes that allow students to progress from their craft based learning at L3 onto HN programmes to aid their ability to provide engineering technician level support at their workplace and underpin medium term workforce renewal. For the maritime sector programmes, the learners HE programme is the main element of a structured national programme that also develops skills and working practices that enables the PSRB (MCA) to award a Certificate of Competency – effectively a license to serve as Officer on-board any international merchant vessel. This certificate or licence is further enhanced by CPD to provide further skills and

	knowledge to enable the graduate to become a senior manager within 10 years. This accelerated route is achieved by the design and delivery of the programmes developed by Tyne Coast College, which attract both UK and significant overseas learner numbers each year. The programme offer profile for the full time and part learners are not identical. The majority of programmes have a Technology bias on full time learners (68% by headcount) and part-time (67% by headcount) which provides the same opportunity for highly skilled employment. For the Education and Training or the Health and Social Care programmes reduced highly skilled employment opportunities exist for the learners of these part time programmes (26% by headcount). This programme bias outcome is shown in the contrasting student employment outcomes of TEF year 2 and 3 for the full time and part time learners, and within the Longitudinal Education Outcomes (LEO) data.

Appendix 1

Tyne Coast College Student Union – TEF themed survey				
	Full agree	Agree	Disagree	Fully disagree
Teaching Quality				
Does the teaching quality meet your expectations	27% (52%)	56% (48%)	1% (0%)	0% (0%)
Do you receive feedback from our assessments to enable you to improve	26% (45%)	63% (52%)	8% (3%)	3% (0%)
Does the teaching you receive prepare you for employment	30% (57%)	67% (38%)	3% (5%)	0% (0%)
Learning Environment				
Does the facilities available to you enable you to learn	42% (53%)	57% (45%)	1% (2%)	0% (0%)
How much time in hours do you use the VLE or remote learning facilities each month. (nil = fully disagree, 1-3 hours = disagree, 4-6 hours = agree, and 7+ hours = full agree	26% (37%)	41% (57%)	29% (5%)	4% (1%)
Do the facilities at the college prepare you for your next employment	26% (42%)	65% (55%)	8% (3%)	1% (0%)
Student outcomes				
Will your current qualification be used in your next employment	52% (82%)	46% (18%)	1% (0%)	1% (0%)
Are you aware how to progress in your career	39% (58%)	53% (35%)	7% (7%)	1% (0%)
Are you provided with reports and feedback to monitor your own progress	30% (62%)	54% (37%)	16% (1%)	0% (0%)

In 2016/17; 60 students were surveyed who were completing their studies in 2016/17, with a profile of 21 students are at level 4, 24 students at level 5 and 15 students at level 6.

In 2017/18; the survey was repeated with a response level of 78 students, with a study profile of 28 students are at level 4, 20 students at level 5 and 31 students at level 6.

The results are shown as 2017/18 survey then (2016/17 survey in brackets). The survey was managed by Student Union officials assisted by classmates.