Trafford College

Inspiring Minds & Connecting People

TEF Year Three Provider Submission

Name of Provider: Trafford College
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Provider Context

Trafford College is a general further education college of medium size, situated over two sites at Altrincham and Stretford. The College Vision is 'inspiring minds and connecting people'. Through its innovative approach to learning and exceptional engagement with business, Trafford College prepares learners for success in work and life.

The College currently provides learning opportunities to approximately 2283 young people, 1745 apprentices and over 2361 adults. The majority of the young learners are enrolled on full-time courses whilst the adult learner figure is split between 247 full-time and 2114 part-time learners. The College has contracts with the ESFA worth around £17.5 million; these include funds for apprentices. Trafford College was inspected by OFSTED in January 2015 and was found to be a 'Good' College. This standard was maintained in a short inspection in September 2017. Reference was made to the quality of industry standard provision and the good relationships with local employers.

The College has focused its Higher Education provision on the development of Foundation Degree programmes and HNCs and therefore delivering a clear line of sight into level 6 programmes at our partner universities and meeting industry technical upskilling needs with our partner employers. Partner arrangements offer lots of benefits to our students in that they are able to access university services whilst feeling the benefits of usually smaller class sizes and individual attention that can be offered at college. This is apparent in the outstanding scores for assessment and feedback and academic support which have indicator values in the top 10% of overall performance (TQ1, TQ2, TQ3, TQ4, LE1, LE3, SO2, SO3).

The College Higher Education offer includes approxiametly 300 students on Higher Level Technical Programmes and Foundation Degrees, with a focus on upskilling those within the industry or providing a higher level technical offer for entry in to employment. The majority of these students are part-time and we have an increasing number of Higher Apprenticeship learners including some with a HNC in their programme. Provision is centred on the following subject areas:-

- Building Services Engineering
- Computing
- Early Years and Childhood Studies
- Electrical / Electronic Engineering
- Mechanical Engineering
- Supporting Teaching and Learning
- Chemical Science

Higher Education Students, particularly Part-Time students already based in industry, tend to be drawn from a large geographical area, with the majority drawn from the wider south of the Greater Manchester area and East Cheshire, with an amalgamated population of close to 1 million people based on 2015 census figures (TEF Y3 Data Maps). 38% of students are drawn from the lower 2 quintiles of the National Indices of Deprivation. 73% of students enter with low or no tariff qualifications.

The Borough of Trafford has a population of 233,300 (2016 ONS mid- year population estimates), which is estimated to increase to 238,000 by 2019. Its residents in the main are White Ethnic (83%) – the most significant minority ethnic groups are Asian/Asian British (5.4%) and Black/Black British (2.55%). The population of HE students at Trafford College mirrors its local community – White (85%), Black (4%) and Asian (6%).

Neighbouring Local Authority areas that are within the HE catchment such as Stockport and Cheshire East have less ethnic diversity, with white ethnic populations being closer to the national average.

In the Spring 2018 it is proposed that the College will merge with the neighbouring Stockport College (QAA Confidence judgements, April 2017). This will create a single, larger and more sustainable college that is better able to meet the current and future needs of students, employers and the local community. Both colleges will retain their existing campuses, names and identities. The merger will create a significant educational provider in South Manchester, supporting the success of over 14,000 students and apprentices. The merger will improve educational opportunities by raising the quality and relevance of provision, and will increase opportunities for student progression by developing existing and new specialisms through sharing best practice between staff. The two Colleges already engage in collaborative activities to support the developments and enhancement of HE, further developing a higher level vocational and technical offer to meet the local skills needs, whilst also engaging in enhancement actviities including early adoptees of the AoC scholarship Framework as collaborative partners.

Higher Level Technical programmes provided include HNC and HND in Building Services, Computing, Engineering (Electrical / Electronic and Mechanical) and Chemical Science. Students on these courses tend to be part-time and in existing employment. There are excellent partnerships with major employers in the South Manchester area and with Salford University that ensure that employer training needs are met and that employees have access to high quality professional education enhancing mobility opportunities. It is the provision of these technical professional qualifications that leads HE provision at Trafford College.

The Foundation Degree in Early Years & Childhood Studies and the Foundation Degree in Supporting Teaching and Learning are validated by Bolton University, with the purpose of meeting the local skills needs of the educational and childcare providers. The majority of learners come from the local area to upskill and to meet the changing needs of their roles.

The HE Applied Computing Foundation Degree is delivered in partnership with Sheffield Hallam University. This provision accounts for the majority of full-time students at Trafford College. Other full-time courses at Trafford College, such as the HNC and HND in Music, no longer run as a result of the College fine-tuning its delivery to meet demand. It should be recognised that these courses are included in the existing metrics and skew the data for full-time students negatively.

The College also has a small and developing number of Higher Level Apprenticeships in the subject areas of Chemical Science and Leadership & Management, with further expansion planned within the collaborative Higher Level Skills development Strategy, to provide a higher level vocational, professional and technical offer that meets the skills needs of Greater Manchester, up-skilling the workforce and providing positive destinations for our local learners into local growth sectors, making a positive difference and changing lives for the better. Not all the Higher Apprenticeships we deliver include a prescribed HE qualification, for example Leadership and Management currently doesn't.

Data show that the majority of graduates find employment in the same Local Authority Areas as students are drawn from (TEF Y3 Data Maps). This is indicative of the nature of the part-time provision of technical qualifications that meet local industry need. Relationships between the College and companies such as Siemens form the bedrock of provision, providing high quality technical and professional training and also opportunities for teaching staff to gain wider experience and an understanding of employer needs through opportunities to spend time with employers and through accessing in-house training.

Trafford College has rigorous Self-Evaluation and Quality Improvement procedures in place and produces an annual Self-Evaluation Document (SED). Activities of the College's governing body and its committees are determined through published terms of reference, standing orders and a code of conduct. The Board receives reports, data, strategic and policy documents pertaining to higher education for approval and monitoring. Examples include the Teaching and Learning Strategy, progress on the College Quality Improvement Plan, student outcomes, key performance indicators, outcomes of the National Student Survey (NSS) and DLHE. The management and committee structures enable governors to maintain effective oversight of academic governance.

Trafford College is preparing for a QAA Quality Review this academic year. The HE Programme Reviews at course team level feed directly into the cross college self-evaluation document. This ensures that all teams have a well-defined knowledge of the performance and quality of provision across Trafford College. The self-assessment process includes all HE provision delivered by the College from level 4 upwards.

Trafford College has developed a strategic approach to increase the number of Higher Education students within the College over the last 3 years. The Corporate Plan 2014-17 contained a clear objective to increase the number of Higher Education students under Strategic Priority 4: *Increase the number of learners studying Higher Education courses at Trafford College and improve the relevance and appeal of the College's Higher Education provision.* Within this priority, the College set a number of objectives as follows:-

SP4: Increase the number of learners studying Higher Education courses at Trafford College and improve the relevance and appeal of the College's Higher Education provision.		
Objective	**Key Activity (s)**	**Milestone Target (s)**
Increase provision of Higher Education programmes aligned to skills priority areas of the GM city region	- Higher Education Strategy - Curriculum area planning process - Marketing plan	- Higher Education student numbers at 320 minimum
Develop further provision of Higher and Degree Level Apprenticeships in partnership with HEIs	- Higher Education Strategy - Curriculum area planning process - Marketing Plan	- Achieve a minimum of 200 students on Higher Level Apprenticeships
Drive quality of HE provision in line with new regulatory requirements	- Self-evaluation process - Higher Education APR action plan - Alignment and sharing practice of Stockport QA systems	- Achieve a judgement of *Confidence* from the QAA inspection and a judgment of *Meets Requirements* from the APR process
Improve the efficiency and effectiveness of provision to meet the needs of students and employers	- Self-evaluation process - Higher Education Strategy - Accommodation Strategy - Blended Learning Strategy	- Transfer of 25% of current programme delivery to blended learning by 2018/19

		- Achieve a minimum of 90% satisfaction in NSS on Teaching, Learning and Assessment
Develop collaboration and compact arrangements with partners to improve participation and progression	- Higher Education Strategy	- Establish compact progression arrangements with HEIs into top up or degree level apprenticeships for all curriculum areas by 2018/19

Supported through the Colleges Access and Participation Statement and activities, data on widening provision shows that Trafford College positively encourages those that might not have access to higher level provision to participate and that outcomes for these students are good. This is fundamental to the College and its purpose. 95% of students are on undergraduate programmes other than a first degree, providing an accessible and industry relevant point of entry in to higher education (SO2, SO3). 61% of students are over 21 years of age, and 86% of students are local (SO3). 33% of students fall within the lower two quintiles of POLAR and 19% of students from the lowest quintile of Indices of Deprivation (NIMD). 84% of students have medium, low or non-tariff qualifications on entry, with 34% of these having non-tariff qualifications (TQ3, SO3).

Teaching Quality

Trafford College monitors its responsibilities for HE academic standards appropriately and effectively by implementing agreed policies and procedures from partner universities and all Awarding Bodies requirements. This is partnered by the internal quality framework of the College which assures standards and compliance with set procedures. In the continuous improvement of this framework external reference points, for example, the UK Quality Code for Higher Education and QAA guidance are given due consideration (TQ3, LE2).

The HE Strategic Committee monitors KPIs such as retention, attendance and student feedback etc. regularly (TQ1). Discussions also take place about enhancements, for example, reviews of team and whole college development plans will highlight these areas. The College is also represented at the Collab Group (formerly 157) for HE, which shares good practice and supports development initiatives. Qualitative data used is this section of the submission is drawn from the College SED (LE2).

Evidence of teaching quality is clear in the Year 3 metrics with above benchmark scores for 'Teaching on my Course' (Full-time: 86.9% [z.score: 0.9], Part-time: 92.6% [z.score: 1.6]).

The College has a HE Learning and Teaching Strategy, which drives enhancements to ensure staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking. (Chapter B3: Learning and teaching (QAA, Sept 2012). Central to the strategy are a number of assurance and enhancement initiatives, led by the Director of Quality and reported to the HE Committee:

- Provide monthly peer-led workshops and an annual Learning and Teaching conference, providing the opportunity for knowledge-transfer and sharing of good practice.

- Learning and teaching forums, engaging students as partners is quality assurance and enhancement through professional discussions between parties.
- Support staff to achieve the HEA Professional Standards and relevant post-graduate qualifications.
- Develop a of peer support model (summative and formative) to review, enhance and share Learning and Teaching practices
- Provide a central approach to a staff mentor programme, focussed on supporting those new to delivering and assessing HE in FE.
- Develop a Learning and Teaching portal as a vehicle to share best practice.
- Implement a monthly staff award system in recognition of Innovation in delivery.

Student engagement (TQ1)

Evaluation processes facilitate feedback from students on their level of satisfaction with regard teaching, learning and assessment. The feedback is used at a local level to inform improvement and ensure professional standards continuously develop (LE2).

The College Learner Involvement and Participation Strategy ensures that Student consultative meetings should be held regularly with either the HoD or HE Coordinator to capture learner views for improvement in learning opportunities. In addition, the student conference will facilitate dedicated discussion with HE learners to inform department and college improvement in quality of delivery (TQ2). The College manages a successful series of HE Student Forums in which students are provided with the opportunity to feedback on particular and thematic developments. Students also take part in cross college HE internal surveys and national surveys (NSS). Student voice is also sought for team SEDs and in year monitoring of provision and future development opportunities (TQ2, LE2).

The College works closely with student representatives and staff to contribute to improved engagement and accountability to secure positive student-led change within the Trafford College Higher Education provision. For example, in the last 12 months our response to student voice includes; improved access to academic support during student induction, further investment in IT Capital budget to support HE delivery and dedicated HE Study Area's within the library. The HE Quality and Strategic Committees provides a valuable link between the student body and Higher Education Team, playing a key role in developing our approach to students as partners in quality assurance and enhancement.

For example the learner voice from the FD in Early Years (part-time provision) states:

Student feedback through the learner voice highlights a high level of satisfaction with the structure and content of modules and the programmes as a whole including the assessment methods. The curriculum is considered to be 'well-structured, challenging, varied and interesting.' Students continue to be of the opinion that there is a high level of academic and pastoral support and guidance for students provided by all staff to ensure they understand the assessment requirements and the

criteria to be followed, 'thorough feedback and support is given as to what is needed to progress and further learning.' (TQ1, TQ3, TQ4)

Retentions rates are satisfactory, running at an average of 85.63% (based on duration of programme) data from 14/15 to 16/17, with and overall pass rate of 92.2%. (LE3)

Valuing Teaching (TQ2)

Inspirational and professionally appropriate teaching is at the heart of Trafford College's provision. The College has a well-qualified body of staff teaching on HE. The majority are also engaged in professional updating (LE2). The majority of staff are qualified teachers with an industry background matching the programme they are delivering on.

Newly recruited staff members are subject to robust approval processes to ensure high quality teaching, learning and assessment are maintained. All newly appointed staff are given a mentor to support their induction to the College. This is coupled with a probationary period, induction checklist, lesson observations and learning walks. Evaluation processes facilitate feedback from students on their level of satisfaction with regard teaching, learning and assessment (TQ1, LE3, SO3). The feedback is used at a local level to inform improvement and ensure professional standards continuously develop.

Teachers and support staff are encouraged to review their own individual performance through the College appraisal system. All teaching staff are required to be either qualified or participate in teacher training within their first two years of employment (LE2).

Further self-reflection occurs at observation time with the creation of the personal development plan.

As HE provision has grown across the College so has the capacity for HE teams to share good practice with each other. We have a cross college teaching and learning CPD slot which focuses on continuous improvement of key themes that are relevant to HE. An HE Peer Review process is embedded in the new Excellence in Teaching and Learning Strategy for 17/18 (LE2).

Within the HE Learning and Teaching Strategy, the College have developed a Peer support model in collaboration with Stockport College to assure and enhance the quality of learning and teaching. Additionally, observing peers promotes a community approach to supporting, developing and improving our practice. The results of this process inform development activities so everyone can benefit including our most important assets, our students. The process therefore is essentially a vehicle to develop and support staff to ensure that they are delivering high quality teaching.

This process supports the expectations of the Quality Assurance Agency UK Quality Code for Higher Education (QAA UK QC HE) and specifically the expectation outlined in Chapter B4, indicator 7 "Higher education providers ensure staff who enable students to develop and achieve are appropriately qualified, competent, up to date and supported.'' In summary, the peer system has the follwong objectives:

1. To encourage the sharing of good teaching and learning practice.
2. To identify aspects of subject knowledge and/or pedagogy that could usefully be enhanced.
3. To reflect upon and develop HE learning and teaching at the College.

4. To provide opportunities for staff to learn, enhancing quality through: self-reflection, peer observation, informed feedback from each other, and staff development.

6. To identify staff learning and teaching professional development needs for action planning.

7. To act as a supportive peer activity leading to enhanced learning experiences.

The College has maintained its Investors In People Award in recognition of its continuous dedication to staff development and teaching excellence.

Where appropriate, members of staff spend time in the workplace with industrial partners, and undertake partner in-house training to ensure that their teaching provision maintains academic rigour but also ensures employability and additional benefit to employers and employees (LE1, LE2, SO2), whilst supporting curriculum currency.

Rigour and Stretch (TQ3)

Data in the Core Metrics identifies that feedback on assessment and feedback (83% FT; 91% PT) and academic support (84% FT; 95% PT) exceeds benchmark data. For part-time students, data in these areas has an indicator value in the top 10% of absolute performance. (TQ1, TQ2, TQ3, TQ4, LE1, LE3, SO2, SO3).

Effectiveness in stretching students to reach their full potential is evidenced through data for groups that traditionally have less access to HE.

	Assessment and Feedback		**Academic Support**	
	F/T	P/T	F/T	P/T
Benchmark	75.9%	87.2%	81.5%	81.3%
NIMB Q1&2	87.2%	96%	91.7%	94.4%
BME	92.1%	86.5%	100%	100%

The college offers foundation degrees with the University of Bolton and Sheffield Hallam University and Higher Nationals through Pearsons approval.

The qualification descriptors of the Framework for Higher Education Qualifications are effectively reflected in the College's qualifications, with emphasis on community and employer projects and on the further development of employability. Each partner university has a formal process for programme approval which the College follows. The College ensures the standards of programmes are comparable with other UK higher education providers by including external representatives from the higher education sector and industry in course design and approval. Ongoing externality from industry partners and programme advisers from other higher education providers is maintained once programmes are validated. External examiners confirm that academic standards are achieved at a level comparable with the wider UK higher education sector.

For all directly delivered courses the college has an internal programme approval process, which ensures the programmes are located within the FHEQ correctly. For awards delivered in partnership the Universities have a comprehensive and robust module programme approval process to ensure the programmes offered are in line with FHEQ. University programmes follow the UK Quality Code for HE demonstrated in the production of programme specifications; addressing guidance on assuring and enhancing academic quality and subject benchmark statements and the framework for higher education qualifications. Programmes are subject to their partner university policy and process including regulations for assessment regulations, programme operation and exam regulations (TQ4). A university tutor is appointed as a link tutor and the college is invited to university forums and committees.

The college delivers Higher Nationals and are offered in line with QCF/RQF framework specifications. Course teams utilise the guidance set out in Edexcel specifications to develop College Programme Specifications bespoke to the particular programme delivered. Edexcel programme specifications are developed within teams and approved by curriculum leaders. The awarding body formally approves Edexcel provision. Proposed programme delivery is put forward to Edexcel using the approval documentation for HN programmes (TQ4).

Assignment briefs map assessments to module learning outcomes. Briefs are internally verified to assess if all learning outcomes will be met. Assessment is delivered in line with partner University Assessment regulations. Universities provide internal verification and the College teams mark and deliver the assessment. The work is then moderated by the University partners and assessment decisions ratified by exam boards (TQ4).

The universities are responsible for appointing all External Examiners to University awards and modules delivered by the College with all external examining measures being consistent with normal practices of the partner University to ensure parity. Issues raised by EEs are handled quickly and effectively at the appropriate level within the College. Universities receive formal annual report from the External Examiners, which form an important source of information in the annual monitoring of the College and University's programmes (LE2).

The College teams design Edexcel provision. However, Edexcel stipulate the programme structure and taught units whereby a core number of units have to be delivered. All programmes are validated in line with Edexcel validation process. One of the main advantages of this approach is the opportunity to select optional units in response to requests from students or in response to a particular issue or need (LE2, SO2, SO3). The selection of units and course design is reviewed through self-evaluation. The programme team write their own assessment briefs that are verified internally by a qualified member of the teaching team. Students then receive the briefs once verification is complete. Assessment is carried out by the appropriate tutor and moderated by the appointed moderator (TQ4). The External Examiner appraises assessment decisions and briefs. The programme assessment decisions are then agreed at the Assessment Board and then claimed through Edexcel. Assessment guidance is detailed in the student handbooks and documentation for teaching teams.

The effectiveness of assessment standards are reviewed and monitored by the programme team through standardisation, annual monitoring and feedback from learners. The information derived from these reviews informs development plans to ensure that expected standards are met and upheld (TQ1, TQ2, TQ4, LE3, SO2).

Feedback (TQ4)

We recognise and value the importance of high quality feedback to enhance student learning. With this being a key focus strategically and operationally, the College ensures that assessment and feedback is consistently above the national benchmark (z.scores; FT: 0.9; PT: 2.1). The effectiveness of assessment standards are reviewed and monitored by the programme team through standardisation, annual monitoring and feedback from learners. The information derived from these reviews informs development plans to ensure that expected standards are met and upheld. Assessment operates in accordance with the University policy and for Edexcel the College policy. Handbooks provide assessment guidance, which includes how assessment criteria are employed, different types of assessment, plagiarism and academic integrity.

Feedback relating to academic progression and professional standards is recognised as being an important part of an individual's learning journey. College teaching staff work closely with industry partners to foster a good understanding of the needs of employers and tune feedback to meet workplace needs as well as academic standards.

Learning Environment

At the beginning of all programmes a course induction takes place. Timetabling, staffing, course structure and content, resourcing and rooming, and assessment are outlined during this time. Handbooks and key documents are also given out at this time. The majority of this information is replicated on the College Teaching and Learning Platform (Trafford Blended) this needs to be standard practice for all to be inline with the Universities where the majority of student information is provided online and offers the opportunity to link key information detailed on VLEs to partners. HE students can also contact tutors via the itrafford App as well as their college email (LE1, LE3).

Resources (LE1)

HE provision is delivered across both sites at Talbot Road in Stretford and Altrincham. As well as suitable curriculum provision the College has a Learning Resource Centre (LRC) on both sites. Foundation degree students also have access to their partner University resources. HNC and HND students often have access to employer resources and additional in-house training (SO1, SO2) Trafford Blended is the college teaching and learning platform and has two dedicated staff providing support to curriculum in its effective usage.

The majority of the technical HE provision is delivered in the £15m purpose built Centre for Science and Technology on the Stretford Campus. This world class building has dedicated HE rooms and labs for students. The Higher Education provision that is delivered in partnership with Siemens also has accredited and dedicated/branded rooms fitted out to industry standards (SO2). The IT rooms have the latest equipment/technology needed to support innovative and state of the art teaching, including a computing lab with its own dedicated Local Area Network (LAN) which is used by students to configure networks and for carrying out cyber-attacks and defences against them. Students have access to 3D printers and control panels for working with programmable logic controllers. Students also use specialist hacking hardware such as Wi-Fi Pineapple, LAN turtle, USB rubber ducky, HackRF One and Ubertooth Bluetooth.

In addition our HNC/HND programmes have Microsoft Technology Associate (MTA) exams embedded into them giving our students valuable industry recognised vendor qualifications alongside their HNC/HND.

HE students now have access to a dedicated Open Access area and IT support has been made available in the evenings following a student request. This ensures that support is accessible at all times that the College is open.

Scholarship, research and Professional Practice (LE2)

In line with the Higher Education Learning and Teaching Strategy and in conjunction with the Learning and Teaching Enhancement Project, the Colleges scholarly activity project has the aims of enhancing the teaching and learning experience, empowering and motivating staff involvement with curriculum planning and wider pedagogical issues and facilitating the opportunity for staff student collaboration.

Our approach to scholarly activity is informed by the on-going research undertaken by the Association of Colleges (AoC) scholarship project: as exists in their policies / practices and guidance for developing a scholarship framework within College Based Higher Education (CBHE). We have committed to be early adoptees of this project so we will contribute to the framework, which will be a key output from the project.

Personalised Learning (LE3)

All HE students have access to a personal tutor and have regular contact through the duration of their studies. Students can contact tutors via the itrafford App as well as their college email (LE1). In addition, students who are placed in industry have the support of both their employers and the College in ensuring that their learning meets both industry requirements and appropriate academic standards.

The college has worked hard to ensure there is excellent support for students who require additional support. The Additional Learning Support Team is a professional well established team whose focus is to help learners gain access to, progress towards and successfully achieve their study programme. Learners are given the opportunity to disclose a disability or learning difficulty via the college application, interview and enrolment processes throughout the year, there is also the opportunity to disclose through the tutorial system and self-referral (LE1).

Generally, for students not already in industry, the first port of call for prospective students is the college website. There is a separate area for HE where they can access course info, facilities, finance, qualifications and support. As well as the website a separate printed prospectus is published for Access and HE programmes which can also be downloaded from the website. Content for both the web and print is checked annually in conjunction with the marketing department. The website is a key area for development to enhance the College growth strategy for HE. The College continues contact with potential students by inviting them into the College for relevant events e.g. Open / Taster Days, downloading of Trafford Go app and sending key information (LE1).

The College runs a number of courses that encourage the local community to engage with education, including ESOL and English and maths courses. This often provide ongoing access to further College courses including technical HE provision. 84% of students entering Higher Education at Trafford College have medium, low or non-tariff qualifications on entry, with 34% of these having non-tariff qualifications (TQ3, SO1, SO2, SO3). The College is committed to widening participation and inclusion across the local community irrespective of barriers to learning. This is exemplified in the Access and Participation statement that is available on the College website (SO3).

Student Outcomes and Learning Gain

The College Vision - Inspiring minds and connecting people - and Mission Statement - Through its innovative approach to learning and exceptional engagement with business, Trafford College prepares learners for success in work and life - coupled with our Core Competencies and Values embodies an ethos of high standards and quality across the college and lays out our core function of adding to a highly skilled workforce in our catchment area.

The college is partnered with iGraduate for the purposes of the DLHE survey to capture the destinations of our students. Further work on the programmes that are not eligible for inclusion in DLHE has took place during 16/17 using J2 Profit.

Employment and Further study (SO1)

Through its close links with employers and the clear route through to Level 6 learning at the partner Universities, the College makes every effort to ensure opportunities for meaningful employment and further study are available. The College is Matrix accredited and the careers team support progression to further study and /or job applications.

Employment metrics for part-time students are positive, although they do reflect the nature of Level 4 and 5 technical awards in terms of progression to what may be considered to be high skilled employment or above median threshold earnings. 100% of part-time students have remained in, or found employment or progressed to further training, this compared with a benchmark of 97.7%. When comparing supplementary metrics for sustained employment metrics show a rate of 86.8% for the College compared to a benchmark of 86.7%.

Metrics for Full-time students are less satisfactory. There are some factors that may feed into these scores: changes to HE provision has meant that some courses that have been considered in these metrics but no-longer run will have an impact; we are also dealing with a relatively small number of students (n65) which will over-emphasise differences between benchmarks and the College metric. However, it is recognised that the College must endeavour to ensure that outcomes for full-time students are in-line with data for part-time students.

The Higher Level Skills Development Strategy drives curriculum to ensure we have a relevant vocational, professional and technical offer aligned to Greater Manchester skills priorities, with measures such as the DLHE and employers satisfaction central to this, ensuring that what we do leads to improved employment outcomes for our learners. In accordance with the Strategy, we continually drive to ensure this withn our curriculum through:

- Responding to Greater Manchester’s Work and Skill Strategy.
- Responding to skills solutions for employers and the community to meet the needs of the Greater Manchester Combined Authority, National infrastructure development plans and LEP.

- Up-skilling adults and engaging with employers to provide Higher level and degree apprenticeships.
- Providing vocational progression routes in to HE for all our learners, raising student aspirations, making a difference and changing lives for the better.
- Actively engaging with Industry to further develop a HE vocational offer that will develop strong employability skills for GM, embedded in to our curriculum model, to support student progression to related employment.

Employability and Transferable skills (SO2)

Employability is an intrinsic aspect of the provision at Trafford College. Partnerships with employers such as Siemens (Engineering) and Schools Networks (FdA Teaching Assistants) allow for a positive learner experience and high quality teaching that meets the needs of employers in the area. Through these close partnerships opportunities for collaborative working that meets the needs of employees and ensures quality, targeted provision can be maintained. Teachers at Trafford College have opportunities to spend time with employers and have been given in-house training to allow them to recognise and foster employer needs. The flexibility that awards through Edexcel offers allow for the College and its partners to fine tune teaching to the needs of employers and learners. The provision of dedicated and accredited teaching spaces ensures that students become conversant with a range of employability skills beyond technical skills. Provision of high quality STEM and IT learning environments allow students access to the newest technology and to develop wider skills that are useful in any workplace.

Partnership arrangements with Universities ensure a clear line of sight to Level 6 provision and the opportunity to take learning forward, enhancing employability and social mobility. For example, the partnership with Sheffield Hallam University allows learners to access a wide range of Level 6 opportunities and world class facilities. Partnerships with the University of Bolton for students on the Early Childhood Studies and Supporting Teaching and Learning Foundation Degrees provide an opportunities to engage in learning at a University with an international reputation for Education studies.

Positive outcomes for all (SO3).

Trafford College is committed to widening participation in Higher Education for students coming from disadvantaged backgrounds and from non-traditional routes into Higher Education. We are committed to equality of opportunity for all our students and we regard all as being of equal value irrespective of ethnicity, age, disability, religion, gender, sexual orientation, employment status or marital status. The college has a shared ethos that places students at the heart of everything that we do. The delivery of a consistently high-quality student experience across all campuses is an overarching strategic aim. Students will experience a college which places huge emphasis on the needs of students and delivers a programme of study that is focused and relevant and which provides a range of progression pathways. The college is well placed to deliver employer focused, vocational, technical and professional programmes for young people and adults.

84% of students entering Higher Education at Trafford College have medium, low or non-tariff qualifications on entry, with 34% of these having non-tariff qualifications (TQ3, SO1, SO2, SO3). 38% of students are drawn from the lower 2 quintiles of the National Indices of Deprivation. The population of HE students at Trafford College mirrors its local community – White (85%), Black (4%) and Asian (6%). 95% of students are on undergraduate programmes other than a first degree, providing an accessible and industry relevant point of entry in to higher education (SO2, SO3). 61%

of students are over 21 years of age, and 86% of students are local (SO3). 33% of students fall within the lower two quintiles of POLAR. Learner feedback for academic support and assessment and feedback is particularly strong for learners in the lower two quartile of the National Index of Deprivation and from BME students.

The College uses a range of apps and social media to ensure innovative accessibility such as Trafford Blended (VLE), itrafford and TraffordGo. The College has an extensive outreach programme, providing basic skills courses and holding Open Days and Taster sessions, as well as encouraging volunteering opportunities for students in the local community.

The College is committed to widening participation and inclusion across the local community irrespective of barriers to learning. This is exemplified in the Access and Participation statement that is available on the College website (SO3).