

Commercial in Confidence



NEWHAM COLLEGE



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1. Assessment Information

Assessment Type	INITIAL ASSESSMENT
Assessor's Decision	STANDARD MET
Assessor's Name	CHRISTINE SMART
Visit Date	25 th – 29 th March - 1 st April 2019
Client ID	C11566
Assessment Reference	PN103976
Continuous Improvement Check Year 1 due by	1 ST APRIL 2020
Continuous Improvement Check Year 2 due by	1 ST APRIL 2021
Accreditation Review on-site visit to be conducted by	1 ST APRIL 2022

2. Organisation – Background, Introduction and Overview

Newham College, London is in the Borough of Newham. Its main campus is found in East Ham with a further site in Stratford and five satellites across the community. Whilst this was an Initial assessment, the College's Information, Advice and Guidance (IAG) service had been assessed three times previously. Since 2009, it had intended to pursue a building block approach to its **matrix** Accreditation. It was anticipated that the remaining components of its service would be Assessed in 2016. However, this was not to be.

Information was provided about the Borough which clearly illustrated the challenges for the College. For example, more than fifty percent of residents were born outside of the United Kingdom. Nearly seventy five percent of the Newham population are of Black and Asian Minority Ethnic (BAME) which is the highest in London. Over three hundred and fifty languages are spoken in the Borough with seventy eight percent of adult learners first language being other than English. By 2030, it is anticipated that fifty percent of the population will be 25 years old or below. A further challenge to this is the high population turnover of around nineteen percent. Staff spoke of the challenge of low employment, low incomes and low qualifications across the Borough. This was coupled with social indices confirming that many of the Borough's residents face an extreme socio-economic predicament.

Consequently, Newham College has developed its strategic focus upon Career and Curriculum. Every learner, irrespective of entry to the College or type of learning being undertaken, is supported in gaining employment. Students undertaking ESOL classes can study employability and they and SEND learners are supported in gaining Internships at organisations including John Lewis, Asda and the Newham Borough Council. By the end of the assessment, the Colleges links with its community to provide courses within its curriculum which would lead to gainful employment was clearly evidenced.

The Curriculum areas are: Access; Science and Humanities; Construction, Engineering, Motor Vehicle; English for Speakers of Other Languages Youth (ESOLY); Adult ESOL; Focus, Special Education Needs and Disability (SEND), Supported Learning; Health and Social Care, Early Years; Sport, Business; Travel and Tourism, Hospitality, Hair and Beauty; Recognising and Inspiring Success through Education (RISE); and Fashion and Tailoring. Each have developed Career Maps which are spreadsheet based. There is also a College wide Careers Calendar which sets out every activity for every area across the year. It was noted that ESOL is the largest curriculum are of the College and equates (as at 2017/18) to 64% of the overall provision.

The spirit of the College's IAG service is described as, *"...promoting the the value of learning and providing potential, current and former Students with Information, Advice and Guidance in order to support them in their choice of appropriate study programmes, careers and progression opportunities. Information, Advice and Guidance is available before enrolment and at all stages after enrolment. This Policy links with Newham College's Careers Strategy and the Newham Borough Joint Careers Strategy."*

The Strategic Plan 2017 – 2020 provides a focus upon, "Access," "Success," and "Progress," as key features that would allow Students and Apprentices to, *"Unleash Your Potential."*

Newham College has developed a set of College Values based on ASPIRE: **A**mbitious; **S**uccessful; **P**rofessional; **I**nnovative; **R**espectful; and **E**ngaging.

The College prides itself on its wrap around service which is implemented from enquiry through to progression and beyond. A major difference since the last assessment in 2015 manifested itself in the clear linkage between Careers and Curriculum. Whilst this had been developed to a certain extent at that time, the clarity of career opportunity relating to qualifications was clear. *This was evidenced in the, "Great Course Great Careers Guide 2019/20"* with short descriptions of qualifications linked to potential employment.

Key outcomes for Students and Apprentices related to employment; Further Education; Higher levels of Education; and Higher Education. Staff explained that Employers continued to see the purpose of the service as ensuring that they had a workforce appropriately trained and able to support them in the achievement of their objectives. There was extensive evidence to this effect and the partnership with the East London Business Alliance (ELBA) was a good example. This enables Businesses to explore what competences that they envisage they will require in the future and for the College to ensure that it has commensurate study programmes to support successful outcomes. Throughout the assessment, the focus upon meaningful conversations with employers was returned to by many of the Curriculum staff during the interviews. Historically, Heads of School were interviewed as Internal Partners. It was evident at this assessment that the Schools were intrinsically involved with the delivery of a sound IAG service.

The resources to deliver the service were closely monitored owing to the need for stringent care of the Budget. Nevertheless, the support to SEND Students was of note as was the extent to which staff ensured that funding was available to support Students on their journey. Of note was the Learner Revolution Trust (LRT) to which applications could be made to provide, for example, financial support such as clothing for interview or help with travel costs.

Students and Apprentices were generally clear about the service and what was available to them. During the interviews, the Earn while You Learn volunteers came to the fore when some Students had expressed their lack of knowledge about what was available at the College. A Student involved with that initiative was able to provide the information required. This related to enrichment activities.

There are few areas noted for development. The interviews provided positive responses from Staff, Employers, Partners, Parents and Carers, Students and Apprentices. This was backed up by written evidence relating to a variety of satisfaction surveys. Links with the Chamber of Commerce highlighted how the College works with the community to ensure that what it delivers is what is required. Similarly, the work undertaken with companies at Canary Wharf such as Credit Suisse illustrated how local big business was also involved in ensuring that Students and Apprenticeships would have experience of, for example, the interview process.

3. Strengths

A number of strengths were identified during the assessment. These are detailed below. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- The focus upon course, career, college and community encompasses the ethos of Newham College. Evidence was established that illustrated clear leadership and direction from the top. Managers and staff spoke about the opportunity to contribute to the development of the College and how they all felt truly engaged with the vision and direction of the organisation. They confirmed that there is a focus upon embracing change and that they were not afraid to try new things even if they were unsuccessful. All were proud of what Newham College achieves and considered that the open and encouraging style from top down engendered the ongoing, “can do,” mentality. Evidence was found in respect of how the vision was cascaded and how staff and Learners were all included in the review process. (1.2)
- The College sees partnership work as an essential and critical element to working in harmony with the local community to support and nurture learners to meet their goals, raise their aspirations and prepare them for their next steps. This was apparent throughout interviews with staff who were keen to develop relations with Employers that would lead to opportunities for Students and Apprentices. Similarly, it was found that many members of staff were proud to have been Students at the College and had gained a variety of promotions to a range of levels. Pride was also found in the amount of times staff spoke of people external to the College who had been Students and were now in senior positions. There was clear linkage here to the College’s strategic objective: “...lead and develop robust local, regional and national partnerships to maximise influence in the learning and skills landscape.” (1.8, 2.4, 3.6, 4.4)
- There were times during the assessment when it was very clear that an outcome from the embedded cross-college approach to supporting Students and Apprentices is the visibility of staff’s professionalism and learner centric commitment. (3.1)
- One of the benefits of undertaking successive **matrix** Standard assessments has been to see the continuous improvement journey develop over that time and to learn how IAG has played an important part in influencing the provision and support for Students and Apprentices. The evidence shows how passionate staff are about encouraging learners to meet their aspirations. (4.8)

4. Areas for Development

Areas for development are offered in the spirit of continuous improvement and a way for an Assessor to add value e.g. where the service is of a high-quality development area are offered to help the service be even better than it already is; or to give insight to practice seen elsewhere. There is no correlation between the number of strengths and areas for development. Where development areas are greater in number this is not intended to indicate that the information, advice and guidance service is in anyway lacking. The numbers in brackets refer to the element and criteria of the **matrix** Standard. These will form the basis for discussion at the Continuous Improvement Checks (CIC) conducted twelve and twenty-four months from the date of this Assessment, along with any other notable developments.

- During conversations with staff, it was found that not everybody was aware of some resources such as access to NARIC. Consequently, it is suggested that consideration might be given to exploring at staff meetings the wide variety of tools and resources that staff use to support Learners at the various stages of their engagement with the College.
- It is acknowledged that the Apprenticeship department was in the process of restructuring. Comments were made during interviews about the slowness of response to Apprentices making email or telephone enquiries and to the promises being made of providing Apprenticeships that had not been developed. It is recognised that the move from frameworks to standards has taken longer in some vocational areas. However, it is suggested that these aspects might be reviewed to ensure quality of delivery. (2.1)
- Because of the extensive development of the IAG service within the College, consideration might now be given to what the service is as it appertains to each role. This may then lead to a consideration of IAG qualifications that might be relevant to each member of staff. It may also be pertinent to think about the potential of, say, a Level 2 qualification in IAG for Student Representatives. (2.3)
- During the assessment it was not always clear about the direction that Students and Apprentices might take through college and beyond. Therefore, it was thought during the interviews with staff, Students and Apprentices that consideration might be given to undertaking a mapping exercise of the journey from entrance to progression, both internal to the College and externally. This may provide a clear picture of the support that may be available to each Student and Apprentice as they make their way on their learning journey. The College might also like to consider the development of Career Maps that would enhance the information collated in the Course Guides. (3.1)
- The importance of the Shared Values for the College was often mentioned during the assessment. It is suggested that the development of ASPIRE might be adopted as part of the Performance Review where staff demonstrate how they can evidence their achievement of each. This may then provide a source of monitoring and evaluation. (4.6)

The annual **matrix** Continuous Improvement Check will allow the organisation to demonstrate on an ongoing basis the developments they are continuing to make in order to support individuals <http://matrixstandard.com/continuous-improvement-checks/> . These may include the Areas for Development above.

Please note that annual Continuous Improvement Checks are mandatory and non-completion within the required timescale will impact on your organisation's accreditation.

5. Methodology

The following methods were used to gather evidence against the **matrix** Standard during the assessment process.

- The review was undertaken at the East Ham campus and led by the Director of Student Services.
- The Principal and Chief Executive Officer, the Deputy Principal and a Governor provided an insight to the development of the service and its link to the College's strategic objectives.
- The Director of Student Services provided an overview of the development of the service since 2015.
- The Vice Principal Quality and Student Experience and the Director of Human Resources and Legal Services met on an individual face-to-face basis to gain an oversight of the respective areas of the service.
- Nine Directors were interviewed in one group of five and one of four. This enabled the exploration and delivery of the service and how it was supported.
- Fifteen Managers were interviewed in two groups of six and one of three. These interviews enabled clarification of the service that had been developed and its perceived impact in relation to the curriculum.
- One hundred and fifteen members of staff were interviewed. Two were individually by telephone. The remainder were in two groups of eight, five groups of seven, seven groups of six, two groups of five, two groups of four and the remainder were individually. This provided an insight to the delivery of the service.
- Thirty-four Students were interviewed. Four were by telephone on an individual basis. The remainder were interviewed in one group of twelve, three of five. One Student was interviewed in presence of the parent and carer group and two were accompanied by the Head of Service for SEND. Students were representative of a variety of aspects of the Curriculum and were at different stages of their journey.
- Nineteen Apprentices were interviewed in two groups of seven and one of five so that the service provided could be understood.
- Three parent/carers were interviewed on a face-to-face basis. This gave insight to the type of information, advice and guidance that they sought from the College. This related to the RISE provision.
- Four Employers were interviewed by telephone and provided information about the guidance they had received in pursuit of the appointment of Apprentices in their organisations and the subsequent support.

- Two Partner organisations were interviewed by telephone and one Sub-Contractor. This gave an illustration of service development with the London Borough of Newham and Leadership Through Sport and Business. It also gave the opportunity for establish from Academy 1 Sports College how the service that they provided was monitored by Newham College.
- A variety of written evidence was provided throughout the assessment. Whilst not dependent upon the outcome, it gave the opportunity to understand in greater detail how the service is managed and delivered.
- Opportunities were provided throughout the week for updates to be provided to the Director of Student Services.
- The Principal and Chief Executive Officer, the Deputy Principal and the Director of Student Services attended the final feedback meeting.

6. Detailed Findings

Organisation, Direction and Achievements

The aim of the service is to improve the success, progress and employability of Students through access to high quality IAG and outstanding learning opportunities. The objectives of the service are to: increase participation in learning at all levels; support Students in developing their career paths and progressing onto the next part of their career journey; ensure college Students are aware of the IAG services available to them and how to access them; ensure all Students receive immediate Information and Advice on enquiry; ensure all Students requiring an IAG appointment with the College's Careers Advisers will have one scheduled and be notified within 5 working days; ensure all Students accessing IAG services have a positive outcome in terms of application, enrolment, re-enrolment or referral to a more appropriate source.¹ The service for Apprentices is described in the various e-course handbooks. It was noted that staff provided the requisite information, advice and guidance irrespective of a person's status with the College.

Managers and staff described and gave examples of how effective service delivery had been in meeting the aims and objectives. For example, in terms of participation, the target for recruitment of 16 – 19-year-old Students was 109%. In the last academic year, twelve Students undertaking, "*Access to Computer Science and Mathematics*," all attained a place at university and 75% secured places at a Russell Group establishment. Such outcomes exceed the national figure. Overall, progression to higher education from Access provision is considered to be excellent with five courses having achieved 100% progression. Staff spoke of the reputation of the College for supported Internships and how it has built a reputation as the best college in the country to support SEND Students. It was noted that the College is one of only twenty-one in the country having been recognised by the Department for Education, as a National Centre of Excellence for mathematics and the only Further Education (FE) college in London to have done so.

Linkages to the College's Strategic Objectives build on the strapline, "*Unleashing Your Potential*," included Access, Success and Progress. There are thirteen strategic goals² within the strategic plan and those of particular relevance to the IAG for Students, the Careers Strategy and the IAG for Apprentices were: providing Learners with the skills, qualifications, support and enterprising ambition to progress to further study and employment; deliver a curriculum that has at least 95% synergy with local and Local Enterprise Partnership (LEP) skills priorities; be a lead provider for high quality Apprenticeships in London; and develop systematic engagement with employers to meet employer needs and maximise progression into employment. In 2017/18 90.2% of Students achieved overall and 95.3% passed the study that they had followed. Just under 95% of Students were retained. The quality and performance of the Apprentices improved in the same academic year with overall achievement reaching 77.6% which is 8.5% above the national rate. The College supports Students aged 16 -18 and it was noted that progression was high with 97% progressing to a positive destination.

¹ "Information, Advice and Guidance Procedure (IAG)" April 2019

² "Newham College of Further Education Members' Report for The Year Ended 31 July 2018"

Progression for learners to further and higher levels of study or work showed that 93.5% of 16 - 18-year olds studying Level 1 progressed within the College either to a Level 2 course or a different Level 1 and just under 95% of Level 2 Students progressed within the College of which 85.8% progressed to Level 3 and just over 9% continue to another Level 2 course. For 19+ Learners progression at Level 1 was 89%, at Level 2 55.5% progressed to Level 3.

It was noted that ESOL Learners aged 16 – 18 and 19+ years were able to progress to vocational courses.

Support to High Needs Funded (HNF) Students in the previous academic year, 102 16 – 18-year-old Students qualified for the funding which was 11.8% above the national rate. Of that amount, over three quarters progressed to further study including mainstream vocational programmes. Fifteen progressed to supported internships and ten were offered places that enabled them to continue to develop skills for independent living.

Evidence was collected that illustrated how Newham College monitored and evaluated outcomes to support and improve service delivery. For example, supported internships have resulted in placements with Asda, London Borough of Newham, John Lewis, Project Search with Newham University Hospital. Support is provided by staff from the College as well as from Newham Workplace. The opening of a shop on the campus at Newham College selling produce grown by Students on a local allotment has provided the opportunity to experience activities that are not regimented.

Work experience was also improved to ensure that all 16 – 18-year olds gain work experience. The deadline for this was March 2019 and it appeared that it had been achieved. Staff spoke of the ongoing development of this aspect through the developing interactions between curriculum and the Work Experience staff members to ensure clear linkages. Staff spoke of the opportunities for Learners to benefit from the experience of work placements in Seville as part of the Erasmus programme with the majority in 2017/18 being in the 16 – 18-year old cohort.

The focus upon course, career, college and community encompasses the ethos of Newham College. Evidence was established that illustrated clear leadership and direction from the top. Managers and staff spoke about the opportunity to contribute to the development of Newham College and how they all felt truly engaged with the vision and direction of the organisation. They confirmed that there is a focus upon embracing change and that they were not afraid to try new things even if they were unsuccessful. All were proud of what the College achieves and considered that the open and encouraging style from top down engendered the ongoing, “can do,” mentality. Evidence was found in respect of how the vision was cascaded and how staff and Learners were all included in the review process.

Evidence of the design and development of the service was clear. Students spoke of the how each Student is a member of the National Union of Students and through regular meetings, can put forward ideas for development. It was also noted that there was a Student Governor. Feedback is displayed using the, “You Said, We Did,” format. For each area, the feedback relates to specific requests. One example relating to Hair and Beauty showed the outcomes and the fact that it was not always possible to immediately address concerns. Staff were particularly pleased to emphasise the changes that had arisen now that careers had been embedded within the curriculum.

Newham College is funded through a variety of sources. Of note is the Learner Revolution Trust which supports disadvantaged Students in East London by removing the financial and social barriers to education. The College is proud of the fact that, *“In this way, it is creating a culture of ambition, opportunity and learning.”*

Whilst there was no doubt that resources were tight, it appeared that all essential equipment for the delivery of learning and the support to the same was in place. During conversations with staff, it was found that not everybody was aware of some resources such as access to NARIC. Consequently, it is suggested that consideration might be given to exploring at staff meetings the wide variety of tools and resources that staff use to support Learners at the various stages of their engagement with the College.

It is acknowledged that the Apprenticeship department was in the process of restructuring. However, comments were made during interviews about the slowness of response to Apprentices making email or telephone enquiries and to the promises being made of providing Apprenticeships that had not been developed.

Students and Apprentices were aware of who to contact with a compliment, comment or complaint and the process the organisation will follow in dealing with them. The feedback taken during the interviews suggested that the majority were satisfied with the methods they could use and considered that the complaint procedure was probably used quite rarely.

One of the benefits of undertaking successive **matrix** Standard assessments has been to see the continuous improvement journey develop over that time and to learn how IAG has played an important part in influencing the provision and support for Students and Apprentices. The evidence shows how passionate staff are about encouraging all to meet their aspirations. There were many ideas for the ongoing development of the College and the most prolific wish was to see the achievement of Ofsted Outstanding. Other ambitions were to see Newham College as the place for a, ‘Second Chance,’ and not to be, ‘Second Choice.’ Continuing to be aspirational and the place to be for undertaking or accessing Apprenticeships.

Service Delivery

Newham College promotes the service which has been embedded within the curriculum for all those eligible to use it. The College uses extensive means to promote the information, advice and guidance that is available to all users ranging from Students, Apprentices, parents and carers, employers and partner organisations. There was evidence of liaison with schools in the Borough and it was noted that the College attracts Students from Waltham Forest to attend its highly rated SEND provision. In 2018, the College hosted the, “*The Big Bang London,*” which is a UK-wide programme led by Engineering UK. This was well attended, and it will be taking place again in July 2019. Career advice and guidance has been effectively integrated with the curriculum. Group tutorials about careers are provided and there are also opportunities to receive one-to-one sessions ranging from careers interviews to telephone advice. Access to careers advice can also be accessed via the Virtual Learning Environment (VLE).

Staff continue to discuss ways and means by which the service might be promoted. However, it appeared from discussions with Students and Apprentices that they were clear who they could go to so that progression options could be discussed. Therefore, there were few suggestions for the ongoing development of the service. They said:

“It seems that not everybody makes the effort to find out who does what and where and when. Most everything you need to get on in life is available here and there is always somebody you can ask.”

There was an extensive array of information available and the carousels placed in Students Services displayed attractively designed leaflets and booklets. Evidence was gained that confirmed that the information was current, accurate and quality assured information and inclusive. Information is controlled in several ways to assure currency which ranged from dates of events through to dates of publication aligning with dates of publication on a computer system. The marketing function is led centrally, and all areas are aligned to the Colleges strapline of, “*Unleash Your Potential.*” The latest Course Guide for 2019/20 has been developed to include information about potential progression.

Students, Apprentices, Employers, Parents and Carers were quite clear about what they might expect from the College in terms of information, advice and guidance relating to learning, careers and progression. Some Apprentices and Students spoke of help with their CV and interview skills. During the assessment, the importance of sharing with parents and carers and potential Students the potential of ultimately gaining substantive employment was explored and all considered that Newham College was probably the best to help achievement.

There were times during the assessment when it was very clear that an outcome from the embedded cross-college approach to supporting Students and Apprentices is the visibility of staff’s professionalism and learner centric commitment. It was thought during the interviews with staff, Students and Apprentices that consideration might be given to undertaking a mapping exercise of all the journey from entrance to progression, both internal to the College and externally. This may provide a clear picture of the support that may be available to each Student and Apprentice as they make their way on their learning journey. The College might also like to consider the development of Career Maps that would enhance the information collated in the Course Guides.

Newham College was confident that it provided impartial careers education, information, advice and guidance which was delivered by qualified Careers Guidance practitioners. There was evidence of how Students may be signposted or referred internally to other services within the College. Externally, opportunities were sought with Employers to provide taster experiences for Learners such as that enjoyed at Credit Suisse and Barclays.

It was evident that Students and Apprentices were responsible for making their own choices. In the interviews with Students and Apprentices, they made clear that how this was undertaken even when they had been referred to the College by the Borough for their learning. Parents and Carers spoke highly of the service provided in terms of the advice regarding learning and careers as well as the pastoral support provided.

There is an extensive amount of information available to Students and graduates both in hard copy and electronically. For example, there are electronic resources to explore information relevant to careers and employability. There is also a designated Careers Section in the Flex which is part of the College's Learning Resource Centre. The College's web pages are comprehensive and easily accessible. It necessary, staff can provide all information in hard copy.

Staff Competency

Newham College has defined the skills, knowledge, competencies and qualifications for its staff. Staff spoke of the relevance of qualifications in careers guidance and information, advice and guidance. Since 2015, the intention to undertake assessment to the **matrix** Standard for an embedded IAG service has been realised.

All staff are supported through the Performance Review process. Whilst the process is undertaken annually, there is an interim review so that progress can be discussed, and additional support/training agreed if required. There are several opportunities for staff to discuss their performance both formally and informally. At the Performance Review, opportunities for continuing professional development are also considered. It is suggested that the development of ASPIRE as Shared Values for the College might be adopted as part of the Performance Review where staff demonstrate how they can evidence their achievement of each.

Staff are encouraged to join and be proactive in a variety of fellowships and networks. For example, the Association of Colleges, the Newham Chamber of Commerce, various employability and professional networks. Staff spoke of a variety of other opportunities for learning and development such as the, Change Management, Assessment Centres, Emotional Intelligence and Psychometric testing.

Staff spoke of an effective induction processes for all staff with the corporate responsibility resting with Human Resources. Each department then has responsibility for induction to its specific functions. Staff spoke of the use of shadowing as a prime example of helping to build people's confidence in a new role.

The development of the IAG process within Newham College since 2009 highlights how the College began with services that were non-academic. It is now fully embedded in all roles throughout the College. Further testament to this was how, for example, Catering and Maintenance staff were included in the interview process. Consideration might now be given to what the service is as it appertains to each role. This may then lead to a consideration of IAG qualifications that might be relevant to each member of staff. It may also be pertinent to think about the potential of, say, a Level 2 qualification in IAG for Student Representatives.

Quality Assurance and Infrastructure

Newham College has implemented policies to promote equality and diversity, impartiality and confidentiality in all aspects of service delivery. Managers and staff spoke of how they would assure Students and Apprentices that any interaction would be confidential and acknowledged the importance of the Safeguarding framework. All areas at Newham College operate to a defined set of Shared Values as mentioned earlier in this report. Staff are committed to the, “*Corporate Code of Conduct and Professional Responsibility*,” which defines the College’s approach to professional integrity. There is also a clear statement regarding the College’s, “*Anti bullying pledge*.”

Managers and staff explained how they work together to ensure that all are kept up-to date with changes in legislation. The introduction of the, “*General Data Protection Regulations (GDPR)*,” was paramount in the minds of many as was Health and Safety, Safeguarding, Prevent and Modern Slavery. Staff spoke of how they ensure that work placements are safe for Students and Apprentices and how they may challenge comments made by Students that may appear not to be in the spirit of Equality and Diversity.

There is an extensive array of partnerships both internally and externally. The cross-College interactions in the form of Staff Development Days and Staff Conferences highlight opportunities for the sharing of ideas and developments of the services to Students and Apprentices. The external networks include, for example, the Association of Colleges, the Chamber of Commerce and ELBA. The interactions across the College during the onsite assessment clearly demonstrated how all departments throughout the organisation engendered the embedding of careers and the curriculum. The College sees partnership work as an essential and critical element to working in harmony with the local community to support and nurture learners to meet their goals, raise their aspirations and prepare them for their next steps.

All staff are encouraged to contribute to the Self-Assessment Reporting (SAR) Framework both by department and to the overall College publication. Here can be found positive developments in relation to the IAG service as well as to academic delivery.

Newham College has undertaken a comprehensive review of its Service Delivery to ensure that what it is delivering what is appropriate to the requirements of all of Students, Apprentices, Parents, Carers, Employers, Partners and Sub-Contractors.

The College is proud of its external awards. It was noted that in 2018 it was awarded, “*The Mayor’s Construction Academy Quality Mark*,” for providing excellent standards of training in construction; and became an accredited rail engineering provider by, “*National Skills Academy for Rail*.” As mentioned earlier, it is one of twenty-one National Centre of Excellence for mathematics and the only Further Education (FE) college in London to have done so. The College also holds a Gold Award for, “*Investors in People*,” and scores highly in the Stonewall Top 100 Equality Index for 2018. Each of these awards helps to illustrate the diversity of this College.

7. Conclusion

At the commencement of this assessment, it was made clear that Newham College wants to be known for its, *“Clarity of purpose enabling it to: get local people into great local jobs; supporting people into Higher Education where this will get them better jobs; and promoting highest level of independence for SEND learners.*

Staff expressed how they wanted to ensure that the College becomes a successful business that specialises in high quality education that provides its community with every opportunity to aspire to a successful future.

The achievement of the **matrix** Standard acknowledges the commitment to these aspects.

Throughout the Review, the College demonstrated how it would ensure that all staff recognise the importance of delivering a first-class service. The **matrix** Standard has been used effectively and it is hoped that this will help to stimulate the development of the service so that all staff are as aware of its attributes as are the learners.

Overall, the interaction with learners, employers, managers, sub-contractors, partners and staff has led to positive improvements for all. This is indicative of the quality of service provision.

The overall impression gained from this assessment is of a service that lives and breathes its client-centred ethos with a real passion for transforming the lives of its Students and Apprentices and enables them to achieve. Staff deliver an IAG service with a passion for enabling Students and Apprentices to reach their goals and improve their lives through employment.

NB: Continued accreditation is subject to annual Continuous Improvement Checks at twelve and twenty-four months following assessment and three-yearly on-site accreditation reviews. If checks/reviews are not undertaken in a timely way this will have an impact upon your organisation’s accreditation.

Conditions of Accreditation

Holders of the **matrix** Standard Accreditation must:

- Maintain and continually improve upon their services.
- Throughout the period of accreditation satisfy Assessment Services Ltd that the organisation continues to meet the requirements of the **matrix** Standard via the annual continuous improvement checks and the three-year accreditation review.
- Complete annual continuous improvement checks in a timely way, it is expected these will be carried out annually by the accreditation anniversary date.
- Inform Assessment Services Ltd or their Assessor if the key contact name/contact details change.
- Submit their Booking Form for re-accreditation to the **matrix** Standard at least 3 months prior to the accreditation anniversary date ensuring all pre on-site activity is completed in a timely way including planning, payment and interview scheduling. Accreditation Reviews are due 3 years from the anniversary accreditation date; it is expected that organisations will be assessed by this date or will risk being de-accredited.
- Inform Assessment Services Ltd of any significant changes made to the organisational structure, senior management or systems that may impact on their accreditation; email: matrix@assessmentsservices.com .
- Inform Assessment Services Ltd immediately if they wish to extend or reduce the scope of their accreditation.
- Inform Assessment Services Ltd of any serious complaint or rise in numbers of complaints received (within the scope of the accreditation).
- Not undertake or omit to undertake any activity that may be misleading and/or may cause Assessment Services Ltd and/or the **matrix** Standard to be brought into disrepute.
- Only use the **matrix** Standard Quality Mark for the areas within the scope of the accreditation and in accordance with the guidelines. For example, if a certain department is successfully **matrix** accredited, the Quality Mark can only be used on that department's letterhead or on that department's page on their internet homepage.
- Ensure in cases where accreditation is withdrawn or where they do not come forward for accreditation review, remove from display any certificates or plaques issued by Assessment Services Ltd and do not display the **matrix** Standard Quality Mark nor refer to being a former holder of the **matrix** Standard.
- Be aware that Assessment Services Ltd reserves the right to remove any accreditation and/or certification previously applied if payment is not received for services provided.

Whilst accredited the organisation will be signed up for IAGonline - a community website for all **matrix** holders. Once signed up, any employee of the organisation can join the community and access regular posts and join specialist interest groups for support and discussion.

	
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