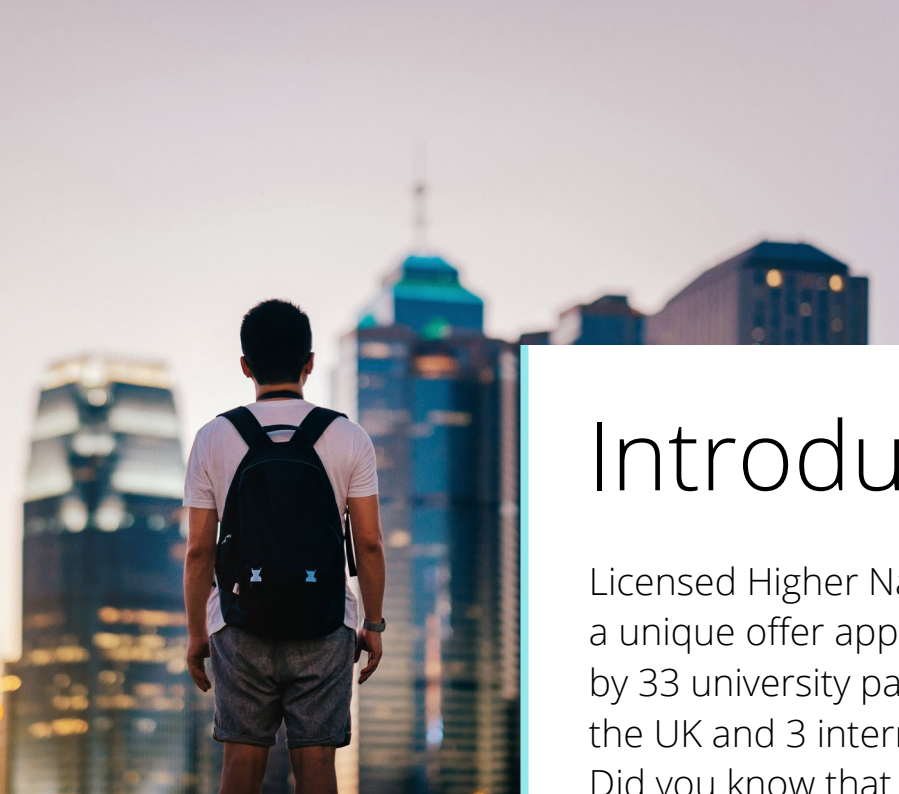Pearson

Annual Institutional Review Report 2022/23

Pearson Licensed Higher National Qualifications

Introduction

Licensed Higher Nationals is a unique offer appreciated by 33 university partners in the UK and 3 internationally. Did you know that more than 68,000 students have participated in this educational journey with us since its inception?

The roots of Licensed Higher Nationals (HN) can be traced back to the enactment of The Further and Higher Education Act of 1992, which eliminated the distinction between polytechnics and universities. Polytechnics were granted the university title and the authority to confer their own degrees, aligning them with pre-1992 universities in a unified system.

The substantial growth of this offer is credited to our valued Licensed HN partners. With the steadfast support of our partners, we aim for this distinctive Pearson offering to be the preferred choice for all Higher Education Institutions (HEIs) seeking to enhance their level 4 and 5 provisions, widening participation, offering flexible options to students, and meeting local skills needs.

This Institutional Review Report (IRR) highlights the evolving trends and commendable practices implemented by our HEI partners. These efforts aim to optimize student outcomes, address student needs, and foster student progression during the academic year 2022-2023.

Heartfelt appreciation goes to all our HEI partners for actively participating in submitting responses to the IRR questionnaire. This collaborative

effort has enabled us to compile comprehensive data for this report and demonstrate key trends. These growing trends demonstrate that Licensed HN programmes do offer flexibility, and the vocational context not only meet student needs, but also employers' need to boost the local economy.

These trends particularly resonate with the findings of the 2023 State of Student Success & Engagement in Higher Education 1 report, which indicates that throughout the United Kingdom, student preferences for higher education primarily revolve around practical application, accessibility, and convenience. They express a desire for skill-based learning opportunities to enhance their careers, often opting for certificates and apprenticeships alongside traditional degree programs.

*No identifiable information is included in this report

Executive Summary

We extend our gratitude to everyone for continuing to embrace the innovative approach to information gathering in our annual monitoring.

This IRR report 2022/23 integrates both quantitative data and trends pertaining to registrations, achievement, and progression, alongside qualitative data and evidence elucidating the underlying reasons for these changes.

Our partners have been forthcoming in sharing best practices, local initiatives, and future plans to meet the demands of the local economy. Both new and existing partners have expressed appreciation for last year's report, acknowledging its effectiveness as a reflective exercise and recognising its value in benchmarking trends and informing future strategies. We value the comments received and take pride in presenting them here. We anticipate that our partners will similarly value and receive this year's report positively.

Report was helpful, good reflective exercise.

It was useful to see how our provision fitted into a wider HE context and the breadth of HN provision across the sector.
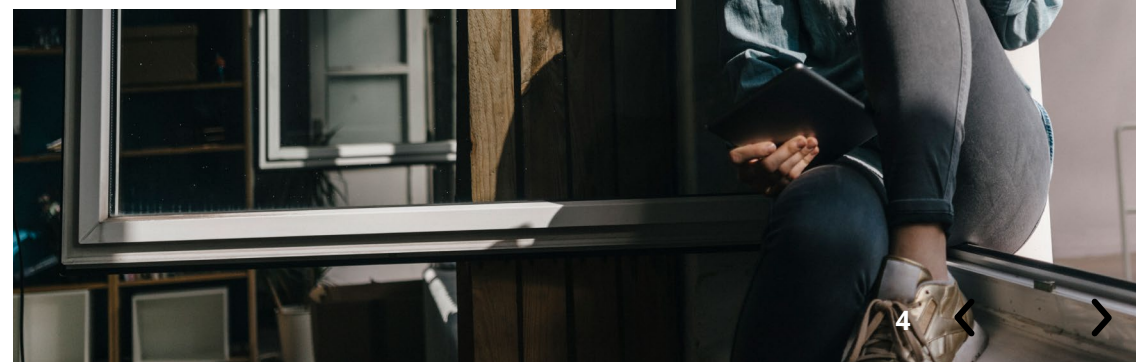
Last year's report was very valuable to the university and our collaborative partner, Leicester College. Provided assurance that our organisation and its partners are thinking about issues and opportunities that are at the forefront of our institutional plans.

[1]The State of Student Success & Engagement in Higher Education | Instructure

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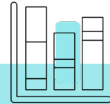
Licensed HN Highlights

Key Highlights 2022/23

Partners and Programmes

38 HEI partners

- **34** UK Partners
- **4** International partners
- **3** new partners onboarded in 2022/23
- **1** new partner onboarded in January 2023
- **79** partner subsites
- **640** approved programmes YTD
- **564** programmes under TM Licence
- **61** programmes under IP Licence
- **15** HTQ programmes approved

Sector variance in registrations

Sector variance from 2021/22 to 2022/23

- Engineering **(+15%)**
- Business and Law **(+111%)**
- Construction and Planning **(+6%)**
- Science **(+80%)**
- Sports and Leisure **(+25%)**
- Travel and Tourism (-83%)
- Art and Design (-71%)
- Early Years (-51%)
- Health and Social Care (-50%)
- Public Services (-46%)
- Hospitality and Catering (-71%)

Intakes and Delivery

Intakes

- **79%** of HEIs offer one intake and per year
- **24%** offer two intakes per year
- **7%** offer three or more intakes per year
- **3%** offer Roll on/Roll off

Structure

- **55%** long and thin
- **24%** short and fat
- **21%** block teaching

Mode

- **79%** Face to Face
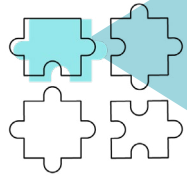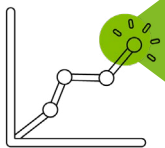- **21%** Blended

Licensed HN Highlights
IRR Data at a glance 2022/23

Enrolments

HNC at Campus up by **15%** and HND at campus up by **66%** as compared to 2021/22

Achievement Grades

Pass and Merit stable

2% increase in Distinction grade

Progression

HNC to HND progression and HND to Degree at partner both showed downward trend of **50%** as compared to 2021/22

Licensed HN Registrations, Completions, Achievements and Progression

Student numbers

Enrolments for licensed HN programmes experienced a decline last year, but are displaying signs of recovery (Fig 1). Meanwhile, both Higher National Certificate (HNC) and Higher National Diploma (HND) programmes on campus saw growth, with HNC increasing by 15% and HND by 66% (Fig 2). Conversely, enrolments for both HNC and HND at collaborative partners have shown a decrease.
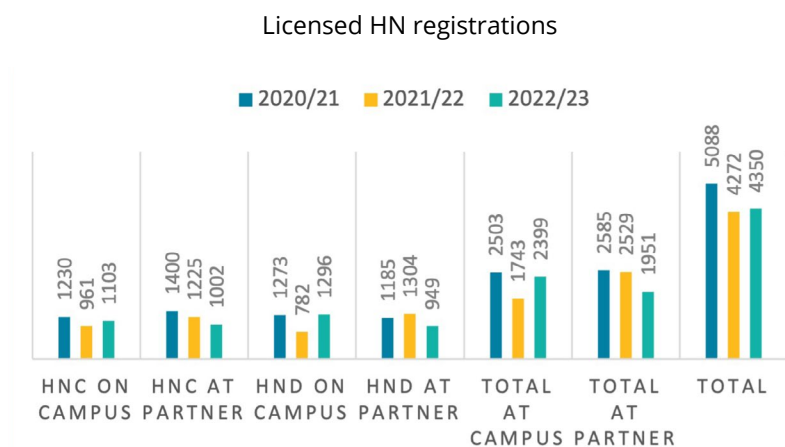
Fig 1: Licensed HN Registrations

Fig 2: Licensed HN Registrations Trend

These results closely align with the higher education enrolment data reported by HESA for 2021/22[2]. The figures indicate a slight decline of 0.3% in the number of students at levels 4 and 5, while there is a noticeable increase of 1.9% in the number of students pursuing first-degree programmes.

Reviewing the distribution of registrations within our internal systems, it's evident that HNC trademark registrations are at the forefront, which is unsurprising. Out of 646 approved programmes, 566 programmes fall under the TM Licence category, and this is mainly due to the TM licence agreement being available since the inception of this offer.

[2]HESA Student statistics https://www.hesa.ac.uk/news/19-01-2023/sb265-higher-education-student-statistics/numbers. We were unable to draw comparisons for 22/23 HESA data as it is not published yet.

Programme	Registrations 2022/23	Awarded 2022/23
HNC TM	2076	1592
HND TM	1945	1385
HNC IP	154	39
HND IP	45	28

"Factors contributing to current trends, including a decline in student interest in arts-based courses, challenges in FE Colleges affecting the student experience, a preference among young people for three-year degree programs on university campuses, the growing administrative burden in HE funding, QA, and reporting, and the development of new qualifications like Higher Technical Qualifications seen as more flexible than the HNC/HND model."

When queried about the trajectory of licensed HNs, 38% of partners reported stability, 31% noted an increase, while a concerning 31% indicated a decrease. Nevertheless, there is a growing sense of optimism among our partners regarding an improvement in the numbers in the coming year. The positive outlook is driven by the expansion and achievements of Higher Technical Qualifications (HTQs), Higher and Degree Apprenticeships, as well as the establishment of Institutes of Technology (IOTs). These advancements afford universities the chance to review and enhance their offerings, incorporating newly validated programmes through collaborations with both existing and new partners.

Key reasons identified for the changing trends in student enrolments, by our partners, are believed to be:

- Skills demand in the sector and regional areas

- Impact of growth in Apprenticeships and Higher Technical Qualifications on competition, with both positive and negative effects

- Enhancements in marketing and promotion strategies

- Implementation of outreach programmes, expanding delivery beyond main sites

- Increasing opportunities for partnerships

- Strengthening employer relationships

- Impact of COVID-related A-level grade inflation on applicants in some subjects, leading to more meeting entry requirements for the degree award

- Recruitment trends

- Decrease in the HNC Building Studies, influenced by cuts in training budgets from Local Authorities and Housing associations

- Competition from other providers and the impact of the new Apprenticeship Course.

Similar to the previous year, we have identified slight inconsistencies in the registration numbers reported by Higher Education Institutions (HEIs) in the Institutional Review Report (IRR) compared to those documented on Pearson's Edexcel Online (EOL)/IQS system for the 2022/23 academic year (Figure 3).

The disparities between IRR and Edexcel Online data may be attributed to multiple factors, including variations in enrolment dates for registration on EOL, with HEIs admitting multiple cohorts within a year. Another noteworthy factor is that some HEIs implement nested programmes, enrolling learners in Degree programmes, and sometimes registrations for HNC/HND are addressed subsequently. While registrations to the correct subsites have significantly improved compared to last year, there is still some ongoing work in this area.

Licensed HN registrations discrepancy

	HNC reg in IRR	HNC reg on EOL	HND reg in IRR	HND reg on EOL
1	2105	2230	2245	1990
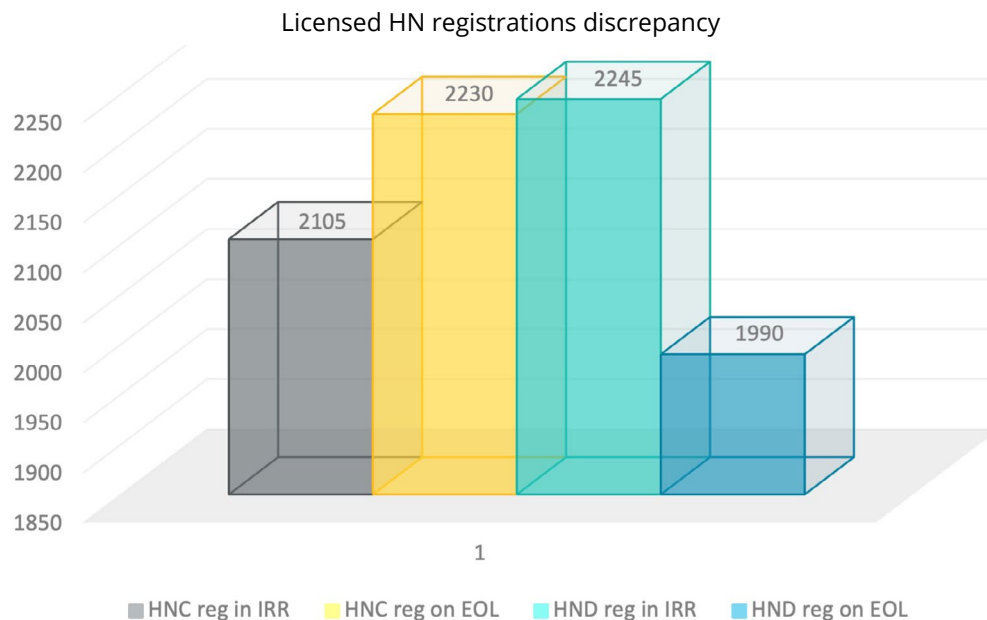
Fig 3: Licensed HN Registrations discrepancies

Additionally, the persistence of staff turnover continues to play a role in causing delays and disparities. To address these challenges, we maintain ongoing support for HEIs through regular catchups, EOL training, and the development of an extensive collection of resource articles aimed at aiding Licensed HN administration. This proactive approach has garnered positive feedback and ensures the provision of accurate data for both parties, ultimately enhancing our partnership.

We would like to request our partners to continue reporting any misrepresentation of student registrations and we will continue to work with you all to reduce this imbalance or disparity.

| Licensed HN Highlights | Licensed HN Registrations, Completions, Achievements and Progression | Licensed HN Programme Delivery | Promotion of Licensed HNs | Employer Engagement | Licensed HN Sector Areas | Good practice, Quality Assurance Enhancements and Future Plans | Conclusion | Additional Findings | Feedback on IRR and Data Collection | Key Dates for 2024 | 9 |

Student Profile: Age

As evident from Figure 4, a substantial 56% of HNC and HND students belong to the 18-24 age group, with an additional 19% falling in the 25-29 age range. The noticeable shift in the 18-24 age category compared to the previous year suggests that the introduction of flexible options among our partners is likely influencing the choices made by students in this particular age bracket.

This aligns with HESA student statistics (Figure 5), revealing that 65% of students are under the age of 25, while 23% are aged 30 and above.
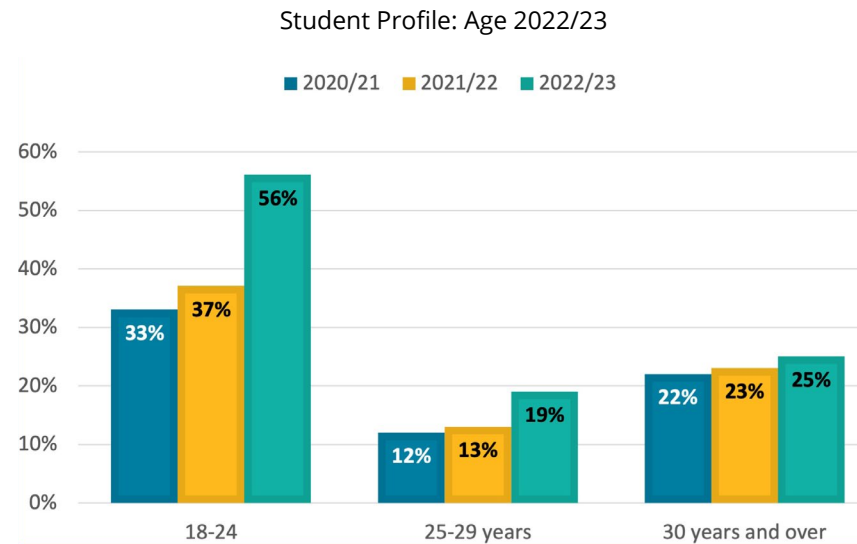
Student Profile: Age 2022/23

Fig 4: Licensed HN Student Profile: Age

HESA Student Statistics 2021/22
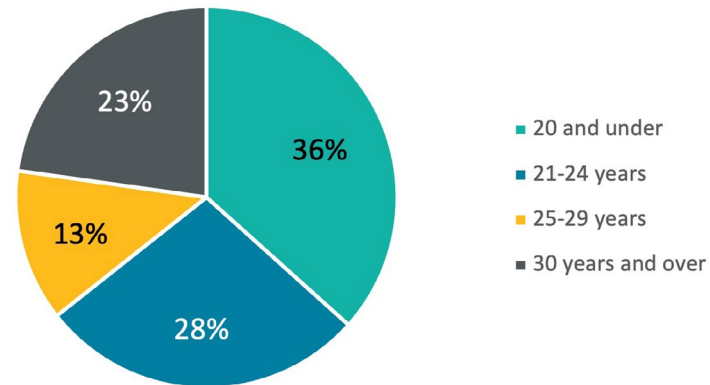
Fig 5: HESA Student statistics by age

Student Profile: Employment status

Responses to this question revealed a clear divergence in perspectives regarding the consideration of employment, given that a significant number of students typically engage in some form of employment during their academic pursuits.
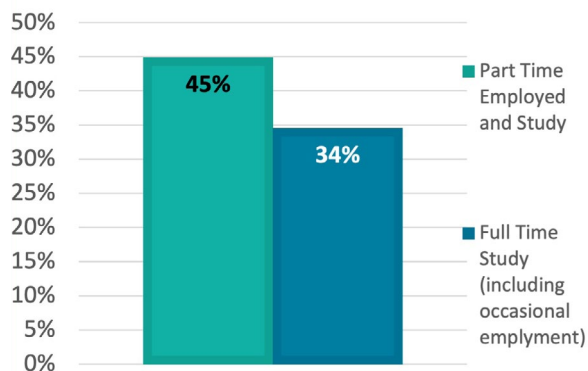
Student Profile Mode Of Study And Employment

Fig 6: Licensed HN Student Profile: Employment

Students in paid employment

Fig 7: Students in paid employment[6]

However, a discernible shift is evident, with 45% (Fig 6) indicating a move towards a combination of study and part-time employment. 7% of the partners, however, reported that they do not collect this data from students. This shift, whether through cost-of-living crisis, apprenticeship routes or flexible study options, appears to be shaping the current landscape.
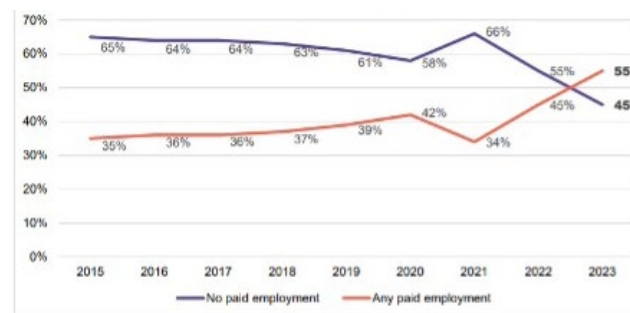
As per The Guardian's report[4], the escalating cost-of-living crisis is compelling university students to increase their part-time work hours. The student academic experience survey[5] indicates that 55% of students reported engaging in paid work to support their studies, a notable increase from the 45% recorded in the previous year (Fig7).

Research conducted by the Higher Education Policy Institute (HEPI) think tank and Advance HE[7] reveals that over three quarters (76%) of university students believe the cost-of-living crisis has had a detrimental impact on their studies. The rise in the average number of hours spent in employment could potentially affect students' class attendance and study time.

[4]Cost of living crisis forcing students to take on more hours of paid work
[5]Student-Academic-Experience-Survey-2023.pdf (hepi.ac.uk)
[6]Student-Academic-Experience-Survey-2023.pdf (hepi.ac.uk)
[7]Majority of university students juggling paid work and studying amid cost-of-living crisis, survey reveals | The Independent

| Licensed HN Highlights | Licensed HN Registrations, Completions, Achievements and Progression | Licensed HN Programme Delivery | Promotion of Licensed HNs | Employer Engagement | Licensed HN Sector Areas | Good practice, Quality Assurance Enhancements and Future Plans | Conclusion | Additional Findings | Feedback on IRR and Data Collection | Key Dates for 2024 | 11 |

Student Profile: Mode of study

Student Profile - Mode of Study (Average %)

- Full Time Onsite
- Part Time Onsite
- Full Time Online Learning
- Part Time Online Learning
- Full Time Onsite or Online with Employment
- Part Time Onsite or Online with Employment
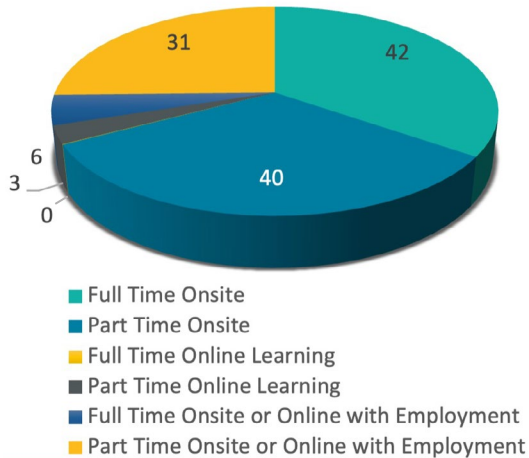
Fig 8: Licensed HN Mode of Study

Universities are recognized for offering diverse study modes that accommodate the individual needs of students, taking into consideration the institution's approach and resources.

The feedback received from our partners strongly echo this sentiment, as they also provide a mix of study modes tailored to the requirements of different programmes.

The majority of university programmes are pursued either on a full-time basis onsite (42%) or part-time onsite (40%). Moreover, a significant proportion (31%) of programmes taken in the current academic year adopts a part-time/day release format, often complemented by employment or apprenticeships.

Certificates and apprenticeship programmes are gaining increased recognition from both students and employers due to their tangible evidence of workplace skills. Additionally, they serve as valuable resources for upskilling and reskilling among lifelong learners, as highlighted in The State of Student Success & Engagement in Higher Education[8].
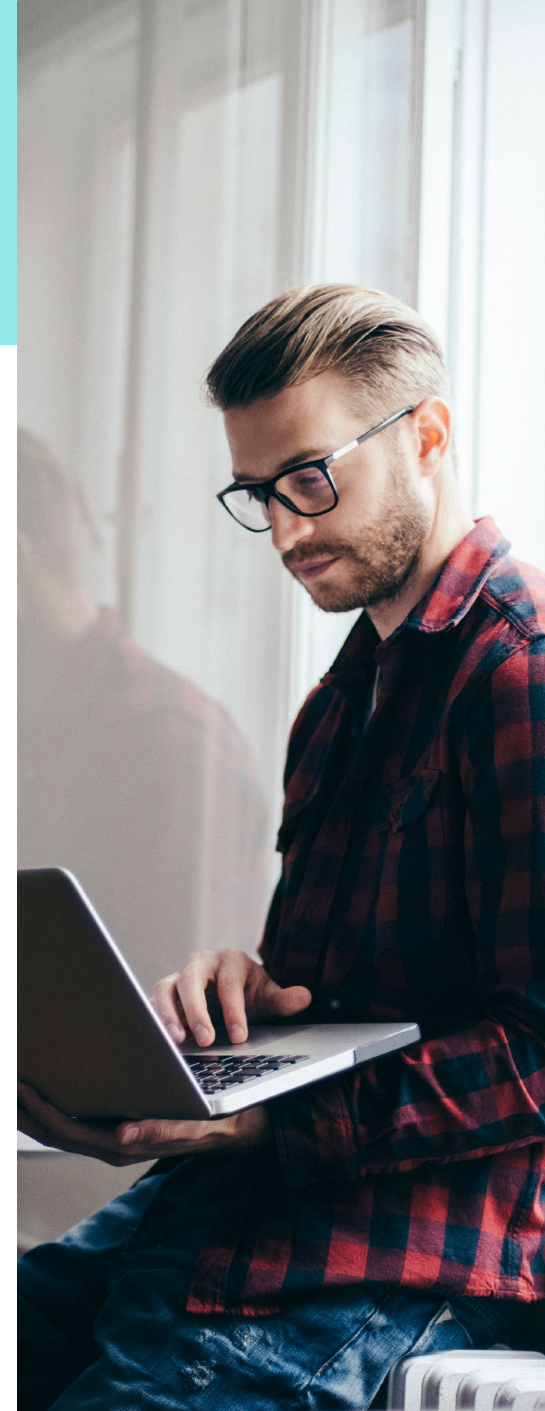
[8]The State of Student Success & Engagement in Higher Education

Licensed HN Completions and Achievements

Licensed HN Completions over 3 years

Fig 9: Licensed HN Completions

Achievement Grades over 3 years

Fig 10: Licensed HN Grade Achievements

Completion and achievement rates include HNC and HND, both on campus and at partner sites, as shown in Figure 9 and Figure 10.

Completions

The total completions for 2022/23 seem to be decreasing, and **this decline may be linked to several factors.** One contributing factor is the **necessity for clarification on the criteria defining a completion.**

Despite adding descriptions in the IRR, confusion persisted. It is crucial to emphasize that completing **stage one of HND does not automatically qualify students as completed for HNC,** if they were not originally registered for that particular award.

Achievements

There was a 1% improvement in the overall average grades. The average grade distribution is similar to the previous year, with enhancements in all grades, except for merit at the campus in 2023, which remains below the levels seen in 2020/21.

Pass at the campus rose by 35%, and partner sites exhibited a modest 5% increase this year.

Merit at the campus declined by 6%, while at partner locations, it saw a notable 14% increase.

Distinction at the campus increased by 7%, and at partner sites, it showed a 3% rise.

Licensed HN Progression

It's important to emphasize that the majority of partners regard licensed HNs as a means of progression, functioning either as a ladder of learning or as a steppingstone towards degree achievements. However, others still advocate for its autonomy, and sometimes as exit awards

Taking a look at the graph (Fig 11), in the previous year, there was a decline in students advancing from HNC to HND and HND to a degree programme, both on campus and at partner sites, with a slight improvement observed at partner locations.

Progression from HNC to HND at the campus and partner sites, along with progression from HNC/HND to a degree at both campus and partner locations, reflects a gradual decline (Fig 11).

Fig 11: Licensed HN progressions over 3 years
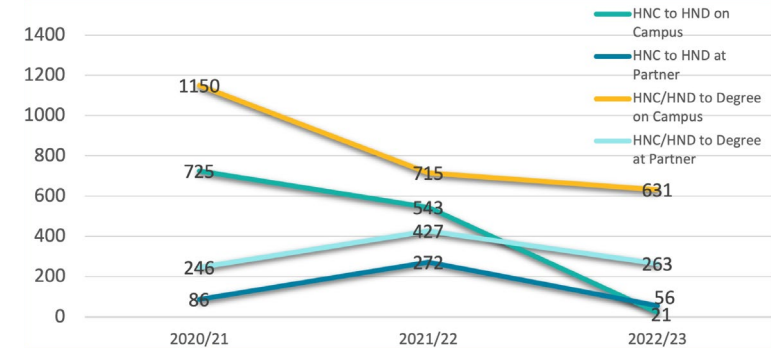
Fig 12: Licensed HN progressions trend over 3 years

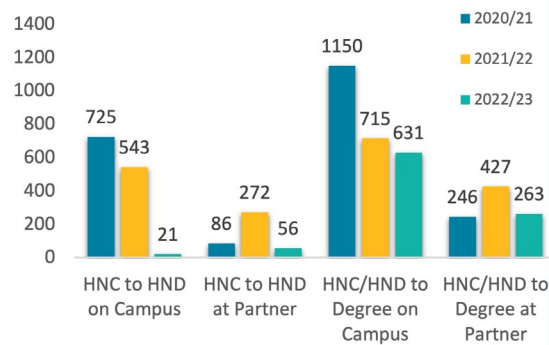The narrative remains consistent this year when compared to the data from the previous year. The trend illustrated in the comparisons shown in Figure 12 seems complex, indicating a potential decline, possibly affected by the proportion of students earning partial credit. In the academic year 2022/23, an average of 10% of students achieved partial credit on campus, while 15% did so at partner sites. The overall average of partial credits in 2022/23 was 33%.

Given the ever-evolving landscape of education and insights gathered from discussions with our partners, there is a growing emphasis on advocating a ladder of learning approach alongside apprenticeships. This approach addresses students' individual learning and assessment needs, empowering them to pursue their aspirations while maintaining a balance between work, social life, and study.

In his speech[9] titled '**How we are supporting degree apprenticeships and higher technical education'**, The Rt Hon Robert Halfon MP said... "The 'ladder of opportunity' I mentioned earlier is something I believe in wholeheartedly. It's a way of thinking about what we need as a country, to get to where we want to go".

[9]How we are supporting degree apprentice-ships and higher technical education

| Licensed HN Highlights | Licensed HN Registrations, Completions, Achievements and Progression | Licensed HN Programme Delivery | Promotion of Licensed HNs | Employer Engagement | Licensed HN Sector Areas | Good practice, Quality Assurance Enhancements and Future Plans | Conclusion | Additional Findings | Feedback on IRR and Data Collection | Key Dates for 2024 | 14 |

Licensed HN Programme Delivery

Mode and Structure

It is not surprising to find that a considerable proportion of our partners (79%) still prefer delivering face-to-face instruction, while 21% choose a blended learning approach (Fig 13). However, when examining the delivery structure, a slight difference emerges, with 55% adopting the traditional long and thin delivery method (Fig 14).

Mode of Delivery

Legend:
- Face to Face (majority traditional classroom delivery)
- Blended (roughly equal share of face to face and virtual)
- Online/Virtual (majority virtual including distance learning)

0%
21%
79%

Fig 13: Licensed HN Mode of Delivery

Delivery Structure

21%
24%
55%
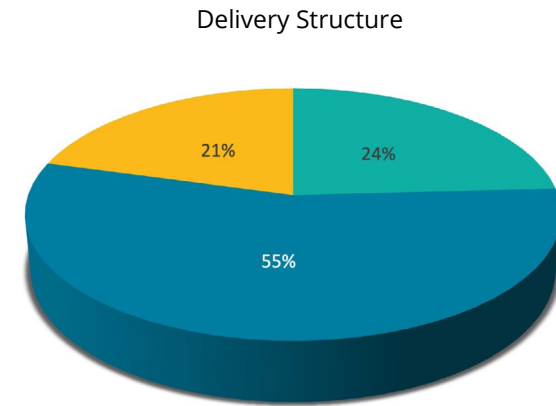
Fig 14: Licensed HN Delivery Structure

This year, the distribution between short and fat and block teaching remains contested, indicating a shift in short and fat from 32% last year to 24%, and an increase in block teaching from 14% in 2021/22 to 21% in 2022/23 (Fig 14).

One of the contributing factors for these modes of deliveries is the number of intakes for different programmes, both at our HEI partner and collaborative partner sites.

Number of Student intakes

Legend:
- One intake per academic year
- Two intakes per academic year
- Three or more intakes per academic year
- Rolling Admissions (which do not have structured intakes)
- Other
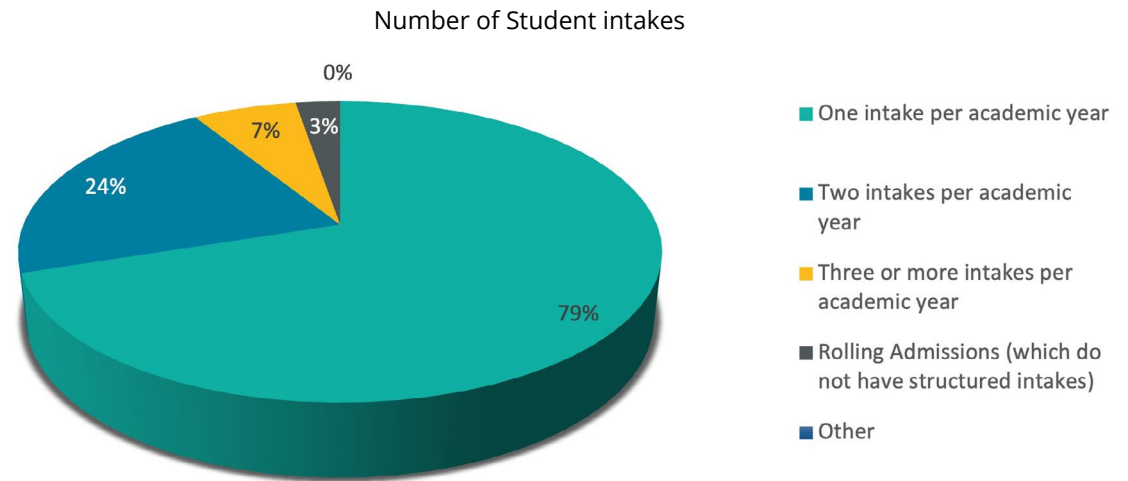
Fig 15: Licensed HN-Student Intakes

The justifications shared by the partners on which they base their delivery mode and structure include:
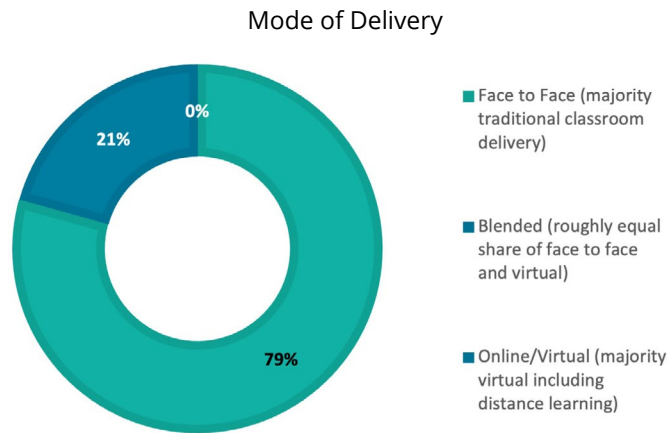
Face-to-Face (F2F) Delivery:

- "HND Jewellery & Silversmithing: We are delivering a highly specialised and technical course which demands face-to-face tuition…"

- "The face-to-face delivery of the long thin, day-release units, is the optimal structure for part time students to process their learning from day release sessions and apply their knowledge in the real workplace…"

- "Historically delivery has been face-to-face classroom-based…"

- "Students enjoy and benefit from the in-person teaching, particularly for these vocational programmes…"

- "The short-fat semester model of delivery incorporates the space for the delivery of the learner support model…"

- "Students generally prefer face-to-face contact with lecturers and peers, hence the on-campus delivery. It aids their sense of belonging and community..."

- "Projects are structured sequentially to help scaffold learning, ensuring that students build their knowledge and skills progressively and effectively..."

Blended Learning:

- "The courses that we deliver via Blended Learning are delivered that way because of the student population, primarily from South Asia or those working in Superyacht industry..."

- "The delivery structure follows the University's Learning Design Framework which provides a rich mix of teaching, learning and assessment methods..."

Online/Virtual Delivery:

- "Delivery of the HNC Civil Engineering matches that of the BSc Civil Engineering Studies, in that it is delivered via TEAMS..."

- "For this academic year, the colleges have merged units and focused on embedding them into larger projects with all lectures feeding into different elements..."

Flexible Delivery Structure:

- "Students can work at their own pace and across the year. Works well with us being on a college timetable..."

- "Structure designed to meet the needs of the cohorts who work full time and study in the evening..."

- "The delivery structure supports student learning allowing them time to learn the content over a period of time..."

- "The majority of students are employer-funded; therefore, the programme and delivery mode are designed to fit around students' employment..."

Promotion of Licensed HNs

Promotion of Licensed HNs

- 7%
- 21%
- 72%

Legend:
- Only on University website
- Both university and partner (if relevant) websites
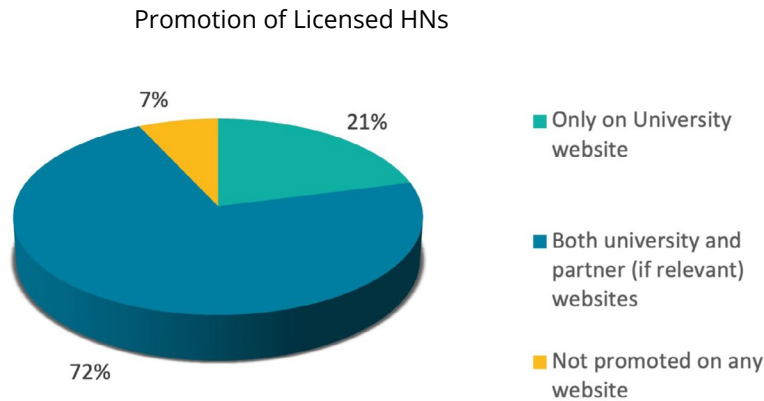- Not promoted on any website

Fig 16: Promotion of Licensed HNs

We all acknowledge and appreciate the importance of promoting products to empower the learners and stakeholders, enabling them to make informed choices and providing partners with an opportunity to engage with them. It is noteworthy that, while the majority of partners emphasize promoting licensed HNs as a pathway to degree awards, some still promote them as stand-alone programmes and exit awards.

However, this approach varies among our Higher Education Institution (HEI) partners. While 72% actively promote the programmes on both their own website and the partner's website, a small minority (7%) abstain from promoting licensed HNs altogether. Additionally, 21% exclusively promote them on their own website and not on the partner's website, potentially due to offering on-campus programmes only without any collaborative partners.

Promotion extends beyond websites, with various channels employed by our partners to market Licensed HN programmes, including:

- Numerous HN programmes are marketed as independent qualifications, underscoring the flexibility for students to advance to higher degrees at their own pace. This approach accentuates the adaptability of progression routes, allowing students to step off at various stages and resume their journey later.

- Promotion for all HN courses extend to UCAS, university websites, relevant partner platforms, and standard admissions processes. Partner institutions emphasize these courses as pathways from Level 3 qualifications, providing comprehensive program details on partner websites and in college marketing materials.

- HN courses are introduced during school visits and integrated into the university's promotions for undergraduate portfolios. Emphasized as standalone qualifications, these courses spotlight options for progressing to higher degrees.

- Specialised HND programmes receive extensive promotion through various channels, including online, print, national, and international platforms. Local trade and alumni contribute to word-of-mouth promotion. The programme's value is heightened by the one-year top-up degree option.

- Programmes such as Construction are prominently featured on websites and at open days within the College of Built Environment. They also serve as transitional steps for BSc Quantity Surveying, Construction Management, or Architectural Technology courses. The promotion highlights diverse study modes, including full-time, part-time, and apprenticeships, with an emphasis on achieving a stage average of 60% or higher for further university learning.

- The part-time Civil Engineering course, endorsed by the Engineering Council, is actively marketed to regional employers, emphasizing its role as a career progression tool for civil engineering technicians. Professional qualifications and a comprehensive education are underscored.

- Licensed HN programmes are promoted on college websites, targeting potential applicants without direct entry qualifications. Open days at these institutions contribute to heightened program visibility.

- One partner positions their Licensed HN programmes as pathways to full degrees, recognizing their significance as entry points to higher education. The value of dedicated support from colleges, coupled with access to university facilities, is duly acknowledged and appreciated.

- Promotion of the HND Business programme occurs on college websites, with internal efforts, including visits by the course director and participation in level 3 progression events, reinforcing its role as a learning ladder.

- Colleges and universities collaborate on outreach activities, civic mission engagement, and partnerships to effectively market HN programmes.

- Social media platforms, including LinkedIn, play a crucial role in promoting specific HN courses, leveraging these channels for increased visibility and engagement.
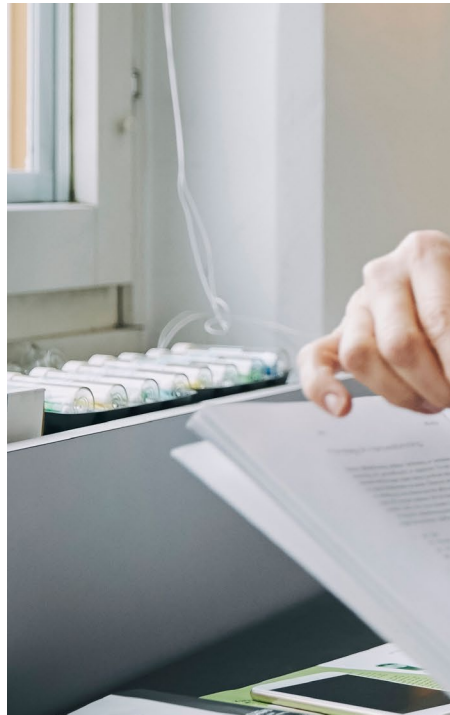
Employer Engagement

It is truly inspiring to witness numerous innovative approaches to engage employers in supporting the vocational aspects of these programmes.

These initiatives provide students with diverse experiences, fostering the development of their attributes and employability skills, ultimately preparing them for the workforce.

Across our partners, employer engagement is a key aspect. Developing programmes in collaboration with local employers, key trade and professional bodies are part of the quality framework. Employers are often invited as guest speakers, offering insights into the practical application of knowledge, and providing opportunities for work placements or industry experiences for students. In some instances, work placements are integral to the course, requiring students to tackle real-world challenges and complete work-based projects, sometimes aligning directly with the knowledge, skills, and behaviors outlined in apprenticeship standards. This necessitates active engagement and support from employers. In cases where work placements are not mandatory, teaching staff leverage their current industrial experience to deliver real-life case studies linked to employer expectations, forming a crucial part of the assessment.

Numerous partners highlight that a considerable number of students are enrolled in programmes as part of apprenticeships, concurrently working in full-time roles. This setup enables them to apply their acquired knowledge directly to their workplace. Employer engagement is seamlessly woven into the fabric of these programmes through applied projects, visits from work-based assessors who gather firsthand feedback from employers, and the integration of apprentices' and assessors' experiences into academic teaching.

In addition to the sound approaches deployed by our partners, notable instances of exceptional employer engagement, both cross disciplinary and sector specific, were brought to our attention, which encompass:

Cross-disciplinary:

- Guest speakers from industry contribute to various courses, exposing students to current issues in their fields, share experiences and give feedback

- Work placements

- Collaborative designs with employers

- Employers on validation panels

- External Examiners' feedback on real-world scenarios are common across courses

- Embedding employability and employer engagement strategies in the curriculum

- Students often work full-time, applying their learning to the workplace

- Workplace visits to Law court, and local businesses, etc

- Global Opportunism: November 2023 students gained exposure to legal work abroad lead by guest speaker from International General Counsel in Saudia. This has opened potential opportunities for students to undertake work experience overseas.

- Timetabling allows students to apply for paid roles, providing a real-life experience of work

- Employability-focused module in the first year

- Employer involvement in assessments briefs and case studies contribute to students' career readiness

- Specialist employer-led projects and competitions giving students problem solving skills. In HND Jewellery and Silversmithing, we offer live projects and competitions to allow the students the chance of working on real commissions and with local companies

- Employers contributing to curriculum planning, providing insight into industry needs

- Employer surveys

- Final presentations involve industry specialists, providing students with practical insights

- Employers engage with certain module deliveries, offering challenge-based learning

- Regular employer feedback ensures the courses are relevant to the evolving industry

- Fieldwork, research, and industry seminars enhance students' understanding of the practical application of knowledge

- Two "Careers+" weeks, featuring workshops and employability skills sessions, aim to enhance students' job readiness.

Sector specific

Animal Science:

- Collaboration with local wildlife parks, applied examples on field visits, and engagement with conservation organizations provide students with practical insights

- Live projects, industry talks, and visits to relevant businesses contribute to real-world learning.

Business and Law:

- While employers are not directly involved in program delivery, teaching staff with relevant industrial experience design assessments with realistic business scenarios. Assessments focus on developing skills like teamwork, report writing, presentation, communication, and reflection

- Guest lectures, visits to law courts, and interaction with local businesses provide students with practical experiences. Employability-focused modules, timetabling flexibility for part-time employment, and employer involvement in assessments contribute to students' career readiness.

Complementary Therapies:

- Clinical experience is gained through operating clinics, engaging with third-sector organizations, and hosting guest speakers from the Complementary Healthcare arena. These activities offer students a practical understanding of applying complementary therapies in various settings.

Construction:

- Most students are employed in the AEC sector, gaining real-world experience. For those not currently employed, guidance is provided for accessing the School of Engineering and Built Environment's Careers service. Opportunities to apply for industry roles are open to all HNC students, and upskilling is encouraged

- Regular visits to employer premises, work-related assessments, and industry engagement conferences contribute to students' development

- Construction and Built Environment: Field trips, site visits, and an Industrial Engagement Student Conference facilitate employer engagement. Built Environment students also attend conferences where industry representatives, consultancies, and professional bodies provide insights and networking opportunities.

Engineering:

- Students, often on Degree Apprenticeships, receive regular visits from the Program Leader and Apprenticeship Assessors, fostering engagement with employers. Assessments are encouraged to be work-related, and projects related to students' employment often receive awards. Industrial Engagement and talks from industry practitioners provide insights into the engineering field

- Activities such as talks, site visits, conferences, and summer work placements expose students to civil engineering and construction industry practices. A development log helps students record experiences, supporting their future professional qualifications

- Employer engagement meetings, real-world examples, and practical projects contribute to students' understanding of engineering principles. Students collaborate with local industry, attend talks, and complete energy rating surveys as part of the curriculum

- Students are sponsored by industry entities like Network Rail and engage with recent industry practices through staff, guest lecturers, and senior visiting lecturers. We emphasize live briefs, guest lectures, site visits, and apprenticeships to align its HNs with employers' needs.

HND Law and Practice:

- We offer various activities, such as legal skills programmes, global opportunities, court visits, and reflective practitioner modules. These experiences impact students by expanding knowledge, providing exposure to role models, enhancing networking skills, and fostering practical learning beyond the classroom.

Media and Communications:

- The Career Development module in year 1 explores media careers and industry structures, preparing students for the work experience module in year 2, where they document 70 hours of industry experience.

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Licensed HN Sector Areas

There has unquestionably been a shift in the trajectory of various sectors in Licensed HN provision compared to recent years, where Engineering and Construction consistently demonstrated substantial growth. In the present year, there has been notable expansion in the Business and Science sectors (Fig 17). Despite this, Engineering and Construction are still advancing, albeit not at the same pace as Business Administration and Science.
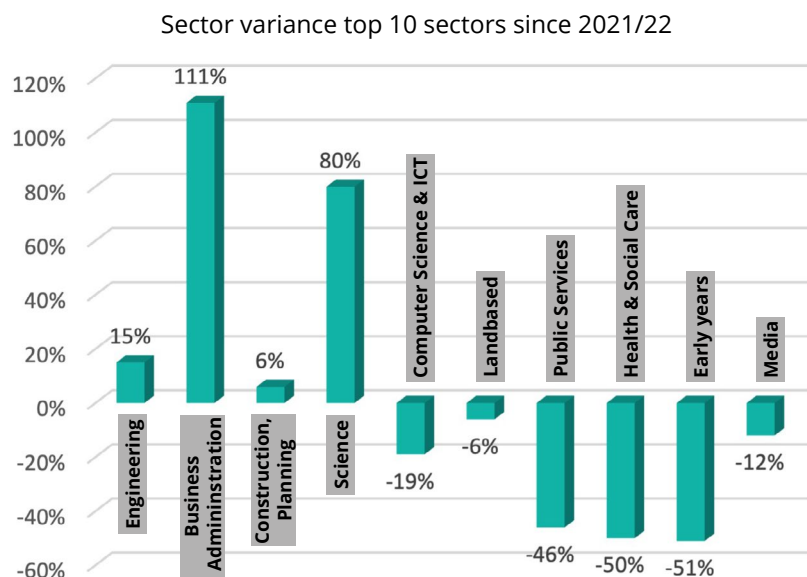
Sector variance top 10 sectors since 2021/22

Figure 17: Licensed HN Sector Performance variance since 2021/22

Sector Performance over last 3 years top 10 sectors

Figure 18: Licensed HN Performance for top 10 sectors

According to the HESA summary[10], Business and Management emerged as the most sought-after subject among students, comprising 19% of all enrolments. This marks an increase from 17% in 2020/21 and 16% in 2019/20. First-year enrolments in Business and Management experienced a noteworthy 12% upswing. Meanwhile, Combined and General Studies[11] recorded the second most significant percentage growth, with an 11% increase.

While there have been fluctuations in student numbers across certain sectors over the past three years (Fig 18), it is important to highlight that there has been a consistent array of sectors offered under Licensed HN qualifications.

[10]Higher Education Student Statistics: UK, 2021/22 - Subjects studied- https://www.hesa.ac.uk/news/19-01-2023/sb265-higher-education-student-statistics/subjects
[11]Combined and general studies is only used for students on courses which do not specify a subject specialism. The majority of students in the combined subject area study at The Open University.

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Good Practice, Quality Assurance, Enhancements and Future Plans

Licensed HN partners uphold responsibility and accountability for their distinct quality assurance (QA) processes. As part of our QA procedures, each partner has submitted their Institutional Review Report along with supplying samples of External Examiner (EE) reports. This collaborative endeavor includes the sharing of best practices and the integration of feedback from EEs. This report stands as a valuable opportunity for collective learning, enabling us to extract insights from shared experiences, best practices, and EE feedback.

External Examiner Review

Drawing conclusions from the provided data on External Examiner Review (Fig 19), several key observations stand out. Firstly, a significant 86% of respondents confirm having an External Examiners (EE) Report for each of their Licensed HNs programmes, indicating a widespread practice of utilizing external assessments.

Moreover, a vast majority of respondents (93%) report that their External Examiners have confirmed the standard of student performance for each Licensed HN program aligns with expectations. This high percentage underscores strong alignment between perceived student performance and anticipated standards set by educational institutions.
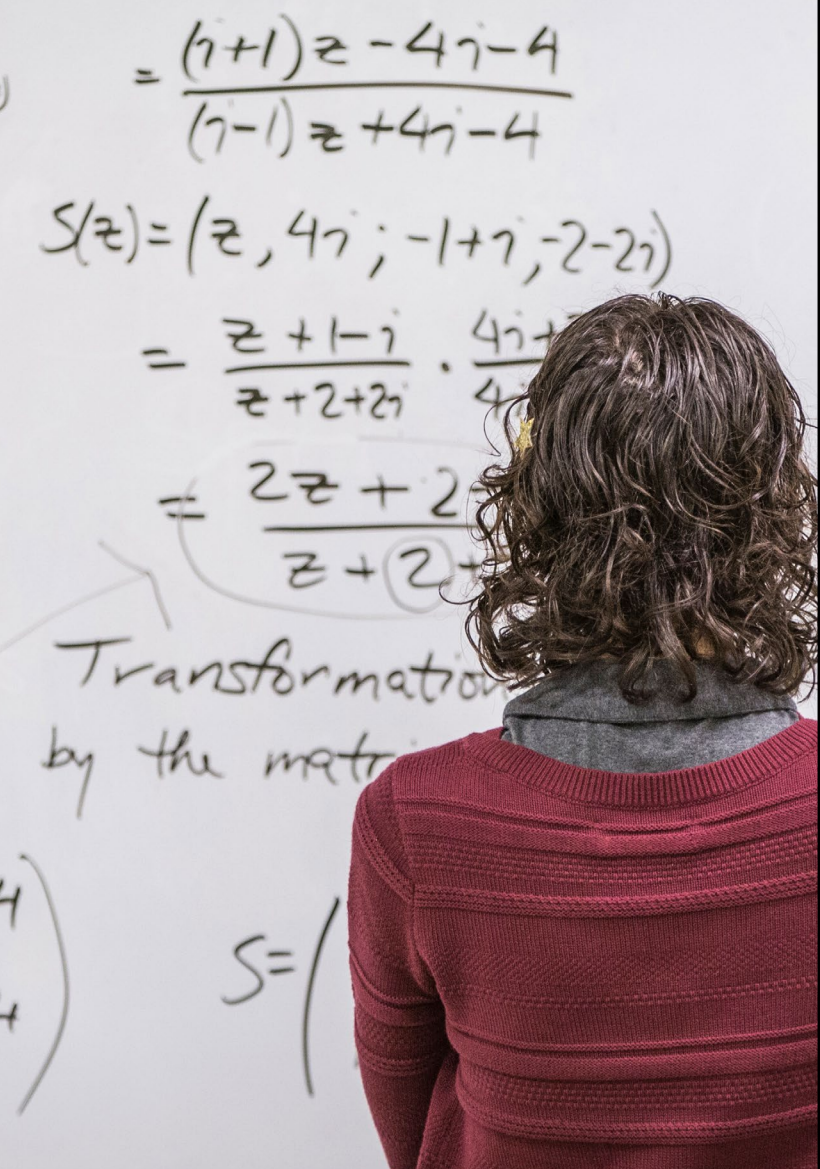
Equally notable is the unanimous confirmation from respondents that their External Examiners have affirmed the appropriateness of standards for each Licensed HN program, as described by regulatory bodies and professional entities. This unanimous agreement suggests a high level of confidence and compliance with external standards and expectations.

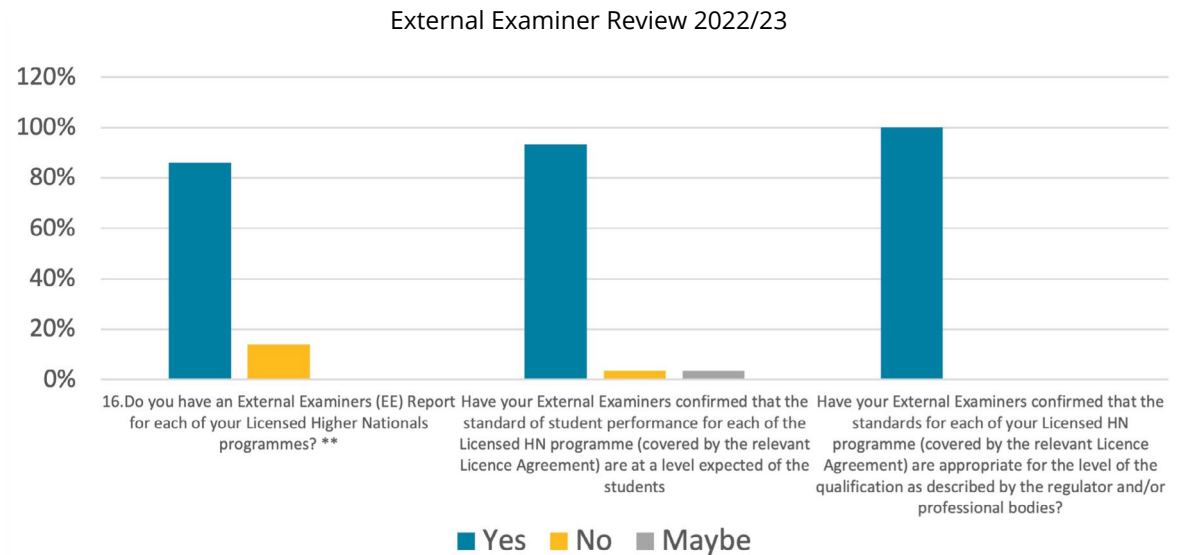Figure 19: Licensed HN External Examiner Review

In summary, the data indicates widespread use of External Examiners Reports, high confidence in student performance standards, and unanimous agreement on the appropriateness of standards for Licensed HN programmes. These findings collectively suggest a robust and effective system for maintaining and validating the quality and standards of HN programmes.

Exceptional practice and commendations from External examiners

Delivery and Assessment of Programmes:

- Lesson observations indicate good-quality teaching aligned with the HE TLA framework

- Modifications to module content and titles have enhanced the course's attractiveness

- Student and lecturer engagement with the virtual learning environment is excellent. The detailed and developmental feedback provided by all lecturers is very good. I would like to commend the team on the support they have provided to enable their students to achieve in continuing challenging times

- Active participation of Law profession employers in practical summative assessments

- Significant improvement in module submission rates and overall continuation rates

- Enhanced monitoring of student assignment submissions

- Balanced and comparable assessment methods with a focus on report-style summative assessment

- Significant improvement in module submission rates and overall continuation rates

- Enhanced monitoring of student assignment submissions

- Balanced and comparable assessment methods with a focus on report-style summative assessment

- Students attend research skills lectures at university at both L4 & L5. These classes combine cohorts from both partner institutions which again supports smoother integration of students on progression to L6

- Attention to course structure for a balanced theoretical and practical approach. There is an excellent balance between engineering theory and applied knowledge on this programme. The work-based learning activities are very well integrated into the work place

- Joint academic and degree assessor visits for a collaborative approach

- Block teaching format introduced in 2023, showing increased continuation metrics, including focus on research skills and practical activities

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- Exceptional dedication of the program team to ensure high-quality assessments

- Adjustment of assessment deadlines to enhance report writing skills

- Introduction of immersive learning environments outside scheduled teaching

- Integration of virtual AI tutor for scenario-based exercises; we have built a 'self-select' mechanism that allows students to load scenario-based exercises themselves and programmed a virtual AI tutor who will debrief the exercise. This greatly enhances the student's exposure to this very effective learning tool and has also increased their student satisfaction

- Real-world vocational experiences through live projects, like the Coal Authority Project

- University's Distance Learning HNC/D Courses encompassing evolving delivery to better cater to students in employment and teaching staff spending time in industry for a deeper understanding of needs

- Positive feedback and high achievement rates highlight the quality of teaching

- Emphasis on practical skills, team working, and deeper understanding of the subject matter

- I would highlight the co-teaching and co-learning aspects of student experience, where students and teachers from colleges and university become a community.

Engagement with industry and partner colleges:

- Exceptional practice involves regular meetings with industrial partners to improve program delivery

- Industrial partners actively contribute to program delivery through guest lectures and assessment support

- Strong engagement with industry through input into the curriculum and student showcases

- Practical insights from large companies enhance HNC students' learning journey

- Use of real-life-based assessments, guest lectures, and engagement with local businesses

- Science and Engineering HN courses collaborate with industry partners for real-world readiness

- Ongoing collaboration with colleges for new Civil Engineering, Sports, and Electric Vehicle Technology programmes

- Incorporation of industry days and research days in HN programmes

- Use of the minor change process to accommodate industry needs in HNC Marine Engineering.

Institutional Level Initiatives:

- External examiners consistently report strong Internal Quality Assurance (IQA) processes

- Positive student feedback and high achievement rates

- Good use of digital technology and development of digital literacy

- Alignment of level 2 and 3 courses with HNC and HND offerings

- AWS and Cisco programmes are offered at our collaborative partner sites for professional practice and credibility

- Organisation of a college-wide FE/HE Research Conference

- Inviting partner college students for Freshers Week

- Collaborative efforts with link tutors have led to increased progression

- Continuous review of partner colleges' needs and curriculum development

- New approach to reviewing student survey satisfaction data and enhanced dashboards

- Modules reviewed to incorporate graduate attributes for enhanced employability

- The College's HE Student Support Hub has been considered outstanding as part of our gold TEF report, and we ensure that all tools and support are available for our Licensed Pearson students. The OfS have recently published a Case Study about our approach to supporting student success, and this can be found here: Outstanding student-centred, individualised support for college higher education students - Office for Students

- The synergy and collaboration between the institutions works well and I see an appropriate interchange of information so that the programmes are delivered satisfactory to the students and professional body standards.

Commendations from External Examiners

"Employment rates for HNC students are high with around 90% employed in Professional or High Skilled work.

The external examiner has noted that research is a strong element of this programme."

"I would highlight the co-teaching and co-learning aspects of student experience, where students and teachers become a community."

"The quality of feedback is good, incredibly detailed with a lot of comments in most modules, where detailed comments are missing there is clear and detailed marking scheme followed."

'There is good supportive evidence to suggest that all internal marking is robust and reliable. There is transparency in terms of some grade award and feedback mechanisms to support both student and staff development."

"A strong assessment system that closely matches the requirements and expectations of the industries in which the students will work has been developed by the university. The exams urge students to apply their learning to real-world situations that reflect the difficulties they will probably face in their professions, going beyond merely testing them on their theoretical knowledge."

Recommendations from EEs for further enhancements

External Examiners consistently express admiration for the endeavors of all teams. However, they are cognizant that even minor adjustments could lead to enhanced outcomes for students. Therefore, they actively provide constructive recommendations for improvements. Here is a list of positive suggestions we extracted from the EE reports submitted this year.

The **top ten** recommendations we feel you may wish to consider, if not already implemented at your own HEI could include:

- The use of the Blog as a demonstration of working development remains an excellent tool. However, some work much more effectively than others. Perhaps more guidance on this as an effective demonstration of process could help here

- Issue date and submission dates to be included in all Assignment Briefs.

- Feedback and feed forward must be all individualized. Annotations to be used on student's work to show where the outcomes are met. Feedback must be consistent across different modules

- The university does need to support the college more and make clear the expectations beyond the academic lead

- I would highly recommend model solutions being provided with the assessments. This informs the EE how marks are awarded in the mind of the internal examiner

- I would recommend that students who have been sampled on the first assessment are not sampled again for the second assessment unless they have failed the assessment. Consider how you are going to include and tackle the use of AI

- Strengthening the program might involve supporting students in enhancing their academic writing skills, which has consistently posed challenges across various modules. Improving comprehension in areas such as referencing, paraphrasing, and maintaining data integrity could lead to better academic performance and increased confidence among students

- A notable issue within the program is the high rate of non-submissions, observed across both Level 4 and 5. Addressing this trend, where a significant portion of the cohort fails to submit (often exceeding 50%), is crucial for educators to understand the root causes and devise strategies to offer adequate support, bridging the gap between submitted and non-submitted work. This represents a pivotal area for potential improvement

- Implementing a structured feedback system following a 3x3x3 format— highlighting three strengths, identifying three specific areas for assessment enhancement, and suggesting three actionable points for future improvement—can significantly enhance the feedback process

- A particular concern revolves around a module seemingly tailored for Level 5 rather than Level 4. Evaluating the module's average performance and mark distribution warrants attention, potentially requiring a reassessment of its weighting as an initial step.

Future Plans

The IRR provides us with a chance to recognise the commendable efforts universities are making or intending to undertake in response to the evolving educational landscape. This segment delves into these strategies and endeavours, with the predominant trend among our partners remains centered on *expansion, fortifying current offerings, and augmenting their higher technical portfolio.*

It comes as no surprise that many of our partners have already started offering or are actively considering the prospect of offering HTQs in the academic year 2024-25. Simultaneously, they are exploring opportunities to expand their higher apprenticeship provisions to address local needs. This expansion of the higher apprenticeship provision aligns with the government's significant overhaul of higher technical education, as announced by (then) Education Secretary Gavin Williamson in July 2020, which aimed to address skill gaps, enhance opportunities, and contribute to the UK's economic recovery.

Additionally, Pearson Skills Report: Skills Map of England[12] published last year, provides vital insight into the critical needs of the modern workforce, to help employers and employees stay relevant and adaptable for the long term. We know that regional workforces are facing significant technological change, and localised insights can help us to navigate this.

Furthermore, the report on Advance HE Insight: The changing people needs of higher education in the years ahead[13] asks a key question: What does it mean for a university to be a learning organisation and how does activity designed around collaboration, co-creation, and innovation contribute to institutional success?

Equally, the report on The State of Student Success & Engagement in Higher Education | Instructure[14] identifies 6 key trends and on number one is **Skills-based learning is becoming the most valued for its practical application in the workforce.**

We can see that you, our partners, are taking positive steps, by planning programmes that offer flexible learning to meet the needs of your learners, employers, and local economy. Here, we have collated examples of future plans, as submitted by our partners, which we anticipate you will find helpful:

- Programmes being revalidated are in consideration to be updated to HTQ offer and modular delivery for the LLE

- Promoting the HNC as an alternative to Level 4 apprenticeships

- Improve our recruitment drive by engaging with more businesses

- Reviewing the programmes as part of our institutional review schedule and will modify the programme slightly to ensure that the Engineering Council accreditation for Engineering Technology for programmes is retained

- Planning to further expand its HTQ portfolio in line with the funding from DfES. Further outreach work is currently under consideration

- Introduce HNCs as part of two Degree Apprenticeship programmes. Our partner is planning to offer one licensed HTQ and should recruit in the coming academic year

- Plans to grow the HN offering has already begun increasing the number of HNs, particularly to offer licensed HTQs

- To increase the range of courses it offers, to ensure that the right courses are being offered in the right regions

- Reviewing all our HN programmes over the next year or so to ensure they continue to meet the needs of the industry.

[12]Skills Outlook: Skills Map - England
[13]The changing people needs of higher education_1695716712.pdf
[14]The State of Student Success & Engagement in Higher Education | Instructure

- The current suite of HN programmes sits within a wider suite of Advanced Industrial Skills programmes. As a Subject Group, this is due to be reviewed in the coming year

- Several new courses in development that are currently going through the university's internal course approval scrutiny

- Discussions are also in development with the Creative Arts offer potentially reinforcing rebranding with a potential start date to be offered in 2024-25 academic year

- Potential opportunity to work with a partner to increase the range of programmes on offer with them, including a diversification of the previous portfolio

- University is considering extending its licence to include IP, as well as the existing TM. These being available with existing HTQs are expected to be attractive with the approaching LLE.

Examples from some of our partner colleges:

- The strategic direction of the college is to become the learning destination of choice and HE is also on that journey. The college is also looking to change the delivery model of the HE provisions. The University and the college have applied for a project funding that will explore the challenges and good practice within collaborative delivery models. The aim is to establish key findings for the creation of a model of further collaborative delivery between the two institutions, for developments in micro-credentials and short courses

- With the new government funding changes for Lifelong Learning Entitlement, which will replace all the other existing student finance, this project will create the baseline of the new micro-credential delivery model under the new funding scheme

- Couple of partners already offer international provisions in some of our courses, but are looking to increase their international offering and student numbers

- A good number also offer HTQs at this point, and are looking for more of their existing programmes to be mapped to the HTQ standards

- The University has implemented new roles in each Faculty –, to work more closely with the partners particularly with a remit to increase the student numbers studying HN provision, and to work more closely with individual partners to ensure their range of courses reflect the most appropriate subject areas for their individual region

- Long-term plans to explore potential joint delivery with local colleges to provide a soft entry to HE studies for students who may be otherwise reluctant to take their study beyond level 3 and the security of their local college. This has informally been raised with a couple of local colleges, but nothing formal has been discussed as yet

- One of our partners will be revalidating our Biomedical Science awards in 2024/2025, including the HND. Their major aim will be to better emphasise integration of pathology disciplines via a new course structure, and to further embed employability within the backbone of the course at every level of study.

[12] Skills Outlook: Skills Map - England
[13] The changing people needs of higher education_1695716712.pdf
[14] The State of Student Success & Engagement in Higher Education | Instructure

Conclusion

The annual institutional review stands as a vital pillar within our quality assurance framework for Licensed HNs. This year's report is conclusive, as we have received returns from 100% of our partners. Through this review, we not only glean valuable insights into the best practices implemented by our partners, but also into the concerted efforts HE institutions undertake to enhance learner outcomes and support local employers and economy. The trust we have cultivated with our valued partners assures us that our 'Higher National' trademark is fully protected.

The landscape of Higher Education is in a constant state of flux, and currently under the spotlight. In her article titled **"Tertiary Education for the 21st Century: the who, the what and the how,"** Mary Curnock Cook[15] outlines pathways to tertiary education, emphasizing inclusivity, relevance to the 21st-century demands, and innovative approaches to broaden participation and progression in higher-level learning and training. The report underlines the significance of offering diverse tertiary education options tailored to different learners' needs at various stages of their lives and careers.

In addition, the findings of this report unmistakably demonstrate the appreciation our partners hold for the chance to engage in collaboration with Pearson and their local FE colleges. This collaboration facilitates the incorporation of HNs into their varied university programs, generating benefits for students, employers, and the local economy. These Licensed HN programmes persist in their role as pathways toward Level 6 degrees or as vital elements of higher apprenticeship initiatives, ultimately leading to degree apprenticeships.

While this IRR report mirrors trends from previous years, it also signals a gradual return to pre-pandemic conditions. However, learners today are more deliberate in preparing for their careers, influenced significantly by economic factors and immediate workforce opportunities. Overall, economic issues (78%) and immediate workforce opportunities (75%) are the most impactful outside factors on student enrolment[16].

[15] Tertiary Education for the 21st Century: the who, the what and the how – By Mary Curnock Cook - HEPI
[16] The State of Student Success & Engagement in Higher Education | Instructure

While the impending introduction of the Lifelong Loan Entitlement, which is described as a transformative scheme aimed at reshaping access to post-18 education by the Engineering Professors Council[17] presents a promising solution to bridge the skills gap exacerbated by the Covid-19 crisis, challenges remain. However, the IRR already suggests innovative approaches ahead of its implementation, such as try-before-you-buy engineering modules at Levels 4 and 5, with the purpose of introducing subjects not traditionally taught in schools.

It is worth noting that the previous year witnessed a decline in both the commencement of new apprenticeships and their completion, largely attributed to the impact of Covid-19. However, the Apprenticeship Statistics for England[18], the number of starts at higher level increased in 2022/23 in comparison to the previous year, but there was a fall in the number of starts at intermediate and advanced level. This continues the trend of recent years. In the 2022/23 academic year there were:

- 752,150 people participating in an apprenticeship in England

- 337,140 apprenticeship starts

- 162,320 apprenticeship achievements

- Three quarters of starts at advanced or higher level (44% at advanced and 33% at higher level)

- 48% of the apprenticeship learners aged 25 and over, while 23% were aged under 19 and 29% aged between 19 and 24

- 3% less apprenticeship starts as compared to 2021/22.

Higher Technical Qualifications (HTQs) continue to be crucial in addressing the skills gap at Levels 4 and 5. Within Pearson, we offer a diverse selection of HTQs that have already received approval, and we are actively developing more for future approval and release. Licensed HN partners have the chance to provide these HTQs under IP Licence, whether as standalone credentials or as part of Higher Apprenticeships where suitable.

It is important to note the demand for Level 4 and 5 education transcends national boundaries, evidenced by the global growth in Transnational Education (TNE) as reported by Universities UK[19]. Though TNE numbers remain modest, projections indicate a steady rise from India, fueled by factors such as India's demographic dividend (a fifth of the world's 25-year-old are in India), and rapid urbanisation. It is estimated that, while 41,000,000 are currently enrolled in HE, by 2035 80,000,000 places will be needed to meet the GER target of 50%. Global Perceptions 2023 study[20] found that UK is one of the most trusted countries in the G20, with two-thirds of the respondents appreciating the UK's positive influence in the world.

Despite all the challenges faced, such as the decline in apprenticeship commencements attributed to Covid-19, opportunities also prosper for partners to diversify and enrich their offerings. We remain committed to standing alongside you - our partners, providing steadfast support to help you achieve your goals in this ever-evolving landscape of Higher Education.

"Alone we can do so little; together we can do so much." – Helen Keller

[17] Life Long Learning Entitlement - Engineering Professors Council (epc.ac.uk)
[18] Apprenticeship statistics for England - House of Commons Library (parliament.uk)2022/23
[19] Student mobility: connections that spark understanding and trust (universitiesuk.ac.uk)
[20] Global Perceptions 2023 | British Council

Additional Findings

Licensed HN Support and Resources Awareness

Examining the data on awareness levels (Fig 20) across various aspects of Licensed HN support and services on offer, it is evident that a significant majority of respondents demonstrate high awareness.

Awareness of Licensed HN Support and Services
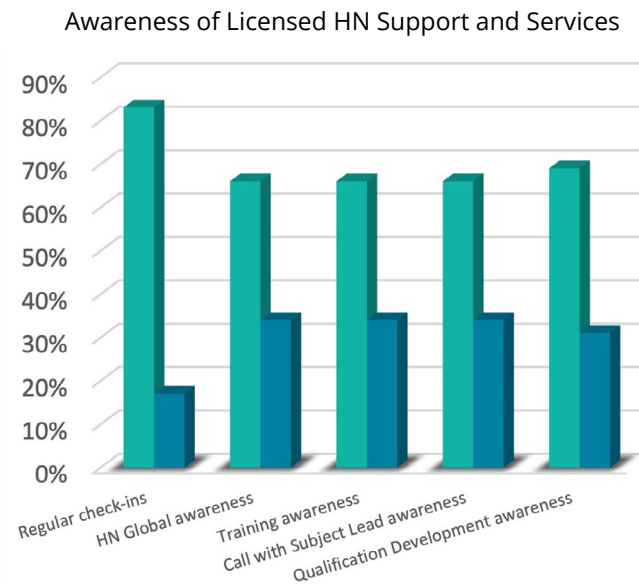
Figure 20: Awareness of Licensed HN support and Resources

The regular check-in category boasts an impressive 83%, displaying a robust understanding within this overarching domain, indicating consistent engagement with this practice. In parallel, awareness of HN Global, Training, and Call with Subject Lead all share a consistent awareness percentage of 66%, reflecting uniform understanding in these specific realms. Noteworthy is awareness of Qualification Development at 69%, indicating a relatively heightened level of awareness in comparison to other categories.

Access

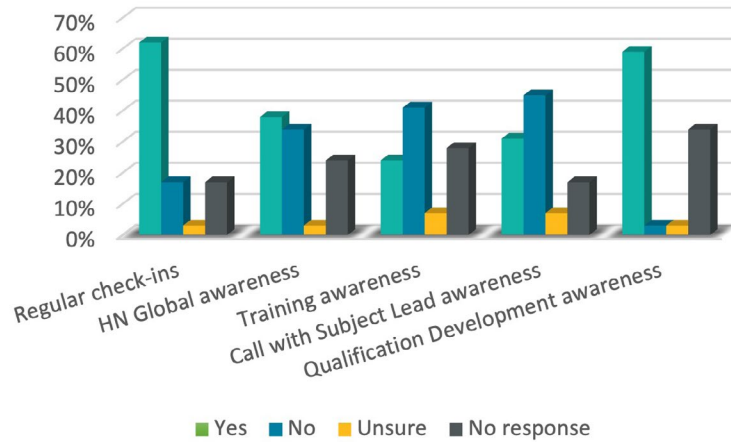## Accessing Licensed HN Support and Services

Figure 21: Accessing Licensed HN support and Resources

Analyzing the presented data (Fig 21) on access levels across different facets of Licensed HN support and services brings to light significant findings.

In terms of access, a majority of respondents (62%) affirm their engagement in regular check-ins, indicating effective utilization of this support. HN Global also garners attention, with 38% of partners acknowledging its use, though it falls short of constituting a majority.

Diving into more specific aspects, access to Training and Professional Development services stands at only 24%, despite 66% of partners being aware of it. This incongruity signals a potential area for improvement in communication and information dissemination. Call with Subject Lead and Qualification Development awareness follow a similar trend, with access rates of 31% and 59%, respectively. Notably, Qualification Development awareness stands out as the highest among these specific categories.

Conversely, the "No" responses, ranging from 17% to 45%, underscore a significant percentage of partners lacking awareness in these specified support areas and services offered to our Licensed HN partners. This highlights the clear need for targeted efforts by the Licensed HN team to enhance understanding and communication, especially in Training, Call with Subject Lead, and HN Global awareness.

The presence of "Unsure" responses at varying levels indicates a degree of ambiguity or lack of clarity in certain aspects, underscoring the importance of clear and transparent communication.

The "No response" category, particularly notable in Call with Subject Lead awareness, suggests that a portion of participants may not have engaged or provided input on this specific dimension. This could be attributed to various reasons, such as unfamiliarity, lack of interest or need.

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In conclusion, while there are pockets of robust awareness, the data signals opportunities for improvement, particularly in specific areas like HN Global awareness and Training access. Tailored strategies and communication approaches will be implemented to address gaps and enhance overall awareness and accessibility. Analyzing the presented data on access levels across various dimensions of Licensed HN support and services, several key observations emerge. In terms of Access, a majority of respondents (62%) affirm accessing regular check-ins, indicating making efficient use of this support. HN Global also draw attention, with 38% acknowledging partners using it, although it falls short of being a majority.

We will continue to share the knowledge of the surround support offered by Pearson during our regular check-ins and regular newsletters to improve this awareness and access in the future.

Feedback on IRR and data collection

We extend our gratitude to all our partners for providing valuable feedback on our 2021/22 report. Your input has been instrumental in prompting self-reflection, and this report incorporates the lessons learned from your feedback. Every effort will be made to consider all suggestions for improvement for this year's report, too, and amendments will be implemented in next year's IRR questionnaire and report.

The feedback on data collection and last year's report has provided valuable insights and we would like to share some key themes and lessons learned.

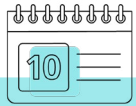**Feedback on 2021/22 Report and 2022/23 Data Collection:**

- Useful reading – interesting to see how we compare to the rest of the sector

- Report was helpful, good reflective exercise

- Last year's report was unbelievably valuable to the university and our collaborative partner. Provided assurance that university and its partners are thinking about issues and opportunities that are at the forefront of our institutional plans

- Appreciation for understanding how our provision aligns with the broader higher education context and the extensive HN provision across the sector

- Recognition of the report's usefulness in providing comparative data across providers

- Acknowledgment and appreciation for incorporating feedback on the previous year's IRR report template and summarizing suggestions from various institutions.

Suggestions for improvement on data collection:

- Suggestions for making the online form more user-friendly

- Request for clarity on the intended audience for specific questions in future IRR (Part B's) i.e., questions 21 and 23. We felt there was some ambiguity whether some questions were intended to be directed towards university or Partner Colleges.

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Key dates for 2024

Month	Key Dates for 2024	Notes
April	1. w/c April 8th 2. April 17th	1. Release of IRR report 2. Release of blank schedules for 2024/25
June	1. June/September 2024 (TBC) 2. June 30th	1. Summer annual event for current partners 2. Deadline for 2024/25 Schedule return
July	1. July 26th	1. Deadline of submission of new/additional programme approval application-You can submit the approval request any time but for us to ensure that programmes are approved for September 2024 delivery we must receive the approval form and all relevant evidence by this date.
September	1. September 30th 2. w/c 16th September or 23rd September (TBC)	1. Deadline for recording learner outcomes in EOL 2. Summer annual event for current partners
October	1. October 16th	1. Release of IRR Questionnaire
November	1. November 15th	1. Deadline for registering students for academic intake 2024/25 on EOL

IRR Report 2022_23. Prepared by Licensed HN Partnerships Manager | Authorised by Senior Stakeholder Manager | WFS_A0505 |Version 1 | March 2024 DCL 1

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