Name of Provider: [Barnet and Southgate College]
UKPRN [10000533]

TEF Submission

Provider Context

As one of London's leading general Further Education Colleges, Barnet and Southgate College (the College) is based in the north of London. Learning is delivered from three main campuses located in High Barnet, Colindale and Southgate supplemented by specialist sites offering 'hands on' facilities for vocational training and outreach into communities in Edmonton Green, Finchley and Enfield. The College delivers over 1,500 learning programmes to around 17,000 learners including 4,000 full time students aged 16-19 and an HE community of over 300 students. The College draws on the expertise of a staff of over 800 professionals who combine to meet an extensive array of learning needs for students from diverse backgrounds to deliver a wide range of education, training and apprenticeships across all levels from pre-entry to level 6. The College is employment focused, prioritising local employer need through an analysis of local labour market intelligence and business feedback and input is used to inform future curriculum design.

The College vision is to 'to be the most innovative, inspirational and employment focused learning organisation in the education sector.' The mission of the College is to 'provide outstanding learning and employment related opportunities within every market we operate and to offer the highest level of expertise and knowledge which will enrich the personal and professional lives of our customers.' For 2016/17 Barnet and Southgate College was ranked by 'FE Week' as the best further education college in London against a range of performance metrics analysed through key criteria supplied by the Department for Education for college learner satisfaction, employer satisfaction, positive progression of 16 – 18 year old learners and for adults into employment.

Barnet and Southgate College has developed a strong reputation, as proven through inspections, of delivering high-quality education and training. The College's FE provision was judged 'Good' during its most recent Ofsted visit in November 2015. The QAA's Higher Education Review 2015, stated that the College met all expectations with several areas of best practice identified including 'the effective support that enables students to progress, and encourages them to develop their academic, personal and professional potential' (Expectation B4.) The Annual Provider Review 2016-17 identified 'no concerns on quality and standards matters.' The College is highly valued by its HE students scoring 95% overall student satisfaction in the National Student Survey 2017. The most recent Ofsted inspection noted: "The college meets the needs of employers very successfully."

The Higher Education programmes at the College cover several employment sectors and consist mainly of two year Foundation Degree programmes with optional Top Up Degree programmes and Initial Teacher Training, delivered predominantly with two University partners; University of Bolton and University of Derby. Around 16% of all HE students chose to progress to top up programmes at the college. An Extended Degree in Engineering is delivered with the University of Hertfordshire and a Higher National Certificate programme in Hair and Beauty Management is validated with Pearsons.

The Barnet and Southgate College HE Quality Framework has ensured a consistent approach in delivering high quality HE programmes as an over-arching process. The Director of Curriculum leads on Higher Education at the College and in September 2017 a Governor was assigned specifically to support improvements across the College at level 4 and above. The College has an experienced and highly effective Quality Team which embeds quality across all college activity.

2016-17 enrolment data included only one HNC programme with the remainder of the HE students studying on Foundation Degrees or Top Up Programmes with the College's two

partner Universities. The majority of HE students apply direct to the College with less than 10% applying through UCAS. Contextual TEF Metrics data demonstrate that 89% of students enrolling onto HE programmes had low to non-tariff on entry (39% low and 50% non-tariff) with only 5% entering the college with medium tariff. Contextual Metric data illustrates that 31% of students who access the College's HE programmes are from disadvantaged backgrounds; POLAR quintiles 3 or below.

Teaching Quality

A systematic approach to evaluating the quality of HE teaching, learning and assessment annually, results in the continual improvement of practice through the College's quality mechanisms. These include the Teaching and Learning Strategy; Quality Assurance and Improvement Policy; and the Observation of Teaching, Learning and Assessment Scheme. The success of the College's HE quality process is highlighted by evidence that the retention of HE students improved by 4.9% in 2016-17 compared to 2015-16 (83.6% - 88.5%) with 5.6% higher Completion rates in 2016-17 compared to 2015-16 (72.8% - 78.4%.)

Sharing best practice occurs through the termly Learning Walks, where Managers and teachers observe a section of a lesson, based on a specific teaching, learning or assessment theme. In the most recent HE Review, QAA identified the termly Learning Walks as an area of best practice 'The planned programme of learning walks that enables teaching staff to share good practice in higher education (Expectation B3.)

The College's high quality teaching, learning and assessment is consistently reported by the External Examiners' (EE's) and awarding organisations; most notably the range and variety of assessment activities, application of 'feed forward' leading to student improvement in learning and learning based on 'live' industry projects. Lesson observation reports are accompanied by an agreed action plan, creating and embedding a College culture of continuous improvement.

Student feedback on teaching, learning and assessment informs improvements in classroom activities. For example, the end of year student feedback provided to one of the HEI partners resulted in a review of the module theorists selected to ensure a greater diversity of theoretical views are included in future resources list for the module.

Student Engagement (TQ1)

Teaching provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies.

A commitment to delivering teaching, learning and assessment which is stimulating, challenging and engaging for learners is demonstrated throughout the college's teaching, learning and quality strategies, the annual teaching observation process and the termly learning walks. Examples of effective learning engagement were noted throughout the EE reports focusing especially on the use of technology as part of blended and peer led learning. The College provides optimum contact hours, focusing on student needs, to secure high levels of engagement and commitment to learning and study from our students and giving great value for money.

Learner Voice is a key part of the College's enhancement and engagement process, student representatives attend department Student Representative and Boards of Study meetings alongside the college HE Committee and Strategy meetings, students evaluate each module after delivery and make suggestions for future enhancements. Internal and external student surveys provide an opportunity to provide feedback and engage with teaching, learning and assessment. In September 2017 a Student Governor position was

opened up to HE students to apply in order to ensure HE learner voice representation at Board level. An HE student was successfully appointed into the role.

Staff and students worked together to plan and implement new study areas, allocated specifically for HE students, at the two main campuses to encourage and support learning outside the classroom and to meet with HE peers. Feedback is continually gathered from students at the end of the induction period, during the mid-year internal survey and through the NSS.

College scores for student feedback are consistently above benchmark or average mean providing evidence of effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies. NSS feedback, in the TEF Core Metrics, regarding the 'teaching on my course' is at 84.9% (0.2% above the overall benchmark figure.) The 2017 NSS satisfaction rate for the 'teaching on my course' is 91.55%, significantly above the sector mean 84.62%. In the TEF Core Metrics assessment and feedback (81.6%) is 3.1% above the benchmark score of 78.5%. The 2017 NSS satisfaction rate for 'assessment and feedback' is 91.89% significantly above the sector mean of 73.39%. The engagement of students was highly valued in the NSS 2017 with the College scoring 91.89% for 'the course is intellectually stimulating.' The sector average is 85.25%. A teaching environment which effectively challenges students scored highly in the NSS 2017 with 90.54% for 'My course has challenged me to achieve my best work.' The sector average is 81.68%.

Stretch and Challenge is one of the college priorities in the annual observation of teaching, learning and assessment. The NSS 2017 included the following quotes from students: 'I was encouraged to achieve my full potential' and 'the course has helped me bring new ideas with regards to work and has improved my practice.'

The College's lesson observation scheme includes annual scheduled lesson observations and termly learning walks with specific themes for example Induction: Start As You Mean To Go On, Use of Technology Enhanced Learning and Equality and Diversity. In 2016-17 the lesson observations were ungraded and developmental. Good practice is shared amongst curriculum teams after each learning walk week and 'best practice' summaries are held on the college's VLE extranet.

Observations identify aspects of student engagement. Student progress and stretching of learning are observed so students remain engaged and effectively challenged in lessons. Action plans are agreed between the observer and the teacher after the lesson which inform the development plan for the teacher. Examples of development points include: planning student-led research tasks, more effective use of the Pro Monitor system to plan individualised strategies for learning, developing a broader set of higher level questions to further stretch and challenge higher level students.

HE students at the College have a planned, individualised, substantial tutorial programme alongside the programme taught hours. The tailored, personalised support given to students from teachers is highly valued by the students and communicated widely throughout the yearly HE meetings and via learner voice surveys:

"The course content is interesting, it has been delivered well (both by the tutor and guest speakers) and the ongoing assessments and feedback have been very useful."

Mid-year internal HE survey 2016-17

"The standard of teaching has been on a high level. I found the course extremely challenging but rewarding end results. Personally I would not have been able to achieve my own learning goals, without the support and encouragement from the tutors."

Mid-year internal HE survey 2016-17

Students actively commit to their studies, during lessons and outside the classroom, through the college's VLE extranet. Students make good use of the partner University on-line VLE and Library resources to develop independent learning and provide consistently positive feedback on the use of the VLE platforms through the Boards of Study and Student Representative meetings. Engagement with the learning platforms is regularly monitored by HE teachers and managers and reviewed during the annual lesson observations.

Local employers work with curriculum teams throughout the academic year planning workplace enhancements, live briefs and competition practice based around industry expectations. Examples include, Computing students creating a live web application brief for an employer, Early Years students using critical reflections from their Safeguarding assessments to enhance their workplace practice and Business Management students taking part in a local Business Entrepreneurship Competition judged by sector employers.

Students provide positive feedback to staff regarding this aspect of learning and assessment as a way of demonstrating employability skills for progression into employment. Industry speakers are invited in to lessons throughout the year to provide students with further interest and engagement in the subject, guest speakers include an International Economics expert working in central London, a Civil Servant specialising in cyber-security and a former World Skills Gold Medal winner and Alumni Hair and Beauty students who have successfully set up their own Spa and Beauty Therapy businesses since graduating.

Student attendance and punctuality is monitored weekly by course teams and managers in line with Barnet and Southgate College Attendance and Punctuality Policy. College management systems are used effectively by managers to identify 'missing in action' students and these reports are used in one to one meetings with course leaders for follow up action with students. Students comment favourably in meetings regarding the active monitoring of attendance and progress. Pro Monitor is used by HE teachers to identify 'at risk' students using a red, amber, green (RAG) system, this is reviewed by teachers and managers in course team weekly meetings, with 'at risk' students in weekly tutorials, at the termly Quality Performance Review Meetings and in the HE Committee and Strategy termly meetings. Pro Monitor is also used by HE Tutors to agree personalised SMART targets in weekly tutorials to maintain student engagement with the programme. The majority of HE programmes in 2016-17 achieved between 89%-94% attendance for the year.

Valuing Teaching (TQ2)

Institutional culture facilitates, recognises and rewards excellent teaching.

The College's annual 'Shining Star' awards ceremony enable teaching excellence to be rewarded through a voting system with categories including; Inspirational Teacher, Excellence in Support for Learning and Innovation in the classroom. HE teachers either hold a teaching qualification or are working towards one. This includes the College's in-house Cert Ed/PGCE teacher training programme which a number of staff enrol onto each year. A planned programme of Continual Professional Development for HE teachers includes support with achieving the Higher Education Academy Fellowship award

alongside the lesson observation developmental action plan produced in collaboration with the HE teacher and observer. Developmental examples include using technology in the HE classroom as part of 'flipped learning,' planning for the appropriate level of study and supporting learning outside the classroom. The action plans are reviewed by Curriculum Managers, Deputy Directors and Director of Quality and Curriculum.

Teaching excellence is highlighted by the lecturer and line manager as part of the annual performance development review process where further CPD opportunities can be identified. For example attendance at partner University scholarship conferences, partner University HE modules for teaching and leadership, partner University staff training events. The HEA Fellowship award have been identified and supported as continual development activities for our HE teachers. HE teachers have worked with both partner Universities to review existing modules and implement changes for the revised versions. Staff have also taken part in the cross-moderation of module assessment from other partner FEC's facilitated by one of the College's partner University, providing the opportunity to mark and grade work from other FEC's who deliver and same programme as a way to share best practice across the country and further develop staff teaching, learning and assessment strategies.

Excellence in teaching is recognised through the Teaching and Learning Coach (TLC) role at the College. Consistently high performing teachers are identified for this role through the lesson observation and PDR process and training is provided to staff by a core team of experienced TLCs. This includes preparing HE teachers for the termly Learning Walks based on themes which support the College teaching and learning priorities. TLCs also actively promote the College's shared database of teaching and learning ideas, 'How' to encourage innovation in the classroom.

TLCs are allocated specific time each week for the role, assigned to a department and individual teachers, where improvements have been identified, including HE staff. The TLC network is led by the Deputy Director of Quality and Innovation and the Director of Quality with reports shared across the wider management team to share best practice in teaching, learning and assessment. The quality of HE teaching, learning and assessment has been a key focus in the last two years as part of the College's HE Quality Framework which identifies key actions required for the planning and delivery of HE teaching including an annual review of the programme assessment strategies. Student attendance is also monitored against each teaching staff member as a further quality indicator. HE quality assurance is included in the termly Quality Performance Review meetings per curriculum area as a planned approach to ensuring HE Quality remains high on the agenda of curriculum managers and directors.

In 2016-17 287 lesson observations were carried out across the College with a three year improvement seen in two of the College priority areas; Equality and Diversity, Stretch and Challenge. Two key themes; Learner Engagement and Positive Relationships were identified as strengths.

The National Student Survey 2017 illustrate very high levels of student satisfaction in HE teaching at the College with each of the four questions related to 'the teaching on my course' being scored by the HE students significantly above the sector mean.

NSS survey question	B&SC mean value 2017	Sector value mean 2017
Staff are good at explaining things	96%	89%
Staff have made the subject interesting	88%	82.6%
The course is intellectually stimulating	92%	85.2%
My course has challenged me to achieve my best work	90.5%	81.6%

The College recognises the talent and excellence of its teaching staff and supports and encourages them to participate in professional events and competitions. This recently resulted in one of the College's teaching staff winning the fiercely contested, prestigious 2016 National TES FE Teacher of the Year Award.

Rigour and Stretch (TQ3)

Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential.

The QAA's Higher Education review in 2015 identified the support, which HE students at the College receive, as an area of good practice resulting in students being able to fully develop their academic, personal and professional potential.

Partner Universities lead on the validation of new programmes and re-validation of current provision with College HE staff, students, employers, Higher Level Skills Manager and independent academic staff from non-partner universities. Validation members adhere fully to the partner university quality processes in line with external validation drivers for example QAA, Subject Benchmark Statements. Pearsons programme assessors and managers fully adhere to the centre quality review process and External Examiner (EE) visits and reports. Staff work with partner Universities to plan the revised modules and learning outcomes.

HE programmes have planned, monitored and rigorous internal verification and moderation of assessment processes which include partner University or awarding organisation external moderation. The high standard of assessment and internal moderation is commended across EE reports:

'The quality, relevance and variety of both formative and summative assessment tasks set for the students is an outstanding feature. The range and variety of assessment activities across the programme must be commended.'

(EE report, 2017)

Student feedback on assessment and marking is gained throughout the year via internal and external surveys, learner voice meetings and focus groups. Again scoring well above the average, NSS 2017 scored the College 91.89% for Assessment and Feedback against the sector mean of 73.39%.

HE programmes have a key focus on developing independent study skills as part of the partner University programme. HE teams plan and deliver study skills and work with students to make the transition from supported learners to independent learners through peer assessment in lessons alongside self- assessment and study outside of the classroom. The development of independent learners is monitored and reported on through the lesson observation annual cycle.

Employer engagement is planned as part of each HE programme's Enrichment Calendar with a range of guest speakers and off-site visits planned each year. The College provides support to HE students through the Enterprise and Employment department which actively encourages students to volunteer to undertake a work placement or plan paid work around their studies. Staff from the Enterprise and Employment department visit HE Tutorials to provide further learning opportunities for the work placements on offer and they recently ran an event at which a producer and casting director from the film industry promoted the career and placement options within the industry to encourage students, across sectors, into the industry. HE teams plan 'live' project briefs with employers for example web application for a local ICT employer and delivering optional HE hair and beauty modules to close local skills gaps for example in reflexology and aromatherapy.

Feedback (TQ4)

Assessment and feedback are used effectively in supporting students' development, progression and attainment.

The College and each partner University have assessment and feedback policies which teachers implement to ensure the timely and effective use of feedback to support students. These processes are moderated both internally and externally to ensure a standardised approach to assessment.

TEF core metrics for Assessment and Feedback is 81.6%, 3.1% above the mean value (78.5%) across the three years in the TEF Metrics. Satisfaction rates from NSS surveys from female, disadvantaged and BME students are the highest for Assessment and Feedback.

Assessment and feedback is widely commended across External Examiner reports with a specific focus on the quality and variety of assessment practice for example peer led assessments and individual presentations using technology enhanced learning.

'The quality, relevance and variety of both formative and summative assessment tasks set for the students is an outstanding feature. The range and variety of assessment activities across the programme must be commended.'

(EE report 2017)

HE teams provide feedback to students through the electronic system 'Turn It In' and weekly planned tutorial time allows teachers and students to discuss the feedback and set individual targets on Pro Monitor to actively promote academic development in assessment. Whenever possible, feed forward principles are used to ensure that feedback

results in the maximum benefit to the learner's development. Assessment dates are planned at the start of the programme and recorded on Markbook, within Pro Monitor, for students to work within. All programme staff and College Managers can access Markbook which provides a visual progress chart as each assessment is completed.

Six periods are identified in the academic year where each student's assessment, progress and targets are reviewed personally. Students are provided with further peer, group or teacher led support, where required, to catch up with the assessment schedule. Student assessment progress is reviewed at weekly staff team meetings and feedback on assessment is gathered through the Student Representative meetings and through College HE surveys.

Assessment and feedback is moderated both internally and externally as part of the partner HEI and Pearsons quality assurance processes. Key strengths identified were: the use of 'Feedforward' to support assessment progress, weekly 1:1 support for students identified as requiring further support to complete the programme, strong evidence of formative assessment used to support the development of academic reading and writing skills and the use of auditory individualised feedback as an alternative to written feedback.

'Feedback has been painstaking and highlights the benefits of feedback/forward mechanisms in which potentially accruing improvements have been clearly laid out for the student to visualise and focus on for the future.'

(EE report, 2017)

'There is clear evidence of academic development and confidence as the students' progress through their studies. Assessments are appropriate. They allow the students to achieve at the highest level, while allowing the weaker students to also achieve. They are generally employment focused and allow the students to demonstrate a range of skills.'

(EE report, 2017)

Learning Environment

Resources (LE1)

Physical and digital resources are used effectively to aid students' learning and the development of independent study and research skills.

Barnet and Southgate College's recent development of two state of the art modern campuses at Colindale and Southgate reflect its focus to combine labour market need with reaching out to its communities. The Colindale Technology Campus which opened in September 2016 as regeneration anchor which houses the local library in the major regeneration of the area. The Southgate Campus which has commenced refurbishment which will be completed by 2022 is centrally located and easily accessible for local learners and will offer specialist and unique facilities for learners to reach their full potential. As well as being strategically located at the heart of the communities they serve, each campus offers flexible space and digital resources which will be up-dated and adapted to meet emerging innovation and need. They are key to supporting our aim to widen participation and continue to recruit students who have not travelled a traditional route to higher education. The key priority is to prepare our higher level skills students for the world of work.

Phase 1 of the campus development at Southgate has already seen the opening of state of the art Dental Technology facilities with full commercial quality suites one supporting hand skills in sculpting industry standard products from customised mouth guards for sports professionals to sophisticated dental prosthetics. In addition there are two high specification laboratories with state of the art CAD equipment to develop the use of technology to achieve even more precise outcomes realised through 3D Printers.

As part of the Southgate Campus development the Assistive Living Technology Centre was launched in October 2017. CETEC (Centre of Excellence for Technology Enhanced Care) positions the College as the leaders in the Health and Social Care technology sector. Word of the College's investment and vision has spread quickly. We are now the official London hub for the Centre of Excellence for Technology Enhanced Care. Higher Education students from the Foundation Degree/Honours top up in Childhood and Youth studies, Foundation degree in Special Educational Needs and Foundation degree /Honours IT top up are already benefitting from using the latest technology within the leading edge facility provided by CETEC.

HE students inform developments at our campuses. Their wish for an exclusively HE ethos area in the college has resulted in them designing their own HE Common Rooms at two of the campuses. These are equipped with electronic resources to allow use when the Learning Resource Centres are closed, the College takes every opportunity to use technological resources, for example ILearn to ensure that students have 24/7 access to accommodate their needs for example for students with caring responsibilities.

HE students have requested longer opening hours in the Learning Resource centres, resulting in a disappointing response of 75.68% in the NSS survey 2016/17. In response, opening hours have been extended in 2017/18 with further improvements to opening hours planned. Similarly the College has undertaken significant investment in the book stock to consolidate support for existing programmes and to invest in new HE programmes being rolled out across the College.

The digital infrastructure across each campus has been continuously developed by accelerating the use of digital technologies to support learning and the delivery of learning including developing staff skills to make the best use of digital technologies. The College has taken a forward looking approach to planning, investing and replacing/upgrading new technology resources to ensure students have access to the best digital learning resources possible. The College encourages learners to use their own digital devices, including smartphones, for learning. Accessible from students' own devices are Pro Monitor and Markbook which, provide an easy to use, progress checker that enables each HE student to monitor their own progress. Student feedback has been positive regarding the use of devices to track their own learning.

The College is making exponential progress to increase the proportion of learning delivered digitally to be equivalent to 250 hours a year or higher. We engage with learners to review our approach to existing electronic resources including our Virtual Learning Environment. Office 365 is increasingly used to support enhanced blended learning.

Scholarship, Research and Professional Practice (LE2)

The learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and/or professional practice.

The engagement of students was highly valued in the NSS 2017 with the College scoring 91.89% for 'the course is intellectually stimulating.' The College again proved very successful against a sector average of 85.25%. A teaching environment which effectively

challenges students scored highly in the NSS 2017 at 90.54% for 'My course has challenged me to achieve my best work.' The sector average is 81.68%.

The vast majority of HE staff are experienced practitioners recruited directly from industry. Their experience enriches students learning. This contributes directly to the 87.84% rating in the NSS survey that staff have made the subject interesting and a 93.24% rating for 'my course has provided opportunities to apply what I have learnt.' In addition this has unsurprisingly resulted in a 94.59% rating from students that they were able to explore ideas and concepts in depth. HE staff are all working towards accreditation through the HEA Fellowship scheme.

Building on the high rating in the NSS survey 2017 for approach to assessment the College is engaged in a funded research project examining a range of innovative methods to customise feedback using technology and stimulate further learning through assessment during 2017/18. HE teams will produce case studies capturing the scholarship underpinning the project to implement across the wider FE curriculum also.

The College's Assistive Technologies Laboratory initiative has led to an invitation to join an industry project led by IBM to develop a London "Smart City" infrastructure. Our role will be to utilise CETEC as a research venue and skills training hub for the healthcare and wellbeing sectors promoting technology enhanced healthcare to private and public sector organisations. The College is working in partnership with a range of technology companies specialising in the development of assistive living products including artificial intelligence, sensor triggered devices and intelligent building design. This partnership will bring the latest technologies with market leaders in the sector. We are the only further education college in the group. Foundation Degree IT and IT Top Up degree students are already developing 'Apps' for client use at the Centre and other uses of artificial intelligence.

The College seizes opportunities for students and itself to work closely with employers and to innovate and develop good practice in sectors. For example, the College runs "Enfield Cares" a Sector Based Forum for care sector employers and through an Education Foundation funded project: 'WHEL' (Wellbeing & Health in Early Learning) to develop teaching to promote health and well-being for early years children.

Personalised Learning (LE3)

Students' academic experiences are tailored to the individual, maximising rates of retention, attainment and progression.

The support, which HE students at the College receive, is an area of good practice resulting in students being able to fully develop their academic, personal and professional potential. HE programmes are carefully tailored to meet the personal, domestic and social needs of the diverse student body. The efficacy of our approach is endorsed by the NSS 2017, for which students scored the College as 89.19% for academic support, the sector mean is 79.91%.

'It is a very good course to study especially for employed people, or single parents , because it is allowing us to do lots of home study and 100% support from our Tutors at most of the day time during the school week.' NSS 2017 Survey response.

All HE students at the College have a planned, individualised, substantial tutorial programme alongside the programme taught hours. The programme includes planned one-to-one tutorials where a personalised approach is further enhanced via the use of Pro Monitor to plan individualised strategies for learning and agree targets relevant to each

student. This individualised approach supports students to successfully achieve at the current HE level and provides opportunities to plan progression, with the support of their Tutor, onto the next level of study or into employment. Student performance and career goals are regularly monitored and documented on Pro Monitor including the tracking of Knowledge and Skills assessments on Markbook. This on-line summary of personalised progression enables students to manage their own learning. Staff and managers are able to review actual versus planned progress resulting in an agreed action plan.

Examples of personalised learning within specific HE programmes include: the use of auditory personalised feedback to individual students used as an alternative to written feedback providing an opportunity for students to improve in future assessments. Each Business Management HE student plans a dissertation topic personalised to an area of academic research they are most interested in. This enables personalised learning and assessment which has a positive impact on their workplace practice. Similarly, Early Years HE students base the majority of assessments on their workplace practice providing a personalised relevant application and evaluation of their learning.

Strong collaboration between curriculum teams and the variety of student support departments across the College enable HE students to remain on-programme and progress. Additional Learning Support, Learner Services and Library teams collaborate closely with HE teachers to ensure students with support needs are identified at the interview stage, referred through the College's Additional Learning Support process and the required support put in place. Pro Monitor is used by HE teachers to identify 'at risk' students and the appropriate support staff are able to access Pro-Monitor to report and review attendance and progress alongside academic staff.

Student outcomes and Learning Gain

Employability and Further Study (SO1)

Students achieve their educational and professional goals, in particular progression to further study or employment.

The College plans a Career Progression programme within the HE Tutorials to especially support mature students with progression. Strong relationships have developed between employers and the College. Student employability skills are supported on programme through a planned Employer Engagement programme with a range of guest speakers and off-site visits planned each year. Our Learner Services team provide advice and guidance for HE students via the careers advice service, work placement team and study skills sessions delivered in the Library.

Opportunities are provided for students to volunteer in the community, take part in employability competitions and plan 'live' project briefs with employers. The development of students employability skills are included in the lesson observation themes providing an opportunity for the teacher and observer to review further enhancement opportunities around the theme of 'employability.' Stretch and Challenge in teaching, learning and assessment, results in a 'self-reflecting' student developed through their learning gain journey from the start of their programme up to Graduation.

TEF year 3 indicators demonstrate 93% of students' progress to the second year of their foundation degree programme. The two year foundation degree programme provides an exit point at the end of level 5. Progression to level 6 'top up' third year programmes is available for Computing, Early Years and Business Management progression, although

progression is optional. Foundation degree Motorsport students' progress to the partner University for level 6.

The indicator, 62.4% in 'highly skilled employment or further study' is due to the decline in Computing enrolments over a three year period, the metric is further skewed as the College doesn't offer programmes that lead to 'highly skilled' areas of employment. Young, white males at the college progress less well into 'highly skilled employment or further study which is a key improvement action of the HE Management team.

The achievement of students' professional and educational goals is recognised and celebrated at the College's, student focused annual degree Graduation ceremony. The event includes special commendations for students achieving a 'First Degree.' Anecdotal feedback from the families who attend indicate that the majority of Graduates are the first in their family to achieve a Degree qualification.

HE staff keep in touch with Graduates through the College's Alumni programme where Alumni's are invited into Tutorial sessions and at the Graduation ceremonies to give inspirational talks based on their successful progression. Examples include Alumni's who have been promoted in the workplace based on their degree award or setting up a successful business. The Alumni network also provide work placement opportunities and 'live briefs' for progressing students. Two students received an achievement award during 2016-17 from the programme's partner University. Students provide positive anecdotal feedback through tutorial discussions and student representative meetings about the value the Alumni network brings to learning.

Employability and transferable skills (SO2)

Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives.

The effective support that enables students to progress, and encourages them to develop their academic, personal and professional potential (Expectation B4) was commended by QAA during the HE Review 2015.

Workplace visits are carried out by HE staff across the Early Years programme areas, this includes gathering feedback from the employer. Consistently high feedback is captured from the employers praising in particular the problem-solving and critical thinking skills demonstrated by each student. Only work placements rated as 'Outstanding' by Ofsted are included for Early Years work experience.

Student performance and career goals are regularly monitored and documented on Pro Monitor including the tracking of Knowledge and Skills assessments on Markbook. This on-line summary of personalised progression enables students, staff and managers to review actual versus planned progress resulting in the student and tutor formulating an agreed action plan. Study skills and communication techniques are embedded into the HE tutorial programmes across the College providing students with the opportunity to develop time management skills, meeting deadlines and verbal communication skills required by Employers.

The College provides opportunities for students to develop leadership roles to enhance their wider employability skills. Students are actively encouraged to apply for the role of Student Governor, Programme Student Representatives and College Ambassadors. Students provide positive feedback in relation to these opportunities through cross-college meetings. Year two students provide support with learning for new students as part of a

'buddy' scheme. The College's Learner Services team support students to train for these roles and provide further mentoring throughout the year. At department and cross-college meetings students give positive feedback about the leadership roles available to them.

Students are encouraged to complete additional training to enhance their employability: hair and beauty management students complete industry product knowledge training sessions with leading cosmetic companies, Computing students complete CICSO qualifications alongside their HE programme, First Aid and Health and Safety are further additional qualifications provided for students to become 'Industry-Ready.'

Employers form part of each HE department's progression plan and includes the employer's contribution towards the development of assessment briefs, enrichment and tutorial themes, CV writing and 'mock' interview sessions.

At our 2015 Ofsted inspection, inspectors stated that: "Curriculum managers make particularly good use of information about local skills gaps and learners' destinations after college to make sure that the curriculum meets the needs of employers and learners. Where destination information identifies individual employers, managers contact the employer to establish strong links. In several cases, employers have been involved in planning or adapting the curriculum to ensure that learners learn the latest working practices and developments."

Positive Outcomes for All (SO3)

Positive outcomes are achieved by its students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes.

Supporting students from all backgrounds, and especially those from disadvantaged backgrounds, to achieve positive outcomes is at the heart of all College activity. Management information systems and reports enable teachers and managers to monitor attendance, assessment progress and performance throughout the academic year. The College's annual self-evaluation process identifies gaps in retention and completion including those at greater risk of not completing their HE programme. Learner satisfaction is gathered as part of positive outcomes to ensure the student experience is highly valued by all higher level groups. NSS 2017 scored the College 95% for overall satisfaction.

An improvement in outcomes has been demonstrated over the past two years. Retention of HE students improved by 4.9% in 2016-17 compared to 2015-16 (83.6% - 88.5%) with 5.6% higher Completion rates in 2016-17 compared to 2015-16 (72.8% - 78.4%.)

The TEF year 3 metrics indicate that 42 out of 71 full time students reported to be earning above the median threshold salary or progression to further study with mature, white students performing above the benchmark: Indicator 52.4%, benchmark 39.9%, difference of 12.5%. The College's metrics for Highly Skilled Employment is skewed due to current HE provision not including programmes which lead to these sectors. Also, there is some non-reportable data within the LEO datasets. Despite this, gaps in performance exist for progression to employment or further study as is the case for young, white, male students. This area of performance has been a focus of the management team. Alumni graduates giving presentations to current students and planned support from the work placement team are specifically addressing these areas of learner outcomes.

In conclusion the College Value 'promoting equality and inclusiveness' and widening participation is reflected in the HE student entry profile at the College; the majority of whom

enrolled onto the programme with non-tariff entry requirements, often having progressed through lower level ESOL courses. Student feedback, especially in the areas of teaching, learning and assessment plus overall satisfaction remain high and the College remains committed to enhancing the experience of its students, teachers and employer network.