Name of Provider: [Runshaw College]
UKPRN: [10005575]

RUNSHAW COLLEGE

TEF Year Three provider submission

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Throughout this document reference is made to the 10 criteria identified within table 3 of the TEF documentation as follows:

[TQ1] Student Engagement
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[LE1] Resources
[LE2] Scholarship, Research and Professional Practice
[LE3] Personalised Learning
[SO1] Employment and Further Study
[SO2] Employability and Transferable Skills
[SO3] Positive Outcomes for All

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1 Provider Context

Runshaw College was established as a Sixth Form College in 1974. It has grown over the last forty years into a thriving community, meeting the needs of learners from across the region at its two centres. Runshaw is now a General Further Education and Tertiary College and one of the most successful colleges in the UK; we are renowned nationally for our outstanding results, friendly and supportive culture and focus on meeting our learners' needs. We value our staff and students highly and invest heavily in their development, support and wellbeing.

The college has held Beacon status since 2001 and has won several awards including a United Kingdom Business Excellence Award and a European Quality Award. In September 2014, in recognition of the extensive work done to help other providers improve, the college was designated as a National Teaching School by the Department for Education; Runshaw was the first college to

be designated as a Teaching School and is currently one of only six colleges in England to have been recognised in this way. [TQ2]

16 to 18 students are enrolled to either the A-Level or Vocational programme or an Apprenticeship programme. 19+ students will enrol to either the HE, Adult or Apprenticeship programme. Runshaw has a clearly defined management structure that ensures each programme has a dedicated team of staff, middle and senior managers focused entirely on the satisfaction and achievement of each group of students. Programme teams are led by a Head of Studies (HoSt) who ensures that the needs of all students on the programme are given equally high priority. [LE3]

During the academic year 2017/18 the college will deliver courses to 4800 students aged 16-18, 800 Adult FE Learners, 500 Apprentices, 300 HE students and 60 Access to HE students.

Students joining the HE programme enjoy a high quality experience studying on personalised programmes in a supportive learning environment. Academic Support Tutorial (AST) time has been introduced to provide every HE student with one hour each week dedicated to scholarly activity. [TQ1 and LE2]

The college's Higher Education programme is broad and of strategic importance to the college, particularly in respect of providing opportunities for widening participation to its own advanced vocational students and to the local community. Extensive internal progression strategies, combined with strong liaison between further and higher education managers and other external partners have led to the development of new programmes of study based upon need and demand; for example, BSc Medical Sciences foundation entry provision will be introduced in September 2018. The removal of Student Number Controls and increased competition has had a significant impact on the college and recruitment to HE at Runshaw has declined from 500 students in recent years to c.300. In response, the Higher Education programme has recently reviewed and refreshed the portfolio to meet the needs of students as well a local and national priorities and the college. Moving forwards, the college has also taken the strategic decision to increase the Access to HE portfolio.

The college's sole degree-awarding body is the University of Central Lancashire (UCLan). The college has had a working partnership with UCLan since 1994. The college offers awards validated by UCLan, including awards in collaboration with Pearson in relation to Higher National provision. The courses delivered range from primarily Foundation Degrees with a small number of Honours Degrees, Foundation Entry (Year Zero) Honours courses, Certificate / Diploma in Education courses and Higher National Certificates. A number of courses are delivered on a part-time basis, typically by infill into existing modules. Courses are delivered primarily at the Euxton Campus and in 2016 the site benefitted from a newly launched state-of-the-art facility,the Science, Engineering and Innovation Centre. [LE1]

The Higher Education programme has undergone a series of external quality assurance reviews in the past three years, all achieving positive outcomes. The college’s Higher Education Programme was subject to HEFCE audit of Key Information Sets (KIS) in November of 2014. The outcome of this 2-day audit was that the auditors had confidence in the accuracy of the information provided.

The college’s Higher Education Programme was also subject to a UCLan Periodic Course Review (PCR) in March 2015 at which all courses (older than 18 months) were scrutinised by the University Review Panel. The panel consisted of external industry and academic advisors and were informed by, amongst other things, student feedback and resource audits. The outcomes of the PCR were highly positive and students expressed to the panel how they felt like UCLan university students from day 1 at the college. [LE2]

The UCLan Annual Monitoring Report for the academic year 2015-2016 identifies the following good practice that takes place at Runshaw college.

"*The 'Career Degree' package, which has been implemented by Runshaw College in 2015-16, includes overseas and UK based study tours, external team building events, professional qualifications and keynote speakers and guests, as well as subsidised costs to enable students to undertake a wider range of additional qualifications*". [SO1, SO2]

Most recently, the Higher Education Programme was subject to Higher Education Review (HER) in 2015-16, with the review visit taking place in December 2015. The outcome of this review was outstanding, with all Expectations Met, 2 Expectations (Learning Opportunities and Enhancement) were Commended, 7 areas of Good Practice were cited and there were no Recommendations or Affirmations. The HER review team formed the following judgements about the HE.

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and/or other awarding organisations **meets** UK expectations.
- The quality of student learning opportunities is **commended**. [LE1 & LE2]
- The quality of the information about learning opportunities **meets** UK expectations.
- The enhancement of student learning opportunities is **commended**. [LE2 & LE3]

The HER review team identified the following features of **good practice** at Runshaw College:

- The thorough and effective way in which the college integrates its own practices with those of the awarding body [TQ3]
- The systematic approach by course teams to support students in becoming independent learners [LE3]
- The strategic approach to enabling students to develop their academic potential through initiatives such as the Transition Strategy [LE3]
- The holistic approach to enabling students to develop employability skills [SO2]
- The focus on the development of students' assessment literacy, particularly as exemplified by the use of peer and self-assessment [LE3]
- The outward facing approach that enables staff at all levels to identify opportunities for enhancement and share them with colleagues [TQ2]
- The shared focus of college staff on developing and implementing strategies of continuous improvement. [TQ3]

The college has a track record of high quality provision and has been judged outstanding in three successive Ofsted inspections; Runshaw was last inspected by Ofsted in 2008. The current Common Inspection Framework does not require outstanding colleges to be re-inspected unless a risk-based assessment deems it necessary. The students at Runshaw continue to achieve exceptionally well across all courses and all programmes in the college are frequently cited as examples of best practice.

The Initial Teacher Education (ITE) provision within the Programme was subject to Ofsted inspection during 2015/16. This was the second stage of the Ofsted inspection process for our ITE as part of the UCLan network and the outcomes were again positive; the overall judgement was "good".

The average grade achieved by A-level students at Runshaw was once again a B grade in 2017 with 46 % of all grades in science and mathematics A level subjects being the top A* and A grades. Approximately 80 % of all grades awarded to advanced level students were "high grades" (A*-B grades or equivalent). Pleasingly, a 100 % pass rate was achieved in every A level and Vocational course this year with more than 50 % of our advanced vocational students achieving the very highest grade available, a triple-distinction-star.

The college also received the Investors in People Gold award in July 2016. The executive summary from the report reads as follows; [TQ2]

"*This was an extremely successful Assessment. All Indicators and Evidence Requirements are MET which means that the Runshaw College has, for the third time, achieved Investors in People Gold accreditation. This fantastic outcome reflects the pride and the passion shown by everyone who was involved in the Assessment. Many congratulations!".*

Whilst the outcome confirms that there are strengths across the board, there are three particular areas that stand out:

Involvement and Empowerment: people spoke with real pride about working at Runshaw College and demonstrated a strong sense of ownership of their work. There are high levels of mutual trust and continuous collaboration within and across teams. Taken together, these features of the culture drive and sustain this high-performing organisation.

Business Strategy: people are genuinely "signed up" to the ambition and strategic direction of Runshaw College. This is because they have a stake in developing the strategy and associated planning, and have a sound understanding of big picture issues. This is achieved through multiple and effective channels of internal communication and consultation.

Continuous Improvement: this is the third stand-out feature from the assessment. Many people made the point that Runshaw College would only sustain its success through constantly reviewing its practices and processes, and that this occurred throughout the organisation. The culture encourages people to explore Best Practice in other organisations and to generate ideas that will drive improvement.

Particular strengths relating to other indicators include:

- Values: these are shared by everyone, although many people express them as "putting the learners first" which is their interpretation of the stated values.
- Learning and Development: it is firmly anchored to organisational objectives, for example in relation to the emphasis on improving teaching and learning.
- Effective Leadership and Management: people spoke extremely positively about the support they had from their manager, and high levels of confidence were expressed in the Senior Team.
- Recognition: the combination of formal and informal recognition throughout the college ensures that high performance is acknowledged and that people remain motivated.
- Reviewing Performance: this applies at individual, team and organisational level. People effectively use data (including feedback from learners and staff) to make further improvements.
- A Great Place to Work: it was notable that the interview sample included people who had actively sought employment at Runshaw College, and others who had left to pursue other opportunities and had later returned. The interview sample even included former students who were now employees.

College Governors and the Senior Management Team support the strategic growth of higher education at the College. The College's Higher Education Strategic Plan 2015-19 details strategic aims and priorities, key themes can be summarised as follows:

- Developing a portfolio of part-time and full-time courses that prepare students for future careers or higher levels of study.
- All university courses offered by the College will embrace the ethos of employability inherent in this offer to enrich higher education programmes of learning.
- Employer links will be expanded and enhanced across all curriculum areas.
- Continue to build on the programme's Transition Strategy to teaching and learning, which has been specifically developed to develop students' independence in learning a competence that will enable them to be successful in future learning and in work.
- Harness innovative approaches to teaching, learning and assessment, further developing the college's information learning technologies to support learning both inside and outside the classroom.

- Continue to provide outstanding levels of individual student support through regular personal tutoring, learner mentor support and excellent service from the library, Student Services and Study Support Teams.
- Further develop the college's programmes of enrichment and course enhancement, such that learning is fun and relevant, and that opportunities to participate in, and contribute to, the lives of others both inside and outside Runshaw are encouraged.
- Promote and achieve academic excellence, raising aspiration and enabling students to add value to and be prepared for the next stage of their lives.
- Ensure excellence in teaching and learning through a continued strong focus on the professional development of all staff aligned to the college's higher education provision, and its mission and strategy.
- Close collaboration with the University of Central Lancashire to maximise the learning and progression opportunities of college students, and the academic development of staff.

2 Teaching Quality

The college takes deliberate steps to engage all students as partners in the quality assurance and enhancement of their learning opportunities. The college promotes an array of opportunities for this purpose, which are clearly articulated within the Student Engagement Policy and Student Charter. These are communicated to students through programme handbooks, the VLE and posters located throughout the college. [TQ1]

Students participate in key quality assurance activities and processes, including Periodic Course Review and course approval, and sit on the Higher Education Quality Assurance and Strategy Group, the college Governing Body and Student Council. A minimum of two course representatives are either nominated or elected for each programme and attend Staff-Student Liaison Committees (SSLC), which meet once per semester. [TQ1]

The HER 2015, review team affirmed the effective operation of the college's student engagement processes. Students receive appropriate training to support their participation in forums such as Periodic Course Reviews, Course Approval Panels and Staff-Student Liaison Committees, and receive support from UCLan's Students' Union. All are focused on ensuring a quality delivery and academic support to secure achievement and progress. [TQ1 and LE3]

Student engagement is sought at the programme design stage, often through more informal contact between students and staff, and some students have been involved in focus groups regarding the design and development of new modules. [TQ1]

2.1 Teaching and learning

Teaching and learning on all courses at Runshaw is strong, with students demonstrating the quality by returning NSS scores that are above benchmark. The National Student Survey responses relating to the teaching on the course, are materially positive at 2.3% above benchmark. Response rates are high at 87% with the Undergraduate students returning the majority of responses (72%). Other Undergraduate study shows a significantly positive split metric at 5.8% above benchmark. [TQ3]

The quality of teaching on the HE programme at Runshaw is Quality assured to the same very high standards as the 16-18 programmes and other 19+ programmes. Consistency of high quality teaching and learning is a priority for all teachers and managers across the college. The Assistant Principal, Quality, has a college-wide remit and ensures robust assessment, reporting and monitoring for all programmes. [TQ3]

All teachers who deliver HE courses, are approved to do so by UCLan. As a result, teachers possess the same academic achievements, knowledge and experiences as UCLan employees which ensures Runshaw students benefit from highly skilled teaching that is at least equivalent to that at the university. UCLan validate the suitability of all teachers through the Periodic Course Review (PCR). [TQ1]

Runshaw College has a well-established culture of supporting staff to excel in their chosen careers. As such numerous opportunities are provided each year to engage staff in scholarly activity and sharing best practice. The college introduced 'communities of practice' for each school (department) in 2016-17, led by highly experienced and skilled professional tutors. Communities of practice are tailored to the school's needs and also respond to outcomes raised during internal quality assurance reviews such as the bi-annual 'Curriculum Observation and Review' week. Communities of practice provide a forum for teachers to share best practice across all levels of study and across subject areas, from Entry level courses, Vocational and A-Level courses as well as HE courses. [TQ2]

The college has an extensive schedule of internal professional development opportunities, many of which are specific to Higher Education. These are published in a termly Professional Development Brochure. Staff professional development needs are identified through annual appraisals and are based on college, programme, course and tutor strategic need. Further to this, a professional tutor is assigned to all schools (departments) to further improve the quality of teaching and learning and plan for bespoke needs. [TQ2]

The college has a central staff development fund into which bids can be made and for the Higher Education programme there is an additional fund which seeks to support the specific needs of the programme where they cannot be funded elsewhere. Attendance at and monitoring of staff development is undertaken and live reporting maintained. Course teams and individuals have engaged in a wide range of in-house Professional Development activities with approximately 300 instances of individual staff attending HE specific events each year. [TQ2]

Throughout the year the college holds College Improvement Days (CID) during which teaching is suspended and college-wide professional development activities take place. [TQ2]

"Learning and development priorities are firmly anchored to the Strategic Plan and are clearly stated in the relevant chapters. Key priorities during 2015-16 included engaging, enthusing and informing teachers; developing ILT and IT skills and preparing individuals for leadership and management. Building capability is critical to the on-going success of Runshaw College. As an example, building leadership and management capability enables people to take a lead in their own areas of work and, in time, enabling them to progress to leadership and management roles where they perform effectively. The college has a strong track record in "growing its own" and examples were given throughout the assessment of people who had built meaningful careers in the organisation." IiP 2016 [TQ2]

"The breadth of activities and resources which support reward and recognition of staff is admirable. Celebration is something Runshaw College do extremely well. This is evidenced by Award Ceremonies for students and staff, meals out, Christmas and Easter celebrations, and visits from inspirational speakers. People celebrate informally with cakes, cards, lunch out and many other ways of demonstrating appreciation for each other and for students. Managers hold a local budget which can be used for recognition activities, which typically involve a social occasion". IiP 2016 [TQ2]

HE courses are timetabled to meet the needs of students and in response to student feedback many years ago courses have a family-friendly start time and delivery is condensed to two days. Students are able to drop children off at school before the lessons start and can access paid employment whilst studying their HE course. Many teachers deliver across a range of programmes which supports student transition from the 16 to 18 programme and also enables teachers to better meet the individual needs of students in the classroom [LE3]. Heads of school allocate their teachers to courses, however, there are clear rules set by the Deputy Principal which are checked for compliance throughout the timetabling window. Timetable rules and methods of delivery are also approved by UCLan. In addition to module delivery lessons students at Runshaw

benefit from two unique features. Firstly, there is a 25-minute group tutorial session, with 45 minutes each week allocated to 1:1 personal tutor support. Secondly, there is a 1-hour compulsory Academic Support Tutorial (AST) where students receive academic guidance from a course teacher. Attendance at these sessions is closely monitored and absences are addressed in the same manner as module classes. The Runshaw entitlement ensures that all HE students benefit from the same number of contact hours based on the course they study. All subjects on the programme receive the same number of hours; Foundation Degree Courses (290 hours), HE foundation entry courses and Yr 1 Degress (377 hours) and PGCE students (377 hours). [TQ1]

The college removed formal graded lesson observations from the quality assurance cycle in favour of a more developmental model in 2015. Heads of School conduct learning walks across all teachers and courses at the beginning of the academic year to identify and share good practice. Any teacher identified as needing further development benefits from swift support from their Head of School (department), professional tutors and the Continuous Professional Learning (CPL) department. A more formal quality assurance process, Curriculum Observation and Review (COR), reviews all aspects of quality across each school on a biennial basis. The process is focused on quality of teaching and learning, impact of actions taken and student outcomes. Departments receive 48 hours' notice of the week of their COR. During the week, managers from across the college are involved in learning visits, focus groups and reviews of other documentation. The review is led by a senior manager and a full report and subsequent action plan is shared with the senior team.

In addition to this, every teacher and trainer assessor has an individual formal lesson observation, biennially, when their area is not reviewed as part of COR. This observation is carried out by a subject specialist. This matrix approach ensures the effective quality assurance of teaching, learning and assessment at the college and supports continuous improvement and consistency in the standard of delivery across all programmes. [TQ3] Teachers are familiar with these processes and value the consistency across programmes which enables them to meet expectations and show evidence of development. [TQ2]

The HER 2015, commented in respect of Learning and Teaching that:

- ✓ Learning and teaching is monitored through a series of strong and comprehensive mechanisms, the reviews of which aim to continually enhance the college's higher education provision.
- ✓ Students noted the importance of informal feedback between students and staff regarding teaching and learning issues, and that any matters arising are dealt with promptly.
- ✓ Key themes emerging (from lesson observations) are addressed effectively through the continuing professional development system.
- ✓ Staff delivering higher education undertake a bespoke programme of development.
- ✓ The College has enabled the provision of a higher education-specific budget, which can support development or training needs.
- ✓ Support is available for staff to use expertise from employers and other external sources by way of, for example, short industrial placements.
- ✓ Staff are very positive about the support they receive from the college, and cited many examples of how this has benefitted them and how they have brought newly acquired knowledge and expertise into their curriculum.
- ✓ Students also expressed appreciation of their tutors' professional development and how this is affecting their teaching and the way in which lessons are subsequently delivered.
- ✓ The College operates a robust staff recruitment, selection and development process, which supports teaching and learning.

2.2 Assessment and Feedback

The core data for full-time student responses to 'assessment and feedback' is flagged as statistically significant at 5.9% above benchmark and is further strengthened by a Z score of 2.6 %. The split metric is statistically significant for all larger groups where confidence is high. For example, the ethnicity split group reports white students as 6.5% above benchmark and BME -1.1

below, however BME students make up just 11% of the student group and with a Z score of -0.2 which is not statistically significant. [TQ4]

The college adopts the assessment policies and regulations of UCLan. These include provision for the award of credit based on the accreditation of prior certificated and/or experiential learning; policies and procedures for the consideration of extenuating circumstances; and guidelines for moderation and marking expectations, which are overseen by UCLan link tutors. The course approval and review process of UCLan requires that assessment strategies are articulated at the outset at both module and course level. [TQ3]

College teachers receive verified assessments from UCLan, or from the module leads within the partnership where the module is not delivered at UCLan. College tutors may design assessments in the capacity of network module lead or where the provision is validated by UCLan. Staff development activities on the processes of assessment, marking and moderation are provided at college and UCLan level. [TQ3]

As part of the UCLan programme approval process, teams must provide a set of definitive documentation, including course handbooks, programme specifications and module descriptors, which are considered by the Course Approval Panel. Annual Monitoring Reports, Module Evaluation Questionnaires, Periodic Course Review, and Curriculum Observation and Review also ensure the information provided to students and other audiences is fit for purpose. Students benefit from seeing the 'big picture' of course they have registered to and fully understand the assessment strategy within each module from the start of their course. [LE3]

Runshaw College believes that Assessment for Learning is a powerful way of raising student achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve the aim (or close the gap in their knowledge). It develops students' capacity for self-assessment and independent learning as well as offering an opportunity for objective judgement and guidance on how work can be improved. As such, it is central to effective teaching, learning, assessment and support. [TQ3 and TQ4]

The main principles of assessment can be summarised as;

- Assessment for learning should be part of effective planning of teaching and learning.
- Assessment for learning should be recognised as central to classroom practice, be sensitive, constructive and recognise what a student has achieved.
- Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria on which students are assessed.
- Assessment for learning develops a student's capacity for self-assessment and self-reflection.

Assignment briefs include the submission deadlines and detail the arrangements for the secure submission of work. Students are required to complete a coversheet, Feedback on Assessed Work, that includes a declaration that their own work is being submitted. The use of plagiarism-detection software, while not required by either the college or UCLan, is promoted as both an education and anti-plagiarism tool. Where appropriate feedback is expected on all written assessments within 15 working days following the submission deadline. [TQ4] UCLan academic regulations are made available through the college higher education programme Moodle.

The college supports staff new to higher education by providing a mentor, and all their marking is double-marked to ensure accuracy and consistency of marking and feedback for the students. [TQ2 and TQ4]

Individual courses offer enhanced opportunities such as FDa Criminology and Criminal Justice and FDa Public Services Prisons and Law Enforcement who undertake the Criminal Law level 5 module written by departmental staff at Runshaw to challenge learners and give them the

opportunity to complete a career specific module not offered at UCLan. They also complete a Law scenario essay and Law scenario exam as their assessment methods, these are unlike the assessments in other modules and therefore effectively stretch and challenge learners to demonstrate new skills at a higher level. FDa Business students complete CMI level 4 qualification and undertake ACAS elearn whilst studying Human Resource Management. [TQ3]

External examiners provide an independent external perspective on student performance in assessment and in the conduct of the assessment process. They support the college and awarding body in assuring that fairness is achieved in the application of the assessment process. They also attend course and subject assessment boards and provide evaluative comments on the operation of assessment processes in their annual reports. [TQ3]

The HER 2015 review team, heard from students about the steps taken to assist students in understanding the assessment process. The review team considered the focus on the development of students' assessment literacy, particularly as exemplified by the use of peer and self-assessment, to be **good practice**.

Students speak highly of the feedback and support they receive to strengthen their development, progression and attainment. The college has a well-established internal 'learner voice' strategy. One element of the strategy is the module evaluation questionnaire (MEQ). Each semester all students are required to complete a satisfaction questionnaire for each module they have completed, this data is aggregated at course and teacher level and used to support continuous improvement. These surveys have consistently achieved high response rates and show very high levels of student satisfaction. [TQ4]

HE MODULE EVALUATION QUESTIONNAIRE 2014/2015-2016/2017

				% Satisfaction with…							
Year & Course Type	**Sample Size**	**Returns**	**Response Rate**	**Teaching / Support of Learning**	**Type of Assessment**	**Quantity of Assessment**	**Feedback on Assessment**	**Learning Resources**	**Accommodation**	**Module Overall**	**Average**
14/15 First Degree	1586	1257	79%	96	96	97	94	94	96	96	**96**
14/15 Other Undergraduate	888	676	76%	99	98	97	98	98	98	97	**98**
15/16 First Degree	1300	1098	84%	99	97	99	97	95	97	98	**97**
15/16 Other Undergraduate	760	587	77%	98	98	98	97	99	98	98	**98**
16/17 First Degree	1363	1103	81%	98	98	99	97	97	98	97	**98**
16/17 Other Undergraduate	652	515	79%	99	98	98	100	97	96	98	**98**

The HER 2015, noted that; *"The College takes deliberate steps, both formally and informally, to engage students in the assurance and enhancement of their learning opportunities."*

Runshaw highly values student involvement and has well-established mechanisms for capturing and responding to student feedback. The Personal Tutor Focus Group Calendar provides key points in the year when the Principal, the Head of Studies and course reps meet to consider strengths and areas for improvement across programmes. The Principal and Head of Studies respond to student queries and ensure that appropriate actions are taken in relation to matters raised, liaising with course and support teams as necessary. Guest speakers may also be invited to attend. In addition, the Student Council Representative meets with the Head of Studies to discuss feedback and also attends the Student Council meeting at key points in the year. There is a box in reception where students can post communication with the rep or contact them directly. [TQ1]

Through these mechanisms students have commented positively about: a smooth enrolment process, the extensive range of trips and guest speakers, compact timetable, class sizes, teaching, support and guidance, the introduction of and support received from pastoral mentors, speed of response to student issues, helpful reception staff attentive library staff. [TQ1 and TQ3]

Examples of where the college has effectively acted upon feedback include; the review and re-design of student social space, overhaul of Wi-Fi availability across the Euxton campus to ensure speedy and reliable connectivity as well as the introduction of 12 new menu choices in the student restaurant.

During 2015/2016 the College worked closely with the UCLan Student Union in respect of the “we heart you” and “Golden Roses” awards which resulted in over 111 nominations for 18 different members of the HE Team and support staff.

3 Learning Environment

The HER team who visited Runshaw in 2015 identified significant good practice in the approach taken by the College to managing the quality of students’ learning opportunities. In particular, the team identified the systematic approach taken by course teams to support students in becoming independent learners; the strategic approach to enabling students to develop their academic potential through initiatives such as the Transition Strategy; the holistic approach to enabling students to develop employability skills; and the focus on the development of students' assessment literacy, particularly as exemplified by the use of peer and self-assessment as good practice [LE3 and SO2]. The review team concluded that the quality of student learning opportunities at the college is **commended**.

Teaching takes place in a dedicated HE facility at the Euxton campus where science and engineering students also benefit from a state-of-the-art suite of Science and Engineering labs and workshops. The wider learning environment has seen significant financial investment in technology which is used extensively in and outside the classroom. Submission of all assignment work is electronic through either turn-it-in or Blackboard and all HE classrooms benefit from interactive clever touch whiteboards and teachers who have been fully trained in their use to ensure maximum gain for students. [LE1]

All HE students have full access to UCLan digital resources with access to further bespoke subject resources upon request. Students access bespoke flipped and blended learning materials through the college Moodle site including induction resources to support transition, British values, safeguarding and cyber safety, each is assessed through a short questionnaire and personal tutors monitor completion. [LE1]

A wealth of scholarly activity takes place across the HE provision. Staff update their own subject knowledge by attending exhibitions, conferences and university events such as ‘the new Technology Machining exhibition at NEC’, ‘the annual public services conference’ with high profile speakers such as the head of the National Crime Agency, and ‘the criminology conference held by the criminology society’. Staff and students are fully engaged in action research in all subjects which meet and significantly exceed the assessment criteria. The research carried out for Lancashire Constabulary on the PACE act has been published and has positively impacted police training. A HE teacher within the Public Services team recently delivered a research paper on Women in Custody at the European Crime convention in Prague, she has also had her action research for teaching and learning published. Staff and students are currently engaged in research for the constabulary relating to hate crime. PGCE and Cert Ed students research the very latest TLA developments and submit reports for the published journal ‘Through the looking glass’. Engineering students are involved in direct projects with a local nuclear engineering firm who support delivery of real life project briefs. The Public Services team have been involved in the new

Policing degree being written by the college of policing and Psychology and Criminology students have carried out live experiments at UClan's Laboratories on Child Behaviour. Several of the HE teaching team have completed relevant Masters qualifications. [LE2]

HE students benefit from an extensive range of additionality opportunities to support retention such as Overseas trips to suit all budgets including Belfast, Krakow and Australia (2019). UK day trips include Liverpool Maritime Museum, Police Headquarters and the Courts. [LE3]

3.1 Academic Support

Teachers at Runshaw College are very proud of the academic support provided to students which ensures very high achievement rates (2015 91.8%, 2016 99.6% and 2017, 97.3%). Students responding to the NSS survey confirm this as materially positive at 3.2% above benchmark. Split metrics show that that support given is of particular value to other undergraduates the young and male student, cohorts. All 3 groups of students are statistically significantly positive, other undergraduates, 8% above benchmark, young 4.6% above benchmark and male students 5.7% above benchmark. [LE3]

Student assessment of literacy is facilitated by a range of staff, including course teams, library support staff, the Study Support Team and pastoral mentors. The college's Transition Strategy seeks to further enhance students' assessment literacy by articulating and implementing how assessment changes over the course of their studies as they move toward becoming more independent learners. The WiseUp and WISER study skills support services, at the college and UCLan respectively, provide academic support to students on their assessment skills. A Study Skills week, held early in each academic year, highlights the importance of these generic skills to students and showcases the staff and resources available throughout the year to support students in their development of these skills. The college introduced its Pass First Time campaign in order to support and develop students in their assessment capabilities through a series of resources, released to tutors and students alike, at strategic points in the academic year. [LE3]

The college sets annual performance indicators to monitor the effectiveness of its processes and these are evaluated during the college's self-assessment process and within subject and programme Annual Monitoring Reports. Individual Minimum Target Grades (MTGs) have been introduced and progress against these targets is closely monitored and informs Student Review Boards (SRBs) where the Head of Studies meets with course teams to agree swift interventions where performance is lower than expected. Progress data is reported regularly to the senior team. In 2015, the College initiated its Learning Futures programme to further enhance students' use of assistive technology. A dedicated Assistive Technologist works within the Study Support Team to support students directly, and to help staff develop their use of technologies to support learning, teaching and assessment. This initiative has been widely praised and recognised on a national basis. [LE3]

The effectiveness of student support for learning is measured against key performance indicators, including an analysis of retention data from students who have received support from pastoral mentors and the college's Study Support Team. Pastoral mentors are independent of course teams and work with students to remove any barriers to learning; they enjoy a range of professional development opportunities and share best practice with each other. Students state that the mentors were effective, proactive, accessible and friendly. [LE3]

The programme runs a strong personal tutorial system, which is formally linked to students' personal development plans. All students are allocated a personal tutor with a fixed entitlement for tutorials and 1:1 meetings. These are formally recorded and conducted on a one-to-one basis or in groups. The structure of tutorials is somewhat standardised, with the use of an outline scheme of work for personal tutorials that offers the basic structure of the meeting. Personal tutors are provided with a Personal Tutor Guide by UCLan, and can access a number of professional development opportunities. [LE1 AND LE3]

Student attendance is rigorously monitored and appropriate interventions made where there are any concerns. Chaired by the Head of Studies for Higher Education, the SRB considers student progress, attendance and retention matters and ensures that robust actions are in place to address any concerns. [LE3]

Pre-entry and guidance information is sent to new students prior to enrolment to promote early engagement with the college and course teaching team. All new students undertake an induction programme at Runshaw and at UCLan to support their transition to higher education. Course teams follow the higher education induction checklist, adding course specific content as required. [LE3]

A Study Skills week is held at the start of a new academic year, which all students attend. Guidance is given on a range of specific study skills, including academic writing and referencing, numeracy and literacy skills, and self-organisation. The Study Skills week also provides an opportunity for students to discuss any further support they feel they need with specialist support staff. Induction sessions are also held at both College and UCLan libraries, the latter of which students found to be particularly helpful. [LE3]

The HER 2015, review team considered the strategic approach to enabling students to develop their academic potential through initiatives such as the Transition Strategy to be **good practice**. [TQ3]

3.2 Continuation

The continuation rate data for full-time students generated a single negative flag for the core metric. Runshaw College contends that this does not present an accurate view of the retention, achievement and subsequent progression to further study of its students.

Runshaw is atypical in nature of the provision delivered in terms of level of study and the manner in which the benchmark data is generated. The non-continuation benchmark, a weighted sector average where weightings are based on the characteristics of the students at the provider, takes into account all relevant factors however, Runshaw College is statistically significantly different from the sector average starting point with regard to level of study. HESA sfr224 2014-15 highlights full-time first degree enrolments across all providers as accounting for 95% of all full-time higher education registrations (excluding post-graduate studies) and other undergraduate degrees' (including Foundation degree, HNC/HND and Professional Graduate Certificate in Education (PGCE) enrolments as 5%. At Runshaw College 46% of students registered onto full-time degree programmes with 50% enrolling onto other UG programmes, as shown by the contextual data.

The core metric negative flag is generated specifically from year 3 data where the Runshaw split metric rate is 9.2% below benchmark. The split metric further isolates the lower continuation rate to first degree courses where the split metric is 5.9% below benchmark. In years 1 and 2 the split metrics are not statistically significant but are 2.2% materially positive for year 1 and just 0.3% below benchmark for year 2. [LE3]

From the breakdown of students included in the First degree category we can see that this data relates to two groups of students; those that have registered to year one of a degree programme at Runshaw College and those that are completing a year entry prior to starting their degree with Runshaw College, UCLan or another provider. [LE3]

Continuation can further be isolated to the year zero programme. There were two year zero courses in 14/15, 70% of withdrawals apply to the science course which had an in-year retention rate of just 75%, achievement was strong and 95% of students who completed the course, passed. However, it is this course that has adversely affected the continuation data. The second year zero course, Community and Social Care had much stronger outcomes. In-year retention was 86% and 94% of students who completed, passed the course, just one student failed. 81% of all starts on

the CSC course continued to study at Runshaw and 100% of those who completed and passed the course continued to study at Runshaw.

During a recent HEFCE visit (October 2017) to the college the APR student outcomes dashboard was reviewed. The follow up letter records that the dashboard shows performance is currently above benchmark for employment and further study, significantly so for FT students. A factor in this is students successfully 'toping-up' from their FD at Runshaw to a Bachelor degree at UCLan. [SO1] The College was two percentage points under benchmark for Retention in 2014/15 and this was a decline from 2012/13. The College evidenced that this was down to previously recruiting students who may not have had the ability to succeed at HE level of study. This has been addressed and the college provided internal retention data from 2015/16 onwards broken down by course. This data showed that aggregate retention in the College on HE programmes since 2015/16 is 95%. This would place the college above benchmark for retention. [LE3]

The College's higher education programme is of strategic importance to the College, particularly in respect of providing opportunities for widening participation to its own advanced vocational students and to the local community. Given this commitment, the entry requirements to many of the year entry and degree courses are significantly below the sector average, so much so that even with provider weightings applied to the benchmark, the benchmark is artificially high for colleges such as Runshaw where total student numbers and the split in level of study are statistically significantly different to the sector average.

The commitment to widening participation has resulted in, a student cohort that, even within other Under Graduate providers, is atypical of the sector. For example, a higher than average cohort of students with very low entry criteria. The contextual data identifies 57% of students as having low and non-tariff entry qualifications. In 2014/15, 72% of enrolments to the two year entry courses were students with no recognised formal qualifications at level 3 and of those with achievements at level 3 15% had achieved grades less than ABB at A-Level or DDM on a vocational course. [LE3]

UCLan provides 'moving on data' which includes students progressing to the next level course i.e. HNC-HND, HND/FD-honours degree, FC-FD etc. at UCLan, it does not include students who continue their studies elsewhere. The data for Runshaw College is highly positive, shows an improving 3-year trend and is significantly above the partnership average. It is clear that the significant majority of students continue to study after attending Runshaw College.

Partner	2015-16	2016-17	2017-18
Runshaw College	70.9%	71.7%	72.1%
UCLan P'ship Average	45.9%	41.9%	46.9%

4 Student Outcomes and Learning Gain

HE students at Runshaw make excellent progress and the vast majority achieve their learning goals and qualifications.

	14/15	15/16	16/17
all duration provision number of students	294	225	224
all duration provision % pass	91.8%	99.6%	97.3%
multi-year provision number of students	145	122	135
multi-year provision % pass	91.0%	100%	97.8%
single year provision number of students	149	103	89
single year provision % pass	91.0%	100%	97.8%

Students who complete the Foundation Degree, show a positive trend of improvement in high grades (Merit or Distinction) Data (UCLan).

14/15	15/16	16/17
35.6%	44.8%	49.3%

4.1 Employment and Further Study

In reviewing Runshaw College the HER review team considered a theme selected for particular focus across higher education in England and Northern Ireland. In consultation with student representatives the theme of student Employability was selected and explored through the review process [TQ1]. The evidence below supports the significantly positive core metric data of 96.4%, 2.2% above benchmark and the statistically significant split metric for other undergraduate courses at 13.4% above benchmark. The findings from the HER visit are summarised as;

- The college recognises the central importance of employers and professional bodies in enhancing the employability of its students and the quality of their learning opportunities. To support this, there is a continual thematic element of employability running through all the college's higher education provision, which is underpinned by its Career Degree initiative and the Transitions Strategy.
- The college's HE Employer Engagement Strategy sets out a range of ways in which employers can engage with the college, and this is also clearly visible within its Strategic Plan. To reinforce this, the college's Teaching, Learning, Assessment and Support Policy has employability as one of its three main strands. As an enhancement to the existing foundation degree offer, Career Degrees provide a package of additional benefits, such as professional qualifications, and enhance a student's personal professional planning for employment.
- Data from leaver's surveys confirm that the number of students gaining employment direct from college continues to rise (currently at 83 per cent); it is anticipated that the introduction of Career Degrees will show a further increase.
- Course teams are required to identify where they are embedding the employability theme in their practice and quality systems, and all HE courses have a work-based element, and/or the opportunity to undertake live briefs, attached to them. Evidence from lesson observation feedback and learner feedback suggests that employability skills have been enhanced and improved in recent years. Students stated that they recognise the importance of gaining employability skills and that this is a constant theme throughout the delivery of their courses. They also commented that work placements are useful and interesting, and that work placements, if not a compulsory part of a programme, are clearly advertised to them.
- Students receive excellent support relating to employability from the college's Student Services team, which employs specialist careers advisers including a HE Careers Adviser. Students can access careers information on the college's VLE and also have access to UCLan's career service. An annual careers fair attracts a large number of local and national employers from both the public and private sectors. These are carefully chosen to match the College's higher education provision. The student written submission to the HER report strongly praises the college for the employability support it offers, and students clearly recognise the considerable value this adds to their learning experience.
- Employers participate in all Course Approval Panels, to ensure the programme team has considered the needs of employers. They commented that the employability skills of the students they receive from the College is excellent and that the college continually involves and engages them, listens to what they say, and acts appropriately, thereby maintaining a strong continuing relationship.
- The college has been awarded the Training Quality Standard for the quality of its employer engagement.
- The college's curriculum offer is strategically based around vocational areas, and reports from external examiners and agents confirm there is a strong and continuous record of good practice in relation to employability. This is confirmed by employers.

4.2 Highly-skilled employment and further study

The college's commitment to the role of employers in its provision is demonstrated through the launch of its Career Degrees. Existing courses have been remodelled to reflect the embedded strategic priority of employability. Additional subject specific qualifications and enhanced personal professional planning have been integrated into the curriculum of a typical foundation degree. This enhancement has enabled the college to further align its programmes with industry by offering crucial employability elements over and above that already inherent in a foundation degree. [SO2]

The core metric for highly skilled employment is materially positive at 1% above benchmark, yet shows a mixed picture at the split level. Given the atypical nature of the colleges' provision and as already explained, the significantly low prior achievement of the majority of students, Runshaw contends that this measure is not reflective of the learning journey these students have been on and the distance they have travelled. The 'other undergraduate degree' (mainly foundation degrees) is significantly positive at 9.4% above benchmark' and receives a double positive flag whilst 'first degree' students return a negative flag. This clearly shows the success of foundation degree students, who have benefitted from work-related and work-based learning in securing employment or further higher level study, whilst 'first degree' students have much less opportunity to engage fully with employers and for whom progression to employment is lower. [SO3]

Students have access to an array of employability support and careers advice, including work-based learning, work placements and a dedicated Higher Education Careers Adviser. The HER 2015, reported that students are very positive about this, stating these opportunities are clearly communicated to them, and how they recognise such opportunities enhance their employment prospects. [SO2]

The HER 2015, review team considered the holistic approach to enabling students to develop employability skills to be **good practice**.

5 Concluding remarks

Runshaw College has provided outstanding education to all its students and maintained excellent support and care for its staff since it was founded in 1974. This achievement has been recognised by numerous assessing and inspecting organisations including Ofsted, HER and IiP. All uphold the college to be at the forefront of teaching and learning and regularly cite the college as an example of good practice. The evidence presented in this report confirms that HE at Runshaw is fully-aligned to the FE provision and students benefit from a 'Gold' standard provision.

HE students confirm through the NSS and internal MEQ data that they are fully engaged with teaching and learning, they demonstrate commitment to their studies and are consistently challenged to reach their full potential. Teachers are highly valued and in turn ensure students benefit from personalised learning and support to ensure they achieve their full potential.

The continuation criteria have resulted in a negative flag for the core metric and majority of associated split metrics. As previously stated this measure does not accurately reflect the learning journey students experience and their commitment to achievement and further study. The college has fully investigated this data and is confident the lower than desired continuation rate is isolated to one course in year 3 and subsequent years will report an improved picture as supported by internal data and affirmed during the recent HEFCE visit.

Runshaw students are consistently challenged to develop high-level skills that see them successfully progress from their courses to employment or further study. They are successful in developing the skills required for highly skilled employment.

Runshaw is an outstanding asset to the local and wider community of Chorley and South Ribble, it has a well-established and highly successful relationship with UCLan who readily acknowledge the excellent HE provision. This report makes a compelling case for the teaching excellence which meets the requirements for the gold award.