TEF Year three provider submission

Burnley College

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Throughout this document reference is made to the TEF assessment criteria identified within table 2 of the TEF documentation[1] as follows:

TQ1 Student Engagement
TQ2 Valuing Teaching
TQ3 Rigour and Stretch
TQ4 Assessment and Feedback

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

1 Provider context

Burnley College is a long established (1909) medium sized Further Education College in the Pennine (or 'East') Lancashire area of the north west of England. Whilst the area has some pockets of affluence, much of Pennine Lancashire's urban areas are recognised as experiencing significant levels of deprivation. Burnley is amongst the most deprived areas in the country – the most recent Government Index of Deprivation (September 2015) places Burnley as the 9th most deprived area out of 354 local authorities in England and the comparative position has worsened since the previous index (2010)[2]. A significant factor in this is the continued decline in the traditional manufacturing industry which was, for so long, the key source of employment in the area.

Over 80% of the students enrolled on higher education courses at the College live in East Lancashire[3] and over half within widening participation postcodes, the average wage of Burnley residents is 87% of the national average and 90% of the Lancashire average. Pennine Lancashire is an area of low educational attainment. The educational attainment of Burnley school leavers, whilst improving, is comparatively low – in 2014/15 47.2% of school leavers gained the equivalent of five A* to C (including Maths and English), which is 11.6% below the Lancashire rate (58.8%). The secondary schools in the area have a recent history of being in special measures and with results consistently below the Government floor target. Participation in higher education is more than 10% below the national average.

The College's purpose statement is that it builds futures and changes lives, a statement supported by seven strategic objectives that cover; expanding the opportunities for higher education study within the locality, making a contribution to the local and national economy through the employment and enterprise of students, maintaining outstanding equality of opportunity, and promoting a culture of excellence with high aspirations for staff and students and provide the means for them to develop, grow, and contribute to the College's success.[4]

The College Governors and the Senior Management Team are fully committed to the strategic growth of higher education in Burnley. In 2015 sustained growth of high quality and fit for purpose HE provision in the area was confirmed as a central tenet of the College Strategic Plan[5].

In March 2009 the College was judged as being 'Outstanding' by OFSTED, achieving grades 1s in every category inspected[6]. In August 2009 the College moved to a new £81 million purpose built campus close to the town centre. This site is unique in the area in that it is a shared College and University campus which incorporates an £11 million pound specialised higher education block and houses provision directly delivered by the University of Central Lancashire (UCLan) as well as the franchised provision delivered by Burnley College (LE1). This joint strategy was developed by UCLan and Burnley College as part of the HEFCE pilot for HE in FE (2008).

The move to a new build in August 2009 was seen by the College Governors and SMT as a key opportunity to work with UCLan to significantly develop and grow university provision in Pennine Lancashire. The College views the provision of a dedicated higher education building on the Burnley Campus as an absolutely key opportunity for student enhancement. Integrated into this space is a dedicated Learning Resource Centre and University Library, individual study spaces and staff responsible for the administration and management of higher education. This is instrumental in providing the cohesive approach to services for students, aid progression and transition, and which helps to build a distinctive higher education ethos for students from the East Lancashire area (LE1,LE3).

Higher Education provision is a well-established part of the curriculum offer of Burnley College and since 1994 has been provided solely in conjunction with UCLan with whom the College has a long standing partnership agreement. Following a successful bid in the 'Core and Margin' process there is a strong mix of directly and indirectly funded provision offered by the College. Recruitment is

sound and there has been a steady and sustained increase in both student numbers and FTEs over the period 2009 to 2017 with numbers increasing by 24%. Students are recruited from a broad academic background with typically 50% of students being 'non tariff' entry.

Burnley College currently has 56 HE courses on offer in its prospectus, both full-time and part-time, covering subject areas including computing, engineering, education, creative and performance arts, construction, health and social care, law, sociology, English, criminology, and, business and management studies. These subjects are offered through a range of foundation degrees (including HNC/HNDs), bachelor degrees, bachelor 'top up' degrees and Post-Graduate certificates.[7] The last ten years has seen a significant growth in the number of Foundation Degrees (FdA/FdSc) in line with government policy, and this year the College has worked with UCLan to introduce new Degree Apprenticeships in Chartered Management and also in Digital and Technical Solutions.

Burnley College is a partner College of the University of Central Lancashire.[8] The UCLan Partnership Office supports the development of new programmes at Burnley College and ensures that quality assurance processes are developed and used as required by the UK Quality Code for Higher Education (QAA). In addition the College's higher education provision is in line with the quality assurance and improvement processes of UCLan as the main higher education awarding body for Burnley College's higher education provision. The College has been a close partner of UCLan for over 25 years now and UCLan has supported the College in gaining experience and confidence regarding the quality assurance of its higher education provision. The result is a range of academic, vocational and applied higher education programmes which clearly meet the needs of local employers and students (LE1, LE3, SO1).

The College has continued to grow and develop its own quality assurance processes based on identified good practice. In addition there has been continued development of a Higher Education Strategy[9] by the SMT and the College Governors, with input from the wider management team and College staff involved in the delivery of higher education by the College. The latest iteration of the Higher Education Strategy (2015 to 2020) enables the College to adopt a strategic overview of higher education provision and provides a clear driver for developing and maintaining outstanding provision.

Since 2009 the College has undergone a number of major external reviews of its higher education provision. The Integrated Quality and Enhancement Review (IQER) Development Engagement and Summative Review in 2011[10] was extremely positive with judgments of confidence reached in all areas and with a number of areas of significant good practice identified. In February 2014 the College underwent a Periodic Course Review by the Academic Standards and Quality Assurance Committee of partnership provision at Burnley College[11]. The Review recommended overarching good practice in terms of excellent student support systems, significant engagement with employers at all levels, extensive community engagement by the College and the passion, motivation, and commitment of the staff at the College. In April 2015 the College's Initial Teacher Education provision was inspected by OFSTED as part of its inspection of UCLan's ITE partnership. The College's contribution to this partnership was highly praised by OFSTED[12] who commented on a number of outstanding features. In May 2015 the Quality Assurance Agency for Higher Education (QAA) carried out a review of the academic standards and quality of the higher education provision at Burnley College. The QAA review team agreed that The College met its expectations as to academic standards and quality, and also found a number of examples of good practice[13]. These included the advice and guidance to prospective students, the engagement of teaching and support staff in primary research projects as a means of developing the relationship between teaching and research, effective support for students' transition into higher education study, and, the College's engagement with local employers. The latest external quality review was the 2017/17 annual Provider Review by HEFCE[14] and the outcome was that Burnley College meets requirements and that there is no action required. As explained by HEFCE this meant that

qualification standards at the College were reliable and reasonably comparable to those across the UK, that the student academic experience is of high quality, that student outcomes are generally good or excellent and that the College has demonstrated continuous improvement in relation to them.

The UCLan partnership provides opportunities for higher education students at Burnley College to work closely with the UCLan Student Union (UCLanSU). UCLanSU attends College HE induction and student orientation days, student rep meetings and provides training for student reps. Through a close engagement with students, the College continues to improve and grow its HE provision. Burnley College has a formal policy of engaging students in the quality assurance and enhancement of its provision. There is a very strong and robust student representation system which has at its core, elected programme-level representatives and, through the elected Student Governor, overall lead student representation. All student representatives receive training and guidance in their role from UCLanSU and are also supported by the College higher education team. The Higher Education Student Governor receives an extensive induction into their role as Governor and sits on a number of Committees, including Curriculum and Standards, as well as attending Full Governing Board meetings during their term of office.

Student representation is at programme level – there is required to be at least one Programme level Staff/Student liaison meeting per semester (the University operates a semester based academic year). There is also a termly Student Reps meeting with members of the Higher Education management team. As part of the UCLan quality process, teaching staff carry out mid-semester and ends of course reviews with students through an anonymous survey. Outcomes include an action plan to deal with issues raised. Students are routinely engaged in external reviews of College HE provision (e.g. the HER) etc. and are encouraged to engage with the National Student Survey (NSS).

2 Teaching quality

Student View: Report from Sophie Hanson on student perception of Teaching Quality[15]

> *It is apparent that the College's teaching and learning model is very much one that reinforces the importance of active learning and promotes the effective delivery of course content across HE programmes. Students with tutors, who provide them with the opportunity to engage in taught sessions through first-hand experiences, feel that they are gaining the most out of their time spent in the classroom, because they are able to conceptualise subject matter in a way that the more traditional, passive methods of learning would not allow for. It is this which encourages students to work in a constructive manner and fosters their academic progression in terms of them becoming independent thinkers who are able to comprehend and convey information both confidently and articulately. These skills contribute to the high levels of student satisfaction and positive educational attainment which are evident across many Higher Education courses.*
>
> *Students have also established a positive correlation between the research undertaken by their lecturers and the effective delivery of their course content. One thing which seemed to be popular amongst the students is the fact that there are a number of staff who are able to use their own knowledge and expertise to the benefit of their students; reinforcing to them how they can apply their academic knowledge to their practice within the workplace. This helps students to make links with the wider community and develop transferable skills which would undoubtedly increase their employability prospects.*

2.1 Teaching and learning

Teaching and learning on courses at Burnley College is excellent, student comments on the quality of teaching from the NSS scores are all well above benchmark. The Full-time TEF Core metric for Teaching is in the top 10% of absolute performance. The same metric for part-time students is 5.4% above benchmark and is just below scope for being considered a positive material difference (TQ2).

During HER[16], the QAA review team saw a wide range of evidence that the College takes careful account of the procedures of its awarding partner and for the approval and periodic review of programmes, as well as for introduction of new programmes and major modifications to existing programmes. QAA confirmed that the Burnley College internal approval process is well established and works effectively to cover all aspects of formal approval and saw evidence that all programmes presented for approval are designed to align with the FHEQ and/or the QCF, and this is checked at the approval stage (TQ3).

Burnley College requires all teaching staff to hold or to be working towards a relevant teaching qualification and to be qualified to at least the level above which they teach. Over 90% of teachers on HE courses have a teaching qualification. To support and encourage HE staff in their pedagogical development the College holds an annual HE Symposium where all staff and students undertaking research present their findings, this symposium has now been running for four years (TQ2, LE2).

Of particular note at Burnley College, where a relevant course is available, staff are encouraged to follow their course of study with UCLan. The extent of support given to staff who wish to follow 'long' course study has increased year on year. For 2016/2017, over 60 members of staff have been supported on 'long' courses which are of direct relevance to their work on Higher Education courses. For example, all teaching staff at the College who have not got a teaching qualification are supported to attain a PGCE or Cert Ed qualification. Staff undertake a loan and the College commits to repayment of the loan as long as the member of staff is employed by Burnley College (TQ2, LE2).

An increasing number of the 'long courses' supported enable staff to achieve higher level qualifications or professional teaching qualifications including Masters and Doctorate level qualifications in a number of curriculum areas. Over the last three years eight members of staff have been supported to work towards a masters qualification and two for doctorates (TQ2, LE2).

College staff are encouraged to attend both general and course specific training events at the University. In addition, specific Higher Education Staff Development events are held by the College, and joint Staff Development activities with UCLan. Various staff from Burnley College have taken part in activities organised by the UCLan Associate Colleges Staff Development Network (LE2).

A programme of cross-curricular Guest Lectures was introduced three years ago to enhance learning and employability for HE students and this included 8 lectures in 2016-17 which were all well attended (TQ2, LE2, SO2).

Particular strengths identified by students in focus groups is the staff/student ratio and average class size that are significantly lower than that in traditional universities. Many have identified this as a key factor in the decision to study HE in a college environment. Students like the more personalised learning experience and the smaller groups support the delivery of the active and purposeful Teaching and Learning Model[17] by enabling greater interaction between students and between staff and students. This provides opportunities to stretch and challenge individuals and provide a more differentiated learning experience that enables enhanced understanding. We believe this to be a key factor in the high levels of achievement and success that have been maintained across the curriculum areas for many years. (TQ1, TQ2, TQ3, LE3)

In addition the College has developed a highly acclaimed Continuous Development Programme (CPD)[18] that has raised the standard of Teaching and Learning for new and experienced staff across the organisation. At the heart of this are the Classroom Essentials and Classroom Extensions programmes. The first of these is designed for all permanent teaching staff new to the organisation and is a 2 day programme included as part of the induction process. It ensures that all staff are familiar with the College's Teaching and Learning Model from the start of their employment at College, providing consistency of approach. The Classroom Extensions programme is designed to enhance standards of Teaching and Learning. It focusses on sharing best practice and updating staff in the latest methods of Teaching and Learning including the use

of innovative technologies. As part of the programme staff have to participate in walkthrough observations and mentoring activities. A more direct review of all programmes is undertaken through lesson observations, which are graded. The grade profile for HE observations is very positive with 100% of all observations being good or better for the last three years (2016- 2017, 2015-2016 and 2014-2015) (TQ2, LE2)

The quality of teaching and learning is maintained by College quality processes. UCLAN's annual monitoring reports[19] include reference to a range of external measures of quality, including external examiner reports, and NSS and Module Feedback Questionnaires (MFQ). The 2016-17 MFQ process had a response rate in excess of 83% and overall satisfaction in excess of 93%. The University Management Group receive reports on annual programme monitoring for each programme, check that responses to external examiner reports have been made, and have oversight of action plans (TQ3, TQ4).

At HER[20], the QAA team saw a wide variety of evidence that the student voice is well embedded in programme monitoring and review process. The student representative system enables students to be represented both at programme and cross-college levels including a student governor representing HE. To formalise the contribution of the student voice in decision making forums, student representatives were invited to a number of the University Management Group meetings. Information from all meetings then feeds into the College's higher education planning (TQ1).

Feedback from campus and course level Staff/Student Liaison Committees (SSLCs), MFQs and focus groups showed students continued to value the more personalised experience offered by studying at a small university campus, and also valued the assessment, teaching resources, prompt feedback and facilities at UCLan Burnley, which they viewed as highly appropriate for higher education. Previous student feedback on the operation of the UCLan Burnley Library indicating opportunities for improvement were addressed with a remodelling of the library space over summer 2016; this was well received by students and positively evaluated (TQ1, LE1, LE3)

2.2 Assessment and feedback

Assessments were recognised by HER[21] as robust, valid and reliable. HER also noted that “external examiners praise the standard of student work and the quality of feedback from staff”. The TEF metric for assessment and feedback, based on the NSS for full-time students, puts Burnley College in the top 10% of absolute performance. The same metric for part-time students is 3.7% above the benchmark figure (TQ4).

HER commented that Burnley College prepares students well for assessments and students recognise the change in level and complexity of assessments as they progress through their studies. Assessment briefs and assessment regulations are in programme handbooks and on the VLE and work-related assessments are central to the College's approach to assessment (TQ4).

In common with previous years, in many of the external examiner reports specific comments were made praising the quality of student work and the quality of marking and developmental feedback provided by tutors. For the ninth year high levels of tutor support continued to be seen by students as a major strength in all feedback, as were the academic support systems. (TQ4. LE3)

External examiner reports confirm the achievement of learning outcomes, and that students have access to and a clear understanding of assessment criteria. External examiners confirm the meticulous preparation of materials for moderation and for assessment boards, the adherence to regulations, and the solid support for students within the process. External examiners also confirm that assessments are accessible and reliable, and that tutors are constantly reviewing module assessments to ensure that tasks meet the intended learning outcomes [TQ3, TQ4].

HER found that assessment design, marking and moderation processes ensure that the College and awarding bodies award qualifications only as a result of the achievement of relevant learning

outcomes. Internal verification and moderation of assessment activities prior to issue ensures that students have the opportunity to achieve outcomes at the appropriate levels. HER further commented that external examiners confirm the maintenance of academic standards conforming to both national and awarding body standards and also stated that assessment briefs examined exhibit constructive alignment with the module learning outcomes. This latter statement is also confirmed via student and external examiner feedback. (TQ3, TQ4)

3 Learning environment

Student View: Report from Sophie Hanson on student perception of Academic Support[22]

> *The academic support on offer to students is highly regarded amongst all students. Lesley Martin and her team work tirelessly to ensure that the students who arrange to meet with her, leave their appointment feeling satisfied with the service they have received and eager to continue with their assignments by taking on board recommendations and suggestions put forward by Lesley. Many students who have used this service believe that their ability to write in an academic manner is continuously improving and this serves to facilitate their overall academic progression. As Lesley leads a small team, it is almost impossible for her to see every student, therefore this service is prioritised for first year students. Despite this, it must be acknowledged that Lesley is always willing to go above and beyond her duties to help any student requiring her assistance, regardless of her own personal circumstances.*

3.1 Academic support

Students applying to the College experience a fair admissions procedure. College staff have attended a number of events organised by Supporting Professionalism in Admissions (SPA) which has enabled them to review previous practices and refine these. Key drivers behind this provision were to assure the quality of experience and information for prospective students.

Information on entry requirements for potential students is available online and in the publicity materials. In addition, Student Services are available to answer general questions and refer students to course level staff for course specific information. The College employs designated HE Admissions Administration staff. All students must apply using a written application, via UCAS or for part-time or post clearing applications directly to the College. Support is given to students at Level 3 who wish to progress internally, as well as to HE students who may want to top-up programmes internally, at UCLan Preston or alternative institutions, on completion of Level 5. This support has resulted in Burnley College regularly having the highest rate of students topping up to Level 6 of all UCLan Partners (LE3).

Students with disabilities are given advice at interview about application to the Disabled Student Allowance (DSA), other support, which is reiterated in the interview letter and Essential UCLan Guide for applicants. Weekly timetabled drop-in sessions are held by the College Disability Team where current or prospective students can gain advice and support with regard to DSA applications.(LE1, LE3)

Students are aware that they will be undertaking a course of study also governed by the rules and regulations of UCLan. Policies are in place to ensure that the process is fair and provision is made for students to appeal admissions decisions. In addition, there are a number of policies relating to admissions, including the Equality and Diversity and Criminal Convictions policies. All applicants for University courses who declare a criminal conviction are risk-assessed for suitability to study by members of the Safeguarding Team. On application to the College, all shortlisted students are invited in for interview with the Programme Leader or other key member of the programme team. This person also performs the role of Admissions Tutor and has the authority to make an offer where the applicant satisfies or exceeds the minimum entry requirements for the course, which are published on the College Website[23] and in the course information information guides. Students are informed in a timely manner via letter, outlining the decision. Each application is considered on merit. The recruitment and selection process supports the College's commitment to Widening

Participation. Where the Admissions Tutor wishes to make an offer to an applicant who has non-standard entry requirements, the College will consult with UCLan.

The HER team found the College positively supports applicants and considered the personalised advice and guidance to prospective students which informs their admissions decisions to be a feature of **good practice** (LE1, LE3, SO3).

Students completing the Introduction to University Study course and moving on to level 4 programmes comment on the benefit of the course in preparing them for their studies. All the students whom the HER team met had felt well supported by the College (LE3, SO3).

The induction process works well for students ensuring they have ready access to the information they need to guide them through their courses. Students, including mature students, informed the HER team that they had access to support from the Library which had facilitated their transition into higher education. The HER team commented that the effective support for students' transition into higher education study is **good practice** (LE3, SO3, LE1).

Once enrolled on a programme, students are encouraged to monitor their progress and development and take increasing responsibility for their personal and academic development through the Personal, Professional and Development Planning process (PPDP). This is built into specific modules on a number of programmes but, where it is not, the College has developed a generic PPDP record that students complete. This includes prompt sheets to aid personal reflection, with links, where appropriate, to current work-based learning experiences and future employment (S01, S02).

The students' NSS responses relating to academic support is positive and highlights the College's commitment to support and access for all. The difference of over 3 from the benchmark value for both full-time and part-time students shows the success of the initiatives within the College. Full-time disadvantaged students returned a more positive response than other students.

Teaching that develops employability skills is embedded in all programmes and students have the opportunity to do structured work experience. The College assists students in accessing such opportunities through support from programme tutors and events such as the volunteering fair at the start of each academic year. All students also have access to independent advisors from the National Careers Service (NCS) who work to enhance students' professional development and employability, including one-to-one appointments and group workshops on employability skills. These careers advisors also support students' progression to further study, or in making job applications upon completion of their programme. Students can also access the University's Careers Service (S01, S02, LE3).

The HER review team conclude that the College has effective arrangements in place to enable students to develop their academic, personal and professional potential, which it keeps under review through student feedback and annual monitoring processes (S01, S02, LE3).

College monitoring processes take place throughout the year, supplementing the annual process. Senior staff monitor recruitment and retention rates on a weekly basis. Fortnightly meetings of the Academic Management Committee, comprising senior staff and heads of division, consider the performance of programmes at all levels based on recruitment, retention and achievement data. The UMG meets every four weeks and is remitted to consider and respond to College quality indicators. An Annual Divisional Review by senior management examines the quality and outcomes of the courses offered by each division. Higher education data and actions are considered at the highest level by governors, and in particular by the Governors' Curriculum and Standards Committee (TQ3, TQ4).

The College's quality assurance, through programme monitoring and review and other College and University processes, is comprehensive. Through these processes, the College assures itself that programmes are effective in securing academic standards and the quality of learning opportunities. The monitoring and review processes are clear, regular and systematic (TQ3, TQ4).

The HER review team found that the processes of monitoring and review at the College are extensive, thorough and effective. Monitoring of data is regular and frequent. Programme teams produce comprehensive annual monitoring reports, taking into account student, staff and external examiner's views and a range of performance data. Reports examined by the HER team included identification of good practice from periodic review and external examiner reports (TQ3, TQ4).

3.2 Continuation

The TEF metric for continuation rate for full-time students generated a negative flag for the core metric which corresponds to the year 2 split (2015-16), this is specifically for mature students along with the students from the most deprived areas. This metric has actually seen an increase over the last three years which indicates a positive trend and the split metric shows a difference of -2.5 in 2016-17 which is not statically significant (SO1). Burnley College would argue that this core metric gives an erroneous view of the relative performance of the College. The report on non-continuation trends produced by HEFCE[24] shows that the continuation rate for students with entry criteria and age profile matching that of Burnley College have a lower continuation rate than the standard profile (SO1). The College intake includes mainly mature students with lower entry qualifications than is usual in HE. Both of these are negative indicators with regard to continuation and are illustrated in figures 1 and 2 and below (both taken from the HEFCE non-continuation report).

The apparent discrepancy arises because of the atypical nature of the provision at Burnley College in terms of level of study and student profile and the manner in which the benchmark data is generated. The continuation benchmark does not take the atypical nature of the Burnley College student cohort fully into account (SO1).

The part-time continuation metric does give a positive picture with a value 13 percentage points above the benchmark and just 0.2 below the standard deviation value required to give a positive flag. Looking at the split metrics a positive flag is given for both mature students and students from white ethnic backgrounds which makes up the majority of the part-time student cohort (SO1).

FIGURE 1: CONTINUATION RATE FOR NON-TARIFF ENTRY QUALIFICATIONS

Continuation rate by age split, over 67% of Burnley College are classed as mature.

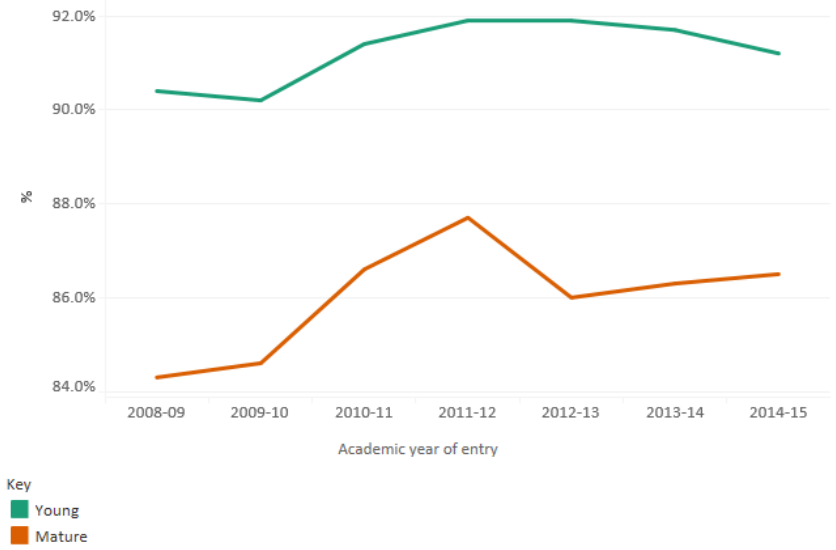

FIGURE 2: CONTINUATION RATE BY AGE SPLIT

4 Student outcome and learning gain

Student View: Report from Sophie Hanson on student perception of Employability[25]

Students are aware that during their time spent studying at the Burnley Campus, they have access to resources which enhance their personal development and increase their employability prospects. Perhaps the most well known service within college is the National Careers Service. Students are aware that they are very welcome to request one to one meetings with careers advisors who can offer them the advice and guidance they require. Some of the things students have been helped with include; interview techniques, how to complete job application forms and also how to construct an appealing and highly regarded Curriculum Vitae (CV). What is more, is that students seem highly appreciative of that fact that careers advisors have been coming in to scheduled group tutorials to speak to students and show their support for their transitional period. Many students believe this to be a crucial intervention for their academic progression and next steps be it educational or job.

It also believed that the volunteering fairs held by Burnley College have greatly improved employability prospects for students as this provision has helped them to find appropriate work experience that is linked to their overall career ambitions.

Aside from this, students have identified that the concept of employability is embedded in the vast majority of courses. This has been recognised the most by students who have studied on Foundation Degrees with UCLan as they undertake work based learning modules which give them an insight in to how the knowledge they gain from their studies with UCLan can be put in to practice within the workplace.

4.1 Employment and Further Study

Employability and further study TEF metrics for Burnley College are around the norm, however the three year trend is positive for full-time students. When the split metrics are considered the full-time metric is, in the two years it is reported, above benchmark. The most recent year shows this to be 0.9 above benchmark. The part-time metric is above benchmark in two of the three years with the most recent year being well above benchmark with the score being the highest value achievable (SO1, SO2).

This achievement is actually far more significant if social disadvantage is taken into account, this is not included in the weighted sector average for the Employment or Further Study TEF Metric[26]. Burnley has the highest unemployment rate in Lancashire[27], is the most deprived district within Lancashire[28] and is the ninth most deprived area in England[29]. The vast majority of our students come from Burnley and surrounding area as indicated by the TEF maps. The TEF contextual data details that 67% of full-time students and 57% of part-time students are classified in the two lowest quintiles of deprivation (SO1, SO2).

The aspiration for Burnley College is that graduates achieve a significantly higher skilled employment than the benchmark. This aspiration is reflected in the emphasis on employability within the HE courses. The HER team reflected this in their comments – "Teaching that develops employability skills is embedded in all programmes and students have the opportunity to do structured work experience. The College assists students in accessing such opportunities through support from programme tutors and events such as the volunteering fair at the start of each academic year. All students also have access to independent advisors from the National Careers Service (NCS) who work to enhance students' professional development and employability, including one-to-one appointments and group workshops on employability skills. These careers advisors also support students' progression to further study, or in making job applications upon completion of their programme." The HER team further stated that College processes also enable best practice to be identified and shared between programme teams through symposia for sharing practice, for example, in study skills or employability and the deliberate steps taken by the College to learn from best practice identified in other institutions is a feature of **good practice** (SO2, SO1, SO3).

As previously mentioned employability skills are built into the majority of courses, and in particular into all foundation degrees and HND/HNCs. Work with employers in both curriculum design and delivery planning support this, as does the involvement of employers in the delivery of many programmes, through guest lectures or workplace visits. A significant number of members of the teaching staff continue to work in practice, have recently moved from industry, or are involved in industrial or commercial updates as part of CPD, further enabling links for students between theory and practice (SO1, SO2).

Many courses have assessments in which students are required to relate and/or apply knowledge to the workplace. The provision of part-time modes of study on almost all programmes provides further opportunities for students currently in employment to enhance their skills and career development potential. As such, the College plays a key role in facilitating skills development and professionalisation within the Pennine Lancashire workforce, in line with the College's strategic objective[30] 'to make a significant contribution to the local and national economy through enhancing the personal growth, enterprise and employability of individuals' and thus helps fulfil the promise that 'Burnley College builds futures and changes lives' (SO3).

Progression from Foundation Degree programmes to UCLan Honours degree programmes either at the Burnley or Preston Campus remains high (over 70%). Five new courses were also proposed in 2016/17 and were successful at outline proposal and/or academic case stage, this will increase the number of courses on offer by 10% (LE1, SO1).

4.2 Highly-skilled employment and further study

Higher skilled opportunities are not as common in Pennine Lancashire compared to other regions within the country. In Dec 2015 the Government published a series of regional LEP employment reports, the one for Lancashire[31] reported that the area has a lower representation of employment in higher skilled occupations, compared with the UK as a whole. In Lancashire only 39 per cent of employment is in the three high skilled occupational groups: managers, professionals and associate professionals. This compares with a UK average of 43 per cent. The figure is much higher in London (57 per cent). This lack of high skilled employment opportunities linked with

Burnley having the highest unemployment rate in Lancashire[32], has an impact on availability to graduates to highly skilled employment specifically on part-time students who generally wish / have to continue to live and work in the local area (SO2, SO1).

The TEF metrics for highly skilled employment or further study are at the norm for full-time students but are significantly below benchmark for part-time students. Considering the split metrics this has seen an upward trend for the last three year for both student groups (SO2, SO1). The most recent metric for full-time students is actually now 3.8 points above the benchmark (SO2, SO1).

Whilst employment rates for part-time students have remained consistently high at 97.1% (benchmark 97.3%) the number moving into highly skilled employment or study as measured by the DLHE 6 month survey is significantly below. Contextually, we believe this is explained by the nature of the part-time cohort, which is significantly different to the full-time cohort (whose highly skilled employment rate is around benchmark) (SO2, SO1).

The categories which have a negative flag, for part-time students, include other undergraduate courses, young age group and female. The breakdown of part-time students by subject of study (from TEF contextual data) is shown in Table 1.

TABLE 1

	Part-time	
Subject of study	Headcount	%
Engineering	65	25%
Architecture, building and planning	20	8%
Sociology, social policy and anthropology	20	8%
Health and social care	55	21%
Business and management	50	19%
Creative arts and design	10	4%
Education and teaching	45	17%

Only 16.4 % of the current part-time cohort are enrolled on BA/BSc Hons or PG programmes, leaving 83.6% on sub degree programmes (mainly HNCs and FdAs) which are less likely at the point of survey to have led into highly skilled employment as defined by the survey.

The vast majority of part-time students are already in employment, the majority linked to their area of study. Many of these are within lower paid employment sectors. For example12.1% are studying the FdA in Children, Young People and their Services, and are working mainly in nurseries or as classroom assistants. Although many aspire to be primary school teachers, this will occur later than the timeframe of the current survey. An additional 5.9% of students, who are in similar occupations, are undertaking the top-up degree in education.

A further 12% work in business admin and as aspiring managers are studying the FdA in Business and Management. In both these cases the overwhelming majority of students are female, live within the Pennine Lancashire sub-region, and have family responsibilities, making them less geographically mobile on completion of their studies

The largest proportion of current part-time students (39.5%) are studying for an HNC in Engineering. Whilst again these students have the prospect of highly paid highly skilled employment in the future, at the point at which they are studying and completing their qualifications the vast majority are younger students (18-21ys old) in the early years of their engineering careers who are also on level 3 apprenticeship programmes with local employers.

In total 70% (69.7%) of part-time students are studying on one the above programmes, (which also reflect 3 of the largest employment sectors in Pennine Lancashire), therefore reducing the proportion of students likely to gain highly skilled employment within 6 months of completing their award.

In order to respond to this challenging context and maximise the potential for part-time students to improve their prospects of gaining Highly Skilled Employment, the College has introduced a number of initiatives over the past four years. In addition to the employability measures already highlighted, the curriculum in these areas has been reviewed: the FdA in Business has had a management strand built into it and has been re-titled, and the College has validated a top-up BA (Hons) degree in Business Management; in Engineering an HND has been validated that also allows top-up progression from the HNC, and this has been mapped to enable progression into the final year of our partner HEI UCLan's BEng programmes; an increased number of students have progressed through the FdA onto the BA (Hons) Education top-up and then onto our PGCE programme. These changes, alongside the other measures mention previously, have led to an improving trend in part-time highly skilled employment (SO2, SO1, SO3).

5 Concluding remarks

Student View: Comment from Susan Marshall, current HE Student Governor

> *"As HE Student Governor I experienced the outstanding quality of the educational provision throughout my degree. Active and purposeful learning was encouraged for all students, regardless of their academic background. Staff were imaginative in engaging students in both the experience and learning.*
>
> *The Staff/student ratio and smaller class size encouraged good interaction between fellow students and staff and students. The tutors had excellent workplace experience and were able to advise on how to develop transferable skills to prepare us for life after university.*
>
> *Effective communication between staff and students via focus groups and student representative meetings empowered students to engage fully with their education. Students believed that their views were important, were heard and acted upon by the relevant member of staff. This created an environment based on trust and mutual respect between staff and students.*
>
> *I am confident to recommend Burnley College and UCLAN as a destination for both FE and HE studies."*

The evidence presented in this submission along with the TEF metrics demonstrates the excellent HE provision provided by Burnley College which is in-line with our outstanding FE provision. This report provides additional confirmation of the TEF view that the College's teaching and learning is of a very high standard. The TEF puts both the teaching, assessment and feedback in the top 10% of all providers and this is confirmed by the HE Review.

The support for learning was noted as best practice by HER and this is confirmed by the external examiner reports which consistently praise the quality of student work and the quality of marking and developmental feedback provided by tutors. For the ninth year in arrow high levels of tutor support continued to be seen by students as a major strength in all feedback, as were the academic support systems.

Continuation for full-time students, which has been flagged as under benchmark, is explained when seen in the context of the demographics of the student cohort. As discussed earlier the high proportion of non-tariff (50% of cohort) and the high proportion of mature students (67%) is not fully

taken into account by the weighted metric. This coupled with the high level of deprivation in the local area where most of the students come from and still live puts the continuation value into context. This metric has actually seen an increase over the last three years which indicates a positive trend.

With regard to the progression to high skilled employment or further study the trend of Burnley College students is positive. When this is put in context of the part-time student cohort, specifically the cohorts reporting a negative flag on the split metrics, this has already been fully explained and so is not a true indicator of performance for this measure. The initiatives put in place are already having a positive impact, as demonstrated by the positive trend, and are preparing our students to move into high skilled areas as they progress in their careers.

Burnley College students benefit from and highly value the outstanding teaching and learning, academic support and also the support into employment and progression as identified by the TEF data. The cohort demographics (which are unusual for a HE provider), the local economic and employment conditions which disadvantage these students, would lead to Burnley College being positioned within a silver TEF category rather than gold. The staff and students of the College believe that on deeper analysis, placing the data in context, this should result in the award of Gold TEF status, an outcome that not only reflects the excellence of our provision but would also be of lasting benefit to the local community which the College so proudly serves.

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1 Teaching Excellence and Student Outcomes Framework Specification, DFE, October 2017: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/658490/Teaching_Excellence_and_Student_Outcomes_Framework_Specification.pdf

2 The English Indices of Deprivation 2015 (Department for Communities and Local Government) September 2015

3 ILR Postcode Analysis Report

4 Burnley College Strategic Plan 2015 to 2020

5 Burnley College Strategic Plan

6 OFSTED May 2009

7 Burnley College Higher Education Prospectus 2017/18

8 UCLan Institutional Agreement and Memorandum of Co-operation

9 Burnley College Higher Education Strategy

10 Integrated quality and enhancement review http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Burnley%20College/Burnley-College-IQER-11.pdf

11 Periodic Course Review Report 2014

12 University of Central Lancashire ITE Partnership Initial teacher education inspection report https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70152

13 Higher Education Review of Burnley College http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Burnley%20College/Burnley-College-HER-15.pdf

14 Annual Provider Review 2016: Burnley College,

15 Quality Enhancement Focus Group Report

16 Higher Education Review of Burnley College (Expectation (A3.1)): http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Burnley%20College/Burnley-College-HER-15.pdf

17 Burnley College's Teaching and Learning Model

18 LSIS Beacon Award

19 Annual Monitoring for Academic Year 2016/17 UK Partnership Activity Partner Institution Report

20 Higher Education Review of Burnley College (Expectation (B5)): http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Burnley%20College/Burnley-College-HER-15.pdf

21 Higher Education Review of Burnley College Expectation (A2.2)

22 Quality Enhancement Focus Group Report

23 Burnley College Website: HE Courses http://www.burnley.ac.uk/Uclan-Home

24 Non-continuation rates: trends and profiles: HEFCE Website http://www.hefce.ac.uk/analysis/ncr/

25 Quality Enhancement Focus Group Report

26 Teaching Excellence and Student Outcomes Framework specification (Table 6, page 40/41) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/658490/Teaching_Excellence_and_Student_Outcomes_Framework_Specification.pdf

27 Office for National Statistics: LI01 Regional labour market: Local indicators for counties, local and unitary authorities https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/locallabourmarketindicatorsforcountieslocalandunitaryauthoritiesli01

28 Lancashire County Council: Deprivation http://www.lancashire.gov.uk/lancashire-insight/deprivation/indices-of-deprivation-2015.aspx

29 The Department for Communities and Local Government: The English Indices of Deprivation 2015 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/465791/English_Indices_of_Deprivation_2015_-_Statistical_Release.pdf

30 Burnley College's Strategic Plan http://www.burnley.ac.uk/Portals/0/pdfs/Strategic_Plan_Nov_2017.pdf

31 Local Enterprise Summary Report: Local Enterprise Summary Reports https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483137/LMI_Summary_-_Lancashire__Final_.pdf

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