Teaching Excellence and Student Outcomes Framework (TEF)

East Riding College Provider Submission

UKPRN: 10002126

1. Introduction

The purpose of this submission is to provide information and evidence that supports East Riding College's statement for 'teaching excellence' at a **silver rating**. East Riding College is extremely confident that higher education provision is of high quality and consistently exceeds national requirements.

The content of this submission aims to contextualise the metrics data as a Further Education College (FEC) provider delivering Higher Education (HE). This includes: evidence that highlights the College's key strengths and the impact of developments for HE provision, details demonstrating that all the Teaching Excellence and Student Outcomes Framework (TEF) assessment criterion are achieved, and an overview of the excellent HE environment and journey experienced by students at East Riding College.

Throughout the document reference is made to the 'aspects of quality' and criteria stated in the TEF specification, pages 25-26. This includes Teaching Quality [TQ], Learning Environment [LE] and Students Outcomes and Learning Gain [SO]. Reference is also made to 'aspects of quality' sub-sections such as Student Engagement [TQ1] or Resources [LE1].

1.1. College Background

The College was formed by the merger of Beverley College and East Yorkshire College in March 2002 and has its main sites at Beverley, Bridlington and Hull. The College offers a wide range of education and training opportunities for the population of the East Riding. The East Riding, covering 1,000 square miles, is rural in nature with a number of small market towns and seaside resorts. The area is generally affluent but there are significant pockets of social deprivation, both in towns and the more remote districts where there is economic and social isolation. Areas in Bridlington, Goole and south east Holderness are amongst the 10% most deprived areas in England (Indices of Deprivation, 2015).

The College's property strategy has successfully led to the redevelopment of its two main sites in Bridlington and Beverley which both deliver HE provision. The new facilities opened at Bridlington in September 2009 and at Beverley in September 2015. Comprehensive planning and quality assurance procedures ensure the College's curriculum is under continuous review and development. The College's priority of supporting the growth of the regional economy is reflected in the activity of its Business Development Unit which is active with over 400 employers in the area. Through highly effective corporate management and governance, the College has good financial controls.

East Riding College prides itself on delivering high quality FE and HE provision to the local area which has been consistently maintained over a significant period. Despite the increasing challenges in the FE sector the College repeatedly delivers its critical priorities of maintaining responsiveness and learner choice, continuously improving quality and standards, supporting the growth of the regional economy and improving its effectiveness

and efficiency. The 2017-2020 Mission Statement explains "*East Riding College will be a leader in the economic and social development of the region, working in partnership to provide access to the highest quality education and skills training to meet the needs of individuals, employers and the communities it services*".

Achievement rates for FE, Apprenticeship provision and Higher Education have been consistently good or better for some years and indicate a continuing trend of improvement. The February 2016 Ofsted inspection report shows the College achieving one of the best profile of grades of any college nationally since the revised Common Inspection Framework was introduced in September 2015. The College achieved outstanding grades for adult learning and students' personal development, behaviour and welfare with all other areas graded as good. Consistently over the past decade the College has achieved exclusively good and outstanding grades in all inspections and QAA Reviews have given the highest assurance grades possible. The College is currently making final preparations for the QAA Quality Review Visit planned for March 2018 and looks forward to evidencing the consistently high standards of higher education provision via student, staff, employer and institutional engagement.

The College is also recognised externally for the high quality of services delivered and was awarded Beacon College status in 2011. The very high levels of student, employer and parent satisfaction ratings are reflected in the outcomes of a wide range of surveys and focus groups which are an integral part of the College's comprehensive quality improvement strategy.

1.2. Higher Education Background

East Riding College has a strong track record of providing access to high quality Higher Education programmes to the local area. Some of which are significantly deprived as stated in section 1.1. The College has mature partnership agreements with two Higher Education Institutions (HEIs), which are the University of Huddersfield and the University of Hull, since 1994 and 2001 respectively. Pearson Higher National qualifications have been reintroduced in recent years focusing on growing areas in Engineering and Construction. Higher Education provision at the College currently includes a range of part-time and full-time programmes and is delivered in four curriculum areas across two sites. Active subjects during 2017-2018 include Contemporary Media Design, Computing, Early Childhood Policy, Learning Support, Certificate/Post-Graduate Certificate in Education, Masters in Education, Social Sciences, Public Service Management, Construction, Engineering and Sports, Exercise and Health Sciences.

In 2017-2018 there is a total of 213 Higher Education (HE) students on programmes at the College between levels 4 and 7. Recruitment trends have shown a significant increase in full-time provision, while part-time provision has reduced. In 2017-2018 the total proportion of FT students increased by 3% to 66% while the number of PT students decreased from 37% to 34%. Table 1 below shows actual recruitment trends and forecast plans between 2014 and 2019.

Table 1. HE Student Recruitment and Planned Numbers

	2014-2015	2015-2016	2016-2017	2017-2018 (Forecast)	2018-2019 (Plan)	2019-2020 (Plan)
FT	97	114	143	141	148	156
PT	136	114	85	72	71	70
Total	233	228	228	213	219	226

The College has successfully increased recruitment of full-time students by developing a broad curriculum which provides higher level skills that meet the needs of employers and individuals [SO1]. The College is responsive to student and employer feedback regarding effective delivery modes and ensures that the mode of programme, full-time or part-time should meet the needs of all.

Quality reviews of higher education provision replicate those of FE and are consistently positive over a number of years. Due to HEFCE's national review of quality assurance processes in HE the College, although fully prepared, did not receive an HE Review as planned in 2016. Subsequently, the College has fallen within a 'transition year' for HEFCE and the QAA and has been anticipating a 'Quality Review Visit' which has been confirmed for Spring 2018. Consequently, the 2012 Integrated Quality and Enhancement Review (IQER) was the last formal QAA review of HE at the College. The report confirms the summative review team found that there was **confidence** in the management of responsibilities, set out in partnership agreements, for the standards of the awards offered and quality of learning. The team also confirmed the accuracy and completeness of information published about the College and programmes delivered. Good practice was also identified for initiatives to involve employers in formative assessment, the use of mentors, developments of the College virtual learning environment (VLE), and the use of 'bite-size' modules to prepare prospective students for HE [TQ4].

The College has a comprehensive quality cycle for higher education that ensures constant review for all provision. Where isolated issues are raised via students, external examiners, validating institutes, internal processes and staff the College is responsive to action and improve standards beyond those expected by the QAA baseline requirements. Although the 2012 IQER was very positive advisable and desirable points were noted and actions completed as shown in table 2 below.

Table 2 Development since IQER

IQER Advisable Points	College Developments
Utilise its current processes to undertake a specific annual review of higher education programmes to provide the College with a comprehensive overview of its provision.	The College conducts an annual 'HE Quality Review', previously titled 'HE Self-Assessment Report'. This includes analysis and actions for cross-college issues and is reported to Governors. At programme level this includes the completion of Annual Monitoring Reports (AMR), or the equivalent, resulting in a cross-college AMR meeting to highlight cross-college themes. The 'HE Quality Review' includes a detailed quality improvement. [TQ, LE, SO]

Dedicate a section of its staff development strategy, specifically in support of higher education provision, that articulates the range of opportunities and partnerships available to eligible staff, and defines ways in which staff participation and achievement are recorded and monitored	The College has a comprehensive staff development plan for all staff, including a focus on higher education. The most recent developments include the College being an 'early adoptee' of the AoC Scholarship Framework which requires a direct link to staff appraisals and CPD. A recent collaborative link with the University of Hull as enabled staff to embark on a Higher Education Academy (HEA) fellowship. [TQ1-4, LE2]
Carry out a regular and comprehensive review of all reading lists, including those produced by the Learning Resource Centres, to ensure currency.	This was completed after the IQER report including amendments to the annual review of resources and requests for new resources are controlled by curriculum managers. The College has since evolved the type of resources available to students including significant investments in electronic resources. [LE1]
IQER Desirable Points	**College Developments**
Ensure that students understand the role and use the expertise of the Learning Resource Centre Facilitators to enhance the potential impact on their learning experience.	The role of Learning Resource Centre (LRC) staff has continued to progress in line with the resources and services it provides. Student have access to a LRC Induction which can include visits from LRC staff into sessions to practically promote/demonstrate the benefit of services. An online LRC Induction has also been created which is accessible for all students. [LE1-3]
Consider the inclusion of employer case studies in the higher education prospectus to highlight the range of employer engagement developed by the College and to promote student success.	The College continues to have an outstanding relationship with employers, including those connected to higher education programmes. At College and programme level case studies continue to be student oriented and links to employers are included where possible as evidenced in the 2018-2019 prospectus available online. [SO1-3]

1.3. Widening Participation

Widening participation and access to higher education is an institutional priority and the College has a clear statement including objectives, data analysis and activities to meet targets. The College has an Access Agreement in place which is available via the College website, and is updated annually. A summary of the widening participation objectives are:

1. To increase student numbers year on year, particularly in recruiting adults who are disadvantaged, including those from "cold spot" areas
2. To support every level 3 learner to access higher education provision and therefore increase progression of level 3 students directly into HE
3. To provide all HE students with access to high quality learning technologies including managed learning environments
4. To work collaboratively as a member of the Hull University Federation of Colleges to promote opportunities and access to higher level skills in support of the socio-economic regeneration of the local and regional area. This includes the Hull University FORCE (Federation of Regional Colleges for Engagement) group as part of the National Collaborative Outreach Programme (NCOP)

5. To work in partnership with the University of Huddersfield, University of Hull and Pearsons to further develop the curriculum to meet local and regional needs, and improve quality assurance arrangements for HE
6. To extend provision between levels 4-6 and widen access to higher education programmes in the East Riding of Yorkshire
7. To further develop the level 7 Masters in Education programme in the East Riding of Yorkshire

The objectives set above are achieved through a range of activities that build on established good practice, collaboration with other FECs and HEIs and internally through the College's own students. Examples of these activities are listed below but are not exhaustive of the wide range of strategies used to increase aware of higher education provision at East Riding College and other HEIs.

- The College is an established member of the Federation of Regional Colleges for Engagement (FORCE-Higher) as part of the National Collaborative Outreach Programme (NCOP) which has included a range of activities and promotional resources to increase aware of higher education in the East Riding, Humber and North/South Yorkshire regions. An example is a 'reach for the stars' project working with local centres and schools where young people are engaged in workshops to increase HE awareness and opportunities whilst experiencing climbing and bouldering as a new hobby. Completed in conjunction with the local radio and leisure centre the event engaged approximately 200 young people, 39 of which met the specific criteria targeted by the FORCE-Higher project. [LE3, SO1, SO3]
- Partnership activity with JobCentre Plus which promotes learning opportunities available, including the potential to progress to higher education. [SO1-3]
- The College has an annual programme of school tasters which include the promotion of higher education opportunities internally and externally. [SO1-3]

In addition, the College will support the retention and achievement of its higher education students via an array of strategies including but not exhaustive of -

- Providing and promoting a Success Centre in each of its main campuses to support students with written assignments, English and mathematics, and overcoming learning difficulties. [TQ1-4]
- The availability of a Disability Adviser to support students from pre-entry to progression including support for Disabled Students' Allowance (DSA) access. [SO3, LE3]
- Providing comprehensive progression guidance, delivered by a dedicated team of
- guidance officers. [SO1-3]
- A HE Hardship Fund used to support those students that find themselves in financial difficulties which prevents them from attending or continuing with the programme. [SO3, LE3]

Analysis on the impact of widening participation activities is completed via compiled statistics, the College's Equality and Diversity and Higher Education Committees, and annual self-assessments at programme and College level. Table 3 below illustrates the analysis of data and plans to increase participation of students from areas of high deprivation. [S03, TQ1]

Table 3. Analysis by Deprived Wards

	2014/15		2015/16		2016/17 YTD		2017/18 Target		2018/19 Target	
	Volume	% of cohort	Volume	% of cohort	Volume	% of cohort	Volume	% of cohort	Volume	% of cohort
From 5% most deprived Wards	13	5%	16	7%	15	6%	18	7%	20	8%
From 10% most deprived Wards	35	14%	45	19%	37	15%	45	19%	50	20%
From 20% most deprived Wards	63	24%	63	26%	59	24%	63	26%	68	27%

In addition to this, table 4 includes analysis and targets set to recruit students from the specific wards identified in the National Collaborative Outreach Programme (NCOP), via the FORCE consortium.

Table 4. Analysis by NCOP Identified Wards

	2014/15		2015/16		2016/17 YTD		2017/18 Target		2018/19 Target	
	Volume	% of cohort	Volume	% of cohort	Volume	% of cohort	Volume	% of cohort	Volume	% of cohort
Bridlington South	28	12%	25	11%	29	13%	32	13%	35	14%
Other Wards in FORCE area	16	7%	19	8%	10	4%	13	5%	15	6%

Also, analysis to increase participation of those who share a protected characteristic is shown in table 5. This includes the targets for narrowing the gap between female and male participation and increasing recruitment of those with a learning difficulty and/or disability (LDD), and those from Black or Minority (BME) backgrounds. Numerical targets have not been set for the recruitment of those from BME backgrounds due to the very small cohort size, however our aim is to maintain recruitment of BME students in line with the profile of the local population. [S03]

Table 5. Analysis by Protected Characteristics

	2014/15		2015/16		2016/17 YTD		2017/18 Target		2018/19 Target	
	Volume	% of cohort	Volume	% of cohort	Volume	% of cohort	Volume	% of cohort	Volume	% of cohort
Female	176	68%	138	58%	134	55%	130	54%	132	52%
Male	82	32%	99	42%	108	45%	112	46%	123	48%
With LDD	44	17%	40	17%	53	22%	55	23%	60	24%
BME	8	3.1%	6	2.5%	7	2.9%		>=2.8%		>=2.8%

2. Teaching Excellence

All aspects of the TEF criteria and descriptors for a silver award are achieved through established and effective procedures, policies and practices. These are regularly reviewed and evaluated to ensure innovative and responsive strategies are used to provide an excellent student experience. The primary source of verification for these standards is reflected in the high and consistent student satisfaction recorded internally and externally [TQ1]. The second key source of evidence to confirm this relates to students' retention, outcomes and progression on their chosen programme (as detailed in section 5) [SO1-3].

The majority of these strategies and practices are cross-college HE measures impacting all students. Due to the nature of provision and cohort sizes, it is also important to note unique examples of 'teaching excellence' occur in individual programmes to raise student

experience and development for specific subjects [LE3]. It should be noted the summary below includes some key practices but it is not exhaustive off all the 'teaching excellence' at College or programme level.

2.1. Teaching Quality [TQ] – including Student Engagement, Valuing Teaching, Rigour and Stretch, and Feedback

- Multiple methods of collecting, analysing and acting on student feedback including external NSS, internal survey for all HE students, online forum, termly HE focus groups (programme and College Level), feedback at the formal HE Committee meeting, rolling action plans for improvement (Curriculum Area and College levels). An example is the inclusion of a HE Study Area in the new £14m Beverley site Learning Resources Centre which was based on qualitative feedback from focus groups and the good practice noted at the Bridlington campus. Students also proposed and the College implemented HE Lanyards making them recognisable on site. [TQ1]
- Students are involved in the lesson observations and cross-college Internal Inspections to highlight and disseminate good practice. [TQ1-4]
- High levels of staff contact time with students which is accurately promoted and generously exceeded as evidenced in the impact of high satisfaction to academic support and teaching standards. This is achieved via smaller cohort sizes compared to typical HEIs. This is personalised to each programme to meet student needs securing high levels of engagement and retention in studies. The 2017 internal HE survey for all HE students found high satisfactions for 'academic support' (92%) and 'teaching standards' (90%). [LE3, TQ1-4]
- Comprehensive lesson observation protocol for FE and HE staff, including a large emphasis on peer-observation. Key links to appraisal process/performance management for teaching staff and recognition through annual 'outstanding performance payments'. In 2016-2017 over 40 individuals were awarded the 'outstanding performance payments' with specific teaching and learning achievements being a mandatory factor in the award. [TQ2, TQ3]
- Effective use of External Examiners who not only support in moderation but also in assessment and new programme specification design and modifications. An example of this is the amendment to module design and assessment on the FD in Learning Support which has removed duplication and enhanced programme content for students [TQ4]
- Extensive staff development scheme, to support all HE staff in developing knowledge and skills via CPD activities, time remission for research projects and upskilling through post-graduate qualifications. For example, the College is currently embarking on hosting the 8th annual collaborative HE Conference with other local Further Education colleges which is attended by staff and students. [LE2, TQ2, LE1]
- Significant investment in e-Learning including a range of blended learning resources and techniques. This includes membership with the national Blended Learning Consortium and established engagement in the University of Hull Digital and Mobile Technologies group and annual conferences. [TQ1-4, LE1, LE3]
- Scholarly activities are a key focus for all higher education provision for both staff and students. This includes a dedicated scholarship strategy sections integrated into the HE Strategy 2017-2020. The College is an active member and 'early adoptee' of the AoC Scholarship Project. An annual 'Journal of Research Scholarly Activity' is published by the College and available on the website. This includes multiple examples of student and staff research from an array of programme. [TQ1, LE1]

- Course design/approval and assessment practices include the engagement of employers and students to ensure they reflect the skills and standards needed in future employment. This results in high levels of stretch and challenge for all students developing important vocational and employment skills. The 2017 internal HE survey for all HE students found high satisfactions for 'personal development' (91%). [TQ3, TQ4, LE3, S01-3]
- The College prides itself on the annual 'HE Award Ceremony' held at the Bridlington Priory. The family orientated event truly celebrates the academic achievement of all HE students and the support provided by staff. It is a unique academic celebration for the local area and further promotes the positive impact of higher educational studies. [SO3, LE3, TQ1]
- Programmes benefit from external references to measure and monitor academic standards. These include vocational references to external standards which reflect sector/employment needs. Examples include Cert. Ed/PGCE students using the Professional Standards published by the Education and Training Foundation (ETF) as a basis for individual development plans. Also, students on Sports related HE programmes adhere to the American College of Sports Medicine (ASCM) guidelines throughout the programme. [TQ1, TQ3, LE2, SO1]

2.2. Learning Environment [LE] – including Resources, Scholarships, Research and Professional Practice, and Personalised Learning

- High quality physical and digital resources are actively used by students to support and enhance learning. Significant investments reflect student/programme needs and feedback. HE dedicated resources and investments assist in defining the provision. A cross-college example includes the expansion of EBSCO online licencing resources and a programme level example includes the upgrading of computers for the BA (Hons) Contemporary Media, Design and Production. [LE1-3]
- Success Centres at both sites provide open access for 1-2-1 meeting or online support to all students. In 2016-2017 over 350 students attended the Success Centres, 26% of which were adults, and 16% were students on higher education programmes. This positively supports retention and achievement for all learners. [LE1, LE3, SO1]
- Widening participation and improving the access to Higher Education in the local area is a priority of the College which is regularly achieved and reviewed for greater impact (Details in section 1.3 and 5.2). This includes of our own level 3 learners and in 2016-2017 53% went into Higher Education within the College as well as provision at other Colleges and Universities. [LE3, SO3]
- Wide variety of initiatives to increase HE awareness and access including School liaison activities, 'Next Step' progression fairs, comprehensive and flexible Access to HE programme, strong partnership activities with JobCentre Plus, Open Events, taster sessions, bridging programmes (e.g. Level 3 – HE). [LE3, SO3]
- Annual College Research and Scholarly Activity Journal is produced and includes outstanding examples of academic work from students, staff and links to external projects/research which is disseminated and celebrated throughout the HE and FE aspects of the College. The College is currently completing an internally commissioned research project looking at 'the impact of blended learning on learner achievement rates'. This is a collaborative project with a number of other institutes. [LE2, SO2, SO1]
- Extensive learner analytics replicating the detail required in Further Education to monitor and report on learner progress (details in section 5). [LE3, SO3]

- Extensive employer engagement which naturally occurs due to the nature of Foundation Degrees and Teacher Training programmes, all of which include modules/assessment relating to work placements and professional practice. Employers are always sourced and involved in the validation of new programmes. These outstanding links were evidenced recently via an independent survey conducted by the Education and Skills Funding Agency where the College scored the highest employer satisfaction rating in Yorkshire at 97.3%. And were one of only 15 Colleges in the top 50 for satisfaction nationally. Examples of this impacting the academic experiences of students include links with PLAXTON and Spencer Group on the HNC Engineering. [LE3, SO1-3]

2.3. Student Outcomes and Learning Gain [SO] – Employment and Further Study, Employability and Transferable Skills, and Positive Outcomes for All

- Excellent overall outcomes for students on HE programmes at the College including high rates of retention and final achievement (details in section 5.1). This includes a significant proportion of students who are entering HE at a mature age and part-way through their professional lives. Contextual data in the core metrics evidences 39% of students are 30 or over and 71% are 21 or over. [SO1-3]
- Excellent enhancement of employability and personal skills that support future progression as shown in DLHE (Details in section 5.2). This is supported by excellent student satisfaction which reflects very positively on personal development and career opportunities. The 2017 internal HE Survey open to all students was excellent and found that student agreed their course was 'developing skills to help me with my career' (93%), 'developing skills to work independently' (97%), the 'course helped improve my confidence' (93%) and ' my communication skills have improved' (91%). [SO2, SO3]
- Outstanding practice in Teacher Training provision which demands close links to work placements and results in long-term employment opportunities. This positively impacts external educational providers and internal progression. A recent College teaching staff profile shows 95% of teachers are qualified and the remaining 5% are currently enrolled on a teaching programme or are awaiting enrolment. Of the 95%, over 60% of teaching staff at the College have, or are currently studying, a teaching qualification at level 3 or higher at East Riding College. [SO1, TQ2]
- There are good links with numerous employers that support future progression opportunities and career options. For example, British Aerospace Systems (BAE) have a long history of sending apprentices to study the Foundation Degree in Computing at East Riding College. BAE have been involved in consultation regarding the indicative content and learning outcomes of the programme including recent re-validations. Assessment for the programme is also completed in the workplace to replicate the skills needed for future employment. Progression opportunities after the Foundation Degree are excellent including a full-time 3rd year Top-Up at the University of Hull where the employer supports one year out of work before returning to employment. [SO1-3]
- Multiple staff have retained links with a range of former students who indirectly support FE and HE programmes (e.g. guest speaking) and the College is currently investigating in an alumni group to assist in monitoring long-term employment outcomes and to further celebrate academic success. [SO1-3]

3. Student Enhancement

The College has a student-centred approach to all provision and this is exemplified for higher education programmes in the annually reviewed HE Enhancement Strategy [TQ1]. The College is dedicated to its HE provision and strives to exceed the expectations set in the QAA Quality Code for students on every programme. The College's policies, procedures, structures and processes ensure that all relevant members of staff from senior managers, Governors and programme leaders play a crucial role in improving the quality of learning opportunities. The College has a clear HE Enhancement Strategy that aims to guarantee that deliberate steps are being taken at provider level to improve the quality of learning opportunities. These include:

- Student-centred approaches and integration to all aspects of higher education at the College including programme design/approval, assessment alterations, staff recruitment, resources, lecture observations, policies and procedures. [TQ1-4, LE1]
- Student attendance at strategic HE and programme meetings including the HE Committee, Joint Boards of Study, Exam Boards, Learner Focus Groups, Help Crew and external meetings where appropriate. [LE2, TQ1]
- A commitment to provide an outstanding learning experience [TQ1-4, LE1-3, SO1-3]
- A commitment to provide outstanding resources for current and new programmes which expand learning experiences and vocational experiences. [LE1, TQ3]
- A termly review and update of the Quality Improvement Plan including any integrated HE issues from the annual HE quality report. [TQ1-4, LE1-3, SO1-3]
- Ensuring good practice is extensively and consistently identified, recorded, shared and applied across all HE programmes. [TQ2, LE2]
- A cultural ethos which sets high expectations and encourages all staff and students at the College to engage in the enhancement of student learning opportunities. [TQ3, TQ2, SO3]
- Embedding quality procedures to promote, improve, develop and create learning opportunities. [LE3, SO3]
- The integration of local stakeholder into all aspects of higher education including, placements, assessment, and programme design. [TQ3, LE2, SO1-3]
- Collaborative work for students and staff with other FE providers to share and development good practices in HE. [TQ1, TQ2, LE2]

4. Contextualising Core Metrics

Overall, the core metrics produced for the East Riding College are very positive and reflect the high standards seen throughout all its provision. The core metrics mirror the required standards for a silver award exhibiting no flags, including no negative flags. This is replicated for both part-time and full-time provision. [TQ1-4, LE1-3, SO1-3]

It is still important to analyse key aspects of the data to contextualise the College's delivery of higher education in the further education sector. The primary considerations of analysis are shown below.

4.1. Major Teaching Mode

The core metrics indicate the majority of delivery for the College to be in a part-time mode however it is important to note that this has changed significantly in recent years. The headcount of those included in the metrics for the 6 parameters spans between 2011-2017 and the College's recruitment profile within and after this period has significantly changed. The enrolment trends shown in table 6 below evidences the transformation of the major delivery mode from part-time to full-time over the past four years. [SO3]

Table 6. FT/PT Recruitment Trend and TEF Headcount

	2014-15	2015-16	2016-17	2017-18		TEF Headcount
PT	136	114	85	72		125
%	58%	50%	37%	34%		57%
FT	97	114	143	141		95
%	42%	50%	63%	66%		43%
Total	233	228	228	213		230

It should be noted there are no negative flags for either part-time or full-time provision regardless of six assessment criterion or the year of analysis. Year one analysis for full-time provision displays a positive flag for 'continuation' [LE3].

4.2. Excluded Cohorts

East Riding College is a successful Further Education provider that delivers a broad range of qualifications including, 16-18 vocational and academic qualifications, adult provision, apprenticeships, traineeships, 14-16 programmes, and higher education. It is therefore important that judgements on 'teaching excellence' reflect the sector's unique higher education curriculum and recruitment which differs significantly to 'normal' HEI's. It should be highlighted that the core metrics, although detailed and beneficial to some cohorts, do not fully reflect all the HE students enrolled on programmes at East Riding College. Different groups of students are excluded via the methodology used which prevents some analysis of 'teaching excellence' for all students. This includes the metrics provided from the NSS statistics which exclude the College's HNC students and franchised provision from the University of Huddersfield. These groups of students are proportionally included in all internal quality policies, student enhancement procedures, self-assessment cycles and development plans to improve. This is supported via the inclusion of these students in the TEF Metrics. [SO1-3, LE3] Two examples reiterating the importance of these groups include -

- The 2017 internal HE Survey open to all students showed the combined HNC Construction and Engineering students had an overall satisfaction rate of 100% and this increased to 97% for questions relating to teaching and learning.
- University of Huddersfield students consistently exhibit excellent retention rates as shown in section 5.1. Between 2015, 2016, and 2017 the retention of students has been excellent at 95%, 94% and 94% respectively. This provision is solely teacher training and therefore tends to represent mature adults part-way through their professional lives upskilling (In-service Certificates or BA (Hons)) or those new to the sector. The students are generally part-time and further enhance the Colleges major mode of delivery. [LE3, SO2, SO3]

In overall context, for the 2016-2017 academic year 228 students were engaged in a HE programme with the College. From these, approximately 30% of these students were on a HNC or franchised to the University of Huddersfield and thus excluded from NSS within the current metrics.

4.3. Core Metrics and Splits

The splits of core metrics show no major differences to note and provide further evidence supporting a silver award due to the high quality and consistent performance against national rates.

In the majority mode of study (part-time) there are no negative flags exhibited. There are also isolated positive flags relating to the 'level of study' (First degree) [SO1] and 'assessment and feedback' [TQ4].

5. Student Outcomes and Progression

5.1. Student Outcomes [SO]

Student outcomes for higher education programmes are excellent and reflect the outcomes required for a silver award with regards to retention, achievement and progression. The significant majority of students who embark on a higher education qualification in the College stay and complete their learning goal. The College closely monitors student performance in-year to ensure no students are at risk of failure and that all mechanisms can be used to support learner achievement. Data collection and analysis for higher education programmes are naturally integrated into all quality procedures at programme and College level and replicate the stringent measures used in the further education. The collection and analysis of data is evolving with the changing HE environment including requirements of the QAA and throughout the implementation and reflection of the TEF process. As such, the College is fully engaged with national data sets, however some of the data used by the College to effectively support student outcomes is created internally and may not reflect traditional terminology (e.g. non-continuation) used in HEIs. Examples of in-year monitoring to support student achievement and progress includes but are not exhaustive of:

- Regular 1-2-1 tutorials with programme leaders
- Guidance team available to support all personal and academic needs
- Success Centres 'open door policy' and online support
- HE Committee review of programme retention and 'at risk' students
- Retention monitoring via bi-termly Curriculum Quality Reviews including senior management attendance
- Annual Monitoring Reports (AMR) and cross-college AMR meetings

A summary of student outcomes is shown is table 8 below. The table exhibits high rates of students who stay on programme and subsequently achieve. The table also shows targets for future years which are integrated into annual reviews, strategies and quality improvement plans.

Table 8 shows overall retention rates remained high in 2016-2017 at 91% and were in line with previous years. Overall achievement of final year students improved for the 4th successive year to 93%. The College uses the term retention where 'retained students' are the proportion of students who have reached the end of the current year out of the total number of students who started the same year. Achievement (Pass Rate) is the proportion of those achieving out of those students who completed the year.

Table 8. Overall Student Retention and Achievement Rates

	2013/14	**2014/15**	**2015/16**	**2016/17**	**Target 2017/18**
Retention Rate	89%	93%	90%	91%	92%

Achievement Rate (final year students only)	84%	88%	91%	93%	94%

Table 9 shows a three year trend in student retention and achievement rates by institute. Data includes both full-time and part-time students.

Table 9 - College Retention and Achievement by Awarding Institute

		2014/15	2015/16	2016/17
University of Hull	Retention Rate	94%	89%	91%
	Achievement Rate	88%	88%	91%
University of Huddersfield	Retention Rate	95%	94%	94%
	Achievement Rate	100%	100%	96%
Pearson	Retention Rate	76%	90%	90%
	Achievement Rate	88%	83%	94%

Analysis of student success by awarding institute shows no major issues to note reflecting the high standards of HE delivery provided to all students. Isolated issues relating to Pearson provision in 2015-2016 relate to an issue on one HNC programme. The rapid and effective intervention and improvement is shown in the following year with achievement increasing by 11 percentage points. The isolated programme improved to 92% achievement and student performance has also increased from 2015-2016 when 100% of students gained a ‘pass’ compared to 2016-2017 where 55% obtained a ‘pass’ and 45% of students achieved a ’merit’ or ‘distinction’.

Table 10 - College Retention and Achievement by Delivery Mode

		2014/15	2015/16	2016/17
Full Time	Retention Rate	92%	90%	89%
Full Time	Achievement Rate	85%	92%	92%
Part Time	Retention Rate	94%	90%	95%
Part Time	Achievement Rate	90%	90%	93%

Analysis of student outcomes for the ‘majority mode of study’ (part-time) exhibits excellent retention and achievement rates. Due to these outcomes the College does not feel it necessary to provide additional information for part-time students although it noted the opportunity via the TEF submission process. Students on full-time provision also show high levels of outcomes. The retention rate trend for full-time students does not link to a specific programme or curriculum area. The College is monitoring this as part of its comprehensive quality assurance procedures but does not note it as a key area for improvement.

5.2. Student Progression [SO2, SO3]

Student progression destinations from higher education programmes at East Riding College are excellent. This is evidenced in the core metrics showing no negative flags for destinations of leavers from higher education data (DLHE). It should also be noted there are no negative points for either delivery mode in any year of DLHE data.

East Riding College provides excellent support and guidance on progression opportunities via teaching staff, internal guidance staff and external partners/contacts. This is reflected in positive student satisfaction. The independent advice and guidance provided to students regarding higher education progression is illustrated in tables 11 and 12. Table 11 shows the strong and sustained proportion of level 3 students progressing directly to higher education within the College and those at other colleges and universities.

Table 11. Level 3 Progression to Higher Education

	2014/15	**2015/16**	**2016/2017**
% Progressing to Higher Education	59%	53%	53%

Table 12 data from DLHE results illustrates the destinations of those completing a higher education at East Riding College and progressing to further studies either internally or externally.

Table 12 - Destinations of Learners

	2013-2014	**2014-2015**	**2015-2016**
Responses	40	55	39
In some format of employment or further study.	92%	96%	95%
Full-time employment	32%	46%	39%
Full-time Study	20%	22%	39%
Work and Study	30%	8%	13%
Unemployed	3%	0%	3%

Significant time is invested at college and programme level in promoting and guiding progression opportunities in employment at further studies to students before (at interview/enquiry), during (PDPs, progress meetings) and after their studies. [SO1-3, LE2, LE3]. Destinations from DLHE data show in table 13 exhibit the positive impact to the local area that supports the required demand. Economic forecasts for Yorkshire and the Humber suggest that higher level qualifications will become more important in the local area, with almost 37,000 workers with qualifications at levels four to eight required to 2020 (from 2010). The increase at levels seven and eight of 19,000 from 26,000 is by far the highest increase in percentage terms and demonstrates the growth in roles in senior management and professional roles. By 2020 the projected demand for level 4-8 qualifications is over 100,000, of which 45,000 is replacement demand[1].

Table 13. Regional Destinations of Leavers

	2012/13	**2013/14**	**2014/15**	**2015/16**
East Riding of Yorkshire	51%	88%	66%	84%
Yorkshire (including the East Riding of Yorkshire)	100%	100%	80%	92%

[1] Working Futures, UKCES, 2012. Area defined as Yorkshire and Humber.

Other	n/a	n/a	20%	6%

6. Student Engagement in the 'Teaching Excellence Framework'

As with all aspects of higher education provision East Riding College students have had an opportunity to engage and feedback on the TEF process and provider submission. This has included the TEF Student Guide being available to all HE students via the online Student Satisfaction Forum and a meeting with the Lead HE Representative (Full-Time, PGCE student).

The meeting with the lead representative formally introduced the TEF purpose, metrics and benefits to current and future students. There was an opportunity to reflect and feedback on the TEF process, core metrics, and provider submission. Overall, feedback from was very positive and constructive. All student representatives are currently engaged in the Student Submission for the QAA Quality Review Visit in March 2018.

7. Summary

East Riding College is confident in the high quality of higher education provision offered to the local area. This includes the comprehensive achievement of the QAA UK Quality Code, and TEF criteria and descriptors at a **silver rating**. Standards and outcomes for students consistently meet and exceed baseline requirements expected of UK Higher Education providers. Outcomes of students are excellent including high levels of retention and progression into employment or further study. Programmes are designed in conjunction with students, employers and external examiners to design a range of challenges and access to higher level knowledge whilst meeting individual and local growth demands. The academic and personal support provided by staff at the College is outstanding and is continuously recognised as a key component in student success and satisfaction. Resources enhance learning experiences and the College has a clear focus to drive innovative digital technologies and learning models internally and through collaborative groups. There is a clear focus on academic standards and research practices which are embedded into every programme and where the College is potentially impacted by its FE nature it continually welcomes input and collaboration with other HEIs to develop established partnerships where all parties benefit.