

## Student Protection Plan 2023/24

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## NMITE Student Protection Plan 2023/24

Provider's name: NMITE

Provider's UKPRN: 10067406

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**1. An assessment of the range of risks to the continuation of study for your students, how those risks may differ based on your students' needs, characteristics and circumstances, and the likelihood that those risks will crystallise.**

### **2. Introduction**

As a provider of higher education, NMITE is required to publish a Student Protection Plan (SPP) which sets out how it will ensure that the quality of study will be maintained and how students can continue to study even if NMITE, part of the estate, a specific course or the whole institution closes.

3. This plan is specific to NMITE's individual circumstances and sets out the measures put in place to protect its students if a risk to the continuation of current or planned studies should arise due to NMITE's failure, or because of a decision it takes. The plan is updated at least annually but will also be updated whenever a material change to the risks and mitigations described in the document arise.

### **4. Scope**

This SPP applies to all students registered with NMITE. The SPP will aim to provide reassurance to students in the event they are unable to complete their studies on a specific programme with NMITE because of an organisational failure.

5. This SPP does not cover risks to students' continuation of study due to Students' own circumstances (e.g. due to personal reasons).

6. NMITE has several policies and procedures in place to support students who have difficulty continuing study because of personal circumstances.

#### **7. Commitment from NMITE**

8. NMITE will make the following commitment to its students regarding notification and mitigation against a potential failure / closure:

- being open and transparent in our communications with you, should any significant risk to the continuity of your studies materialise;
- take reasonable steps to protect your studies should we discontinue or substantially change a qualification on which you are registered or enrolled;
- taking into consideration your needs and the impact that any proposed changes and protective measures may have on you;
- inform the OfS of any changes that may necessitate a review of the SPP or any of the measures contained within it.

9. This plan has been produced following the guidance of the Office for Students regulatory framework.

10. The following information outlines NMITE's assessment of the range and level of risks to the continuation of study for our students.

#### **11. Potential risks:**

#### **12. The risk that NMITE is unable to operate.**

13. Level of risk: MEDIUM

14. The likelihood of students not being able to continue with their studies at NMITE because of this risk is judged as MEDIUM due to the recognised risks associated with new institutions, particularly in their first few years of operation. These risks are primarily financial in nature and relate to the following key areas of income and cost risk:

- Failure to recruit students in sufficient numbers to deliver the income projections incorporated into the NMITE business plan
- The ongoing sector wide pressures resulting from the freezing of tuition fees coupled with rising costs. NMITE is vulnerable to such pressures as a small, specialist institution operating at a smaller scale than most traditional providers
- A sudden and unexpected increase in a major cost category that cannot be mitigated in the short term, and which imposes new demands on working capital.

15. NMITE takes a rigorous approach towards financial planning and management (including continuous audit and scrutiny by external bodies including the OfS, DfE and others). Additionally, NMITE enjoys the support of a group of philanthropic donors who have provided the financial support needed for the institution to remain fully viable during its

early development phases. These donors remain active and supportive and ready to provide additional funds if required to ensure continuity of operations should one of the risks above crystallise.

**16. The risk that NMITE is unable to deliver its programme due to closure of its site or individual buildings.**

17. The likelihood of students not being able to continue with their studies at NMITE because of this risk is judged as LOW for the following reasons:

18. Although the impact of a closure of a building or a site could normally be high, the layout of NMITE's estate is dispersed – so although nothing is further than a 10-minute walk away, buildings are not physically linked (either literally or via IT provision) and as such extraneous factors such as fire or flood would only ever be likely to affect one part of the estate. The opportunities to relocate students to other buildings/areas – including those of our local industrial and academic partners – are realistic. NMITE's key centres of operations are now dispersed across two main sites, both of which include the capacity required to absorb teaching operations for the entire student body in the event that one building becomes unavailable because of an incident or some event that renders the building unusable. This capacity planning remains ongoing, and the risk will be updated if a dependency on using all buildings simultaneously arises.

19. NMITE's buildings are either fully owned by the institution or leased from government departments to be used only for educational purposes. This means there is a very low risk that the buildings will be disposed of or used for a non-educational purpose.

20. The detailed contingency plans for all learning spaces are included as part of NMITE's Business Continuity Plan.

**21. The risk that NMITE is unable to deliver its programme due to IT infrastructure failure**

22. The likelihood of students not being able to continue with their studies at NMITE because of this risk is judged as LOW for the following reasons.

23. NMITE's IT infrastructure is not subject to any legacy hardware issues and as such is not modelled on a traditional university infrastructure where there are often a variety of servers/client devices/a LAN/WiFi estate and the like – and as a result we are able to take advantage of the latest client developments for the benefit of our students and staff. NMITE is part of the Microsoft Office 365 suite, Cloud-based, and with fully diversely resilient internet connections. This eliminates the need for ongoing support and upgrade at a local level, and to protect servers to reduce the risks to the IT infrastructure. Access eligibility by users is verified in real-time and users can connect anywhere – physical location of either people or hardware is not an issue. As a result, NMITE's IT infrastructure is not put at risk by local-level activity or damage to buildings or equipment. The reliance on Microsoft is recognised however and is being analysed and responded to in NMITE's IT Disaster Recovery Plan.

24. In addition, the very practical and work-based learning style of NMITE's programmes means there is a far lower reliance on IT infrastructure than would often be the case with many traditional programmes of study. Students will also always have staff with them throughout the working day (Monday to Friday inc.) which in turn means that they would have access to support and advice – and if necessary, the ability to rearrange/reorganise the order of their studies – if any IT issues did ever arise.

**25. The risk that NMITE is unable to deliver its programme due to organisational restructuring**

26. The likelihood of students not being able to continue with their studies at NMITE because of this risk is judged as MEDIUM as the financial challenges of maintaining a full portfolio are similar to those outlined above. These challenges are sector wide and include the challenge of maintaining the range and quality of provision when tuition fee income is fixed and the challenge of ensuring that cohort sizes remain at a viable size throughout the duration of a programme.

27. NMITE continues to build its course portfolio slowly and its programmes allow for the delivery of common modules and study years which means it is less likely that cohort sizes will reduce to levels that are too low to sustain.

**28. The risk that NMITE students will be unable to complete their programme due to concerns regarding academic quality and standards**

29. The likelihood of students not being able to continue with their studies at NMITE because of this risk is judged as LOW.

30. As a small specialist and new provider, the risks of academic quality issues arise from the following factors:

- **Insufficient academic resources:** limited staff capacity in niche subject areas which could lead to gaps in subject expertise or teaching provision.
- **Underdeveloped quality assurance systems:** As a newer institution, quality assurance mechanisms (such as internal program reviews, assessment moderation, and student feedback loops) may not yet be fully embedded, increasing the likelihood of academic quality issues going undetected.
- **Staff turnover or shortages:** Given our reliance on a smaller pool of specialized academic staff, unexpected staff turnover or long-term absences could lead to gaps in teaching or supervision, impacting program delivery and student outcomes.
- **Accreditation and external review:** NMITE's programmes have not yet been accredited by the relevant professional bodies and, whilst we are confident that it will be secured shortly, the risk of failure does exist.
- **New Program Development:** Introducing new academic programs without sufficient piloting, faculty training, or resource allocation may expose students to untested teaching methods or inadequate learning resources.

31. As a new provider of higher education, the level of scrutiny applied to the academic quality and standards of our proposed programmes is very high – both as part of the Validation process for the current MEng award and within the Registration process with the OfS (via the Quality and Standards Review (QSR). NMITE’s QSR took place in November 2019, providing assurance that all the outcomes specified by this quality audit, in line with the UK Quality Code, are confirmed as “Met”.
32. Externally, the original validating body, the Open University, provided a high level of scrutiny of the institute’s first academic programme, The MEng in Integrated Engineering. The institution then underwent a QAA scrutiny exercise as part of its NDAPS application process which was successfully secured.
33. Internally, NMITE has an academic governance structure in place to ensure that rigorous academic standards are upheld throughout, and to assure the Board of Trustees of the quality of the NMITE curriculum, teaching and learning, in accordance with the programme content and methods of delivery that have been approved.
34. Each programme is assigned an identified academic ‘lead’, plus a named deputy who would be able to takeover should it become necessary because of illness or other unexpected absence of the primary academic lead. As such the continuity of leadership, and hence the quality and standards, of each module should not be compromised or students adversely affected. In addition, the Academic Director and Quality Assurance Manager will monitor and provide regular reports to the Executive on student feedback – received by both formal or informal mechanisms to ensure that concerns or issues are identified and addressed swiftly. The relatively low student number forecasts for NMITE’s first years of operation, coupled with a very positive staff:student ratio and very high contact hours (the latter being akin to a working week rather than those more usually associated with standard higher education programmes) will facilitate agility and responsiveness in all aspects of the student experience.
- 35. The risk that NMITE students will be unable to complete their programme due to NMITE’s inability to source robust opportunities at FHEQ Level 7 to fulfil the requirements of the Bachelor’s and/or Master’s Projects.**
36. The likelihood of students not being able to continue with their studies at NMITE as a result of this risk is judged as LOW for the following reasons.
37. NMITE has always set out to be aligned to the needs of Industry and the community in its approach to teaching and learning, and our commitment to this is underpinned by the relatively early recruitment of our Academic Partnerships Team. Our students will, from week 1, work with companies on ‘real world’ challenges that will be woven into learning outcomes in the curriculum. The way to stay up to date and relevant is by engaging with a wide range of companies across technologies and sectors, large multi nationals to small agile SMEs.
38. The NMITE learning journey starts with relatively low impact projects which allow students to gain knowledge of working in teams, to deadlines and in a free-thinking

environment. As they progress through the programme the intensity increases, both in the complexity of the projects but also in the importance of a positive outcome. In their final year, learners can tackle advanced projects which will have an impact on the productivity, profitability, and success of a partner organisation, whether this is a company or community-based challenge. This employer engaged approach will apply to all programmes in NMITE's academic portfolio. As such choice of employer partners is crucial, to ensure that students enjoy the breadth and depth of learning required, to ensure that the projects are important enough to have meaning for both student and partner company but not critical to a company's survival. NMITE are already actively engaging with a variety of partners with a shared passion and who support the aims and ambitions of NMITE and who are committed to a long term, dynamic relationship.

39. All employer partners will review a menu of engagement options which range from supporting students and the learning environment, access to technologies, kit and facilities to help enable learning, through to joining cross-sectoral communities of practice and engaging with NMITE for lifelong learning, through CPD and through new programmes included in the NDAPS programme plan, including degree apprenticeships.
40. The partnerships are designed to develop over time to ensure that the students have a robust, exciting and relevant curriculum and that industry has a steady pipeline of future talent (Integrated Engineers) that is up to date and equipped with the skills required of an engineer in the modern workplace – and in doing so creates a pipeline of FHEQ Level 7 project opportunities for academic year 2022/23 and onwards.

**41. The risk that the NMITE programme will cease due to curriculum review**

42. The likelihood of students not being able to continue with their studies at NMITE because of this risk is judged as LOW due to NMITE being a new institution and new future university, whose whole purpose is to provide a new approach to engineering education in the UK.
43. NMITE's current students are studying on the main Integrated Engineering programme which, as the institution's only degree level programme, means there is no intention to cease running it unless forced to because of a whole institution closure.
44. Any cessation of a programme due to a curriculum review would be followed by a very carefully managed exercise to ensure full consultation with students and in a staged process to ensure that teach-out of all affected students could be completed.

**45. The risk that programme NDAPS is withdrawn or not confirmed following the probationary period**

**46. Description of Risk**

As a small specialist or new provider, NMITE is subject to regulatory scrutiny regarding its ability to confer degrees. The risk of **Degree Awarding Powers (DAPs)** not being issued or being withdrawn could have a significant impact on current and prospective students. This risk is assessed as MEDIUM. Specific risks include:

- **Failure to Secure Degree Awarding Powers:**

As a new or developing provider, there is a possibility that NMITE may not initially secure full DAPs, resulting in the inability to award degrees independently.

- **Loss or Withdrawal of Degree Awarding Powers:**

There is also a risk that the Office for Students (OfS) or other regulatory bodies may withdraw DAPs, either due to failure to meet ongoing regulatory conditions or due to significant concerns regarding academic standards, governance, or financial sustainability.

#### 47. Impact on Students

- current students may face uncertainty over the value and recognition of their qualifications if DAPs are lost.
- prospective students may be discouraged from enrolling if there is doubt about the university's ability to award degrees.
- reputational damage to the institution could affect student recruitment, partnerships, and employability outcomes for graduates.

#### 48. Monitoring and Review

To ensure the ongoing compliance with DAPs requirements, we have established the following monitoring mechanisms:

- **Regular Internal Audits:**

Periodic audits of our academic governance, quality assurance processes, and financial health are conducted by NMITE's appointed internal auditors to monitor control mechanisms and compliance with regulatory requirements.

- **Annual Reports to the Academic Board and Board of Trustees:**

The QA team submits annual reports to the Academic Board and the Governing Body, summarizing the institution's adherence to DAPs conditions and any potential risks to their retention.

- **External Reviews:**

We welcome external reviews and audits by regulatory bodies, peer institutions, and accreditation agencies to validate our ongoing compliance with academic standards and governance requirements.

- By implementing these measures, NMITE is well-prepared to mitigate the risk of not being granted or losing Degree Awarding Powers. Our commitment to maintaining high academic standards, strong governance, and transparent communication ensures that student interests are protected.

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#### 49. The measures that you have put in place to mitigate those risks that you consider to be reasonably likely to crystallise

50. NMITE recognises that the main risk it faces in the coming few years is its ability to continue to operate, most notably as regards its financial sustainability, and its ability to recruit students (without whom NMITE would cease to operate). However, it is also important to recognise that the level of this risk decreases over the coming years, as

student recruitment increases and in doing so the evidence for the market demand of NMITE's provision is affirmed.

51. As a new higher education provider NMITE has not yet built up significant financial reserves, however, it continues to enjoy the support of external donors who have, to date, provided additional working capital to allow it to continue to operate and maintain its quality standards. NMITE's financial plans, including its short- and long-term cash flow forecasts are monitored frequently by its Board, its Finance and Resources Committee and by external bodies including the OfS and the DfE.
52. In addition to providing short term liquidity through rigorous cash management NMITE is also able to provide medium / long term assurance through its property portfolio. The value of NMITE's fixed assets have increased significantly during the last two years as its new campus on the Skylon Park site has been completed and is now in full NMITE ownership. Further capital investment of £6m will take place in the next two financial years which will further build the value of the institution's asset base.

### **53. Short term liquidity**

NMITE monitors short term liquidity on a weekly basis and has in place the following measures to monitor and control its cash flows:

- Rigorous internal cash control processes with frequent reviews, including oversight by the Finance and Resources Committee of the Board. These processes aim to ensure that the institution works to a plan in which the available liquidity days never fall below a minimum of 30 and, if it is likely that liquidity will fall below that level, to seek additional support from donors to ensure short term viability.
- The continued presence and support of a network of donors and impact investors who have previously provided the financial resources to allow the institution to continue to operate in its pre-income and pre-surplus generating phase. These supporters are ready to provide additional structural investment if it becomes necessary to secure the longer-term viability of the institution.
- NMITE maintains banking facilities which provide additional liquidity support in the short term, including a significant overdraft facility which has, to date, never been used.

### **54. Medium / Long Term Liquidity**

NMITE continues to plan for a financially sustainable future by securing the investment needed to manage any short-term financial risks and to ensure that students receive continuous tuition under most foreseeable circumstances. It enjoys strong and continuing support from a group of local donors and a national network of corporate supporters. These supporters will continue to engage closely with the institution and provide support to ensure financial sustainability in the longer term. The institution also works closely with its local authority who also provide financial support and will consider providing additional support if needed.



**55. To address risks associated with academic quality and the organisation immaturity inherent in a new and developing institution, the following measures have been put in place:**

**56. Strengthening Academic Resources:**

- We have a strategic plan to recruit and retain high-quality academic staff with expertise in our specialist areas. This includes flexible staffing models, part-time appointments with industry professionals, and the development of a visiting lecturer network to provide specialized teaching where required.
- Investment in continuous professional development (CPD) for academic staff, ensuring they remain at the forefront of their disciplines.

**57. Robust Quality Assurance Framework:**

- We are enhancing our internal quality assurance processes, drawing on established models from the sector, and tailoring them to our institution's needs. This includes regular program reviews, external examiner oversight, and comprehensive student feedback mechanisms.
- Collaboration with established institutions for peer reviews and audits, enabling us to benchmark our practices against sector standards and make necessary improvements.

**58. Contingency for Staff Shortages:**

- To mitigate the impact of potential staff shortages, we have developed a clear succession plan and maintain relationships with partner institutions and industry partners who can step in if needed.
- We are also building academic teams with overlapping expertise to ensure that knowledge and teaching responsibilities are not overly dependent on a single staff member.

**59. Ensuring Accreditation and External Review Compliance:**

- Regular engagement with accrediting bodies.
- A dedicated compliance team to monitor and prepare for accreditation reviews and audits, ensuring that we maintain or enhance our standing with external bodies.

**60. Rigorous New Program Approval Process:**

- Any new program development goes through a robust approval process, including external input from academic experts and industry stakeholders.
- Pilot programs will undergo a full review after their first cohort, incorporating feedback from students and external examiners before full-scale implementation.
- Ongoing monitoring and refinement of new programs, with additional support for students enrolled in these courses, such as supplemental tutorials and personalized learning plans.

**61. Monitoring and Review**

These measures will be monitored continuously, with regular reporting to the institution's Academic Council and Board of Trustees.

## **62. Mitigation Measures for Risks Related to Degree Awarding Powers**

To manage and mitigate the risks surrounding the issuance and maintenance of Degree Awarding Powers, NMITE has in place the following measures:

## **63. Strong Governance and Compliance Framework**

- **Dedicated Compliance Team**

NMITE has established a dedicated compliance team responsible for overseeing regulatory requirements, including adherence to the conditions set by the Office for Students (OfS) and for monitoring progress towards the requirements of being a full degree awarding provider.

- **Ongoing Monitoring of Conditions:**

We continuously monitor compliance with the conditions attached to DAPs, ensuring that high academic standards, student welfare, and institutional sustainability are maintained.

- **Partnerships with Established Degree-Awarding Institutions**

- **Validation Partnerships:**

In the event that NMITE does not initially secure DAPs, we have established partnerships with recognized degree-awarding institutions that could validate our programs. This ensures that our students can receive accredited degrees through our partners, even if we are not able to confer degrees independently.

- **Memoranda of Understanding (MoU):**

NMITE maintains MoUs with other universities as part of its various collaborations and these provide an opportunity to forge new validating partnerships in the future if needed.

## **64. Robust Quality Assurance Processes:**

To reduce the risk of DAPs being withdrawn due to concerns about academic quality, NMITE has in place various measures to ensure academic quality including regular program reviews, external examiner oversight, and continuous feedback loops with students and stakeholders.

## **65. External Accreditation:**

NMITE finalise its planned accreditation with the IET in early 2025 but has been working with that organisation to ensure its programmes meet its accreditation requirements from the outset.

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## **66. Measures we will take in specific situations.**

67. There are several situations where NMITE might find itself in a position of having to open discussions with its students about the SPP and how its implementation will affect them.

68. Below are four key instances that could arise and the mitigations that we would seek to take.

- NMITE enters a period of financial difficulty.
- NMITE is forced to close and cease its operations.

- NMITE is unable to recruit enough students to economically run a programme.
- NMITE fails to secure full degree awarding powers and has its new degree awarding powers withdrawn.

69. As this plan is updated annually, the maximum number of students who could be affected by an event described in this document is 130.

70. Detailed preparations have been made to ensure that, in the event of a closure, the continuity of student teaching is maintained and that students will have other realistic options to consider. The main focus is to ensure that teaching continues with as little disruption as possible.

71. In the event of the Student Protection Plan needing to be triggered we will take one or more of the measures detailed below to protect our students' continuity of study. Individual measures in the SPP can be used at any time, if this could reduce the impact or likelihood of any interruption to studies.

## **72. Teaching out**

73. Teaching out would be NMITE's preferred course of action to minimise disruption to its students. Where arrangements to 'teach out', that is, continue teaching for current students until the completion of their course and the awarding of their degree, are put in place, we commit to ensuring a course of study can be completed by all currently registered students. During any teach out period, courses will remain subject to normal quality assurance processes.

74. In the event that NMITE cannot continue its operations independently the expected "teach out" arrangement would be as follows:

- Current students would continue their course, uninterrupted, in the same location and with teaching from the same staff team, where possible. This would be enabled by a pre-determined arrangement with another provider who would take on the duties and obligations of the teach out. The partner organisation with plans in place to complete a "teach out" is Hereford, North Shropshire and Ludlow College (HNSLC).
- At present, NMITE's partner organisation, Hereford, North Shropshire and Ludlow College would acquire access to the buildings and equipment to enable teaching to continue in the same location.
- NMITE staff retained to deliver the teach out would transfer to the employment of the college and then continue to deliver the course to students.
- No student will be forced to leave their program prematurely, unless they choose to transfer to another institution.
- This arrangement has been agreed with the Department for Education which will provide the support necessary to enable the teach out to be delivered. This includes securing the existing buildings and equipment used by staff and students.
- Students will continue to enjoy access to all necessary resources, eg library services, virtual learning environments and student support for the period of the teach out but some of these support services may be provided directly by the teach out partner.

75. Students in this teach out process will no longer be able to earn an NMITE degree as their final academic award. Degrees will be awarded by one of the teach-out partners validating institutions. The awarding institution will be made known to the student in the event a teach out process is implemented.

**76. Facilitate transfer or direct entry to another provider.**

77. This method offers an option for students seeking an alternative to the teach out option above. This might be an attractive option to students who would prefer to join another university to continue their studies. A transfer to another institution may result in a student having to repeat some of the course FHEQ level and therefore add to the time and cost of completing their degree. Students will be provided with full transcripts of their credits awarded to date immediately that the provisions of this student protection plan are implemented. These transcripts can then be used by receiving institutions to determine any credit transfer or entry onto their courses mid-way through to avoid a student having to repeat study at the same level. Any credit transfer arrangement will always be at the discretion of the receiving institution so cannot be outlined in detail in this document.

78. NMITE is a disruptor in the UK higher education sector, with a unique approach. As a result, the options for NMITE students to transfer elsewhere within the sector would be more difficult than in a traditional HEI. Many students join NMITE because the experience of studying at a traditional institution is not suitable for them. This does mean that transfer options might be more limited for NMITE's students than for those studying at traditional universities.

**79. Refund & Compensation Policy**

80. Students affected by a change to the delivery of their course as set out in this document might be entitled to a refund of tuition fees and compensation.

81. Refunds or compensation may be provided under the following circumstances:

**82. Program or Course Closure**

If NMITE is unable to deliver a program or course, either in full or in part, as a result of a program closure, market exit, or any other major disruption that prevents students from completing their studies.

**83. Loss of Accreditation**

If a program loses accreditation from a professional body and, as a result, the qualification awarded to students is no longer valid for the intended career path or profession.

**84. Failure to Provide Promised Services**

If there is a significant failure to deliver the academic or student services as outlined in the student contract, prospectus, or other marketing materials, which substantially affects the student's learning experience.

#### **85. Disruption to Teaching or Support**

If there are prolonged and unmitigated disruptions to teaching, supervision, or support services (e.g., industrial action, long-term staff absences, closure of key facilities) that materially impact a student's ability to progress through their program.

#### **86. Significant Changes to Program Content or Structure**

If there are significant, unforeseen changes to the content, structure, or mode of delivery of a course that were not adequately communicated to students in advance and that materially disadvantage the student's learning experience.

87. In the event that NMITE can no longer continue to deliver its programmes because it is ceasing its operations then students may be eligible to submit a claim for a refund or compensation if:

- They are unable to complete their studies due to program or institutional closure.
- They experience significant disruption to their education and no suitable alternative (such as transfer to another institution) can be provided.
- They incur additional financial losses (e.g., relocation, additional fees) as a direct result of the market exit.

**88. NMITE's policy regarding refunds and compensation is attached to this document and available at the following link.**

[Tuition Fees Policy 2023-25.pdf](#)

#### **89. Keeping students informed about the measures in this plan**

90. NMITE is committed to providing clear, timely, and accessible communication to all students, especially in the event of any risk or actual disruption to their studies. This includes ensuring that students are fully informed of changes, risks, or mitigation plans outlined in the Student Protection Plan (SPP). Our communication strategies are designed to support all students, including those with disabilities or special needs, in understanding their rights and available options.

**91. We aim to follow these key principles when communicating with students:**

#### **92. Clarity and Transparency**

All communication will be clear, concise, and transparent, ensuring that students fully understand the information being provided, especially in times of disruption or change. This includes providing details on what is happening, why it is happening, and what steps are being taken to address any issues.

#### **93. Timeliness**

Students will be informed as early as possible about any events or developments that may impact their studies. We may communicate with students with representative roles in the first instance and take their feedback on how best to then communicate with the wider student body.

#### **94. Accessibility**

Communications will be accessible to all students, including those with disabilities or special needs, in line with the Equality Act 2010. This includes providing information in alternative formats where required and offering additional support to ensure all students can engage with the information.

#### **95. Support for Students with Disabilities or Special Needs**

96. NMITE is committed to ensuring that all students, including those with disabilities or special needs, can fully engage with our communications. To achieve this, we provide the following support:

97. As a small provider, with a well-established and effective Student Support Service, we are able to provide a tailored and individual response to the needs of each of our students, including those with particular needs or disabilities. In the event that the arrangements in this document are triggered, each student will be consulted individually to ensure that the choices available to them are clear and their choices are understood

#### **98. Conclusion**

Effective communication is central to ensuring that all students are aware of and understand their rights and options under the Student Protection Plan. As a small provider, with individual support in place for each student, NMITE ensures that every student can navigate changes or disruptions to their studies with as little disruption as possible.

99. NMITE is fully committed to active engagement with its student body going forwards, and to meaningful student representation at all levels of the organisation. An open dialogue with students will also be facilitated by the size of NMITE and the way in which its academic delivery and learning is organised. In addition, formal routes of student consultation – specifically about any planned changes NMITE may seek to introduce in the future – will be established and will be clearly publicised to students; however, in-year changes will be avoided unless legislation or government policy necessitates such change, and/or there is an identified academic benefit to students. In the latter scenario, students would be consulted to seek their agreement prior to any action being taken.

100. In the event of any emergencies deemed to impact upon students' studies, the students would be contacted immediately by both email and phone to advise them of the issues and the remedial action NMITE is putting into place to minimise the impact upon them.

101. Depending upon the nature of the identified emergency, this may include implementation of NMITE's Business Continuity Plan and/or IT Disaster Recovery Plan.