

Higher Education Strategy 2018-21

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Higher Education Strategy 2018-21

Strategy description:

This strategy is the overview of HE in relation to the College's Strategic Goals and Enablers and Key Performance Indicators 2018-21. The supporting document HE Development Plan details the actions required for 2018-21 and is reviewed and revised for each academic year as part of this strategy.

Supporting documentation:

- HE Curriculum Development Plan
- HE Scheme document 2018-20

Links to other strategies and policies:

- Strategic Plan 2017-20
- Learning Teaching and Assessment Strategy
- Human Resources and Quality Strategy
- Observation of Teaching, Learning & Progress for Continuous Improvement 2017/18
- Public Sector Equality Duty and Single Equality Scheme
- Accommodation and Estates Strategy
- Marketing Strategy 2017-20

1.0 College Mission

Enriching lives through learning

2.0 College vision statement

To become the Further and Higher Education provider of choice for the Craven area, attracting and retaining students by providing high quality learning and teaching. To support students to achieve valuable qualifications, skills and experiences which enables them to fulfil their goals and become economically independent adults equipped to contribute effectively to community and society.

3.0 Introduction

3.1 The nature of College Higher Education is distinct from that provided by traditional Higher Education Institutions in that it raises the aspirations of those who would not normally consider Higher Education (HE) as part of their career path. By making such provision available to aspiring students, Craven College plays an important role in contributing to the economic development of the local community, the widening participation agenda and the achievement of national targets for HE participation.

3.2 This HE Strategy identifies the College's higher education ambitions and future direction. Provision of Higher Education is an intrinsic part of the overall College strategic plan and the College reaffirms its commitment to the development and enhancement of its Higher Education provision, with clear aims and objectives identified to achieve this over the three-year timeframe (2018-21).

4.0 Aims for Higher Education at Craven College

- To provide a coherent range of Higher Education and Higher Levels Skills which is both efficient, effective and sustainable
- To provide a high-quality teaching and learning experience that offers appropriate progression routes, and widens participation
- To be responsive and flexible in response to employer demands and higher-level skills gaps to within the region, with employment outcomes high on the criteria for success
- To engage in partnerships that add value to the experience of the students and improves their ability to become economically active
- To provide a range of opportunities that meet student and employer need and complement the courses available at HEIs within the Leeds, Bradford and Manchester geographic triangle
- To offer teaching staff opportunities for research and scholarly activity that directly relates to improvements in teaching and learning and the vocational relevance and currency of the curriculum offer.

5.0 Who we are

5.1 Craven College Service Area

Craven College is a General Further Education College based at Skipton in North Yorkshire, but with a centre at Leeds Bradford International Airport in north Leeds, the Evolve Project in Ripon and at Seamer near Scarborough on the East Coast. The College serves the educational training needs of individuals, communities, and businesses in North Yorkshire, East Lancashire, and the Aire Valley corridor to Bradford and other areas of West Yorkshire such as Ilkley.

5.2 Population and further education provision in the area

Craven District is one of the 10 least densely populated areas in England with 44 people per square kilometre compared with 245 for England as a whole. The population of Craven is 56,300 and the population of North Yorkshire as a whole is 604,900. The College income is c£15m and the College is large compared to its service area population; attracting students into the College and undertaking work outside the natural service area is important.

Competitor further education provision is available at Keighley, Shipley, Bradford, Nelson and Colne, Burnley and Leeds. Many schools in the area have sixth forms and provide strong competition for able 16-18 year olds. Skipton retains a selective Grammar school and Secondary Modern school system as per the Butler Education Act (1944) – this means that the range of AS and A Level students attracted are those at the lower end of those suitable for A Levels and the College provides an opportunity denied them at the selective Grammar schools who are desirous of protecting their pass rates and high grade percentages.

5.3 Employment and the economy

Craven comes within the area and the economic influence of the Leeds City Region and the Aire Valley corridor and the excellent communication links between Skipton and these two areas. Traditionally agriculture has been one of the main features of the Craven economy and remains important.

Unemployment remains low in Craven (3.0%) in alignment with North Yorkshire (2.9%). Total employment is high at 84.4% and average pay is relatively low for the region at £413.10 per week in comparison with £489.10 for North Yorkshire as a whole. Of the economically active population 86.1% have a NVQ Level qualification at level 2 and above compared with 76.9% regionally. Self-employment is significantly above the national average in North Yorkshire (figures for Craven not available) at 13.9% compared to 10.9% nationally. The key employment areas are: Administrative and Support Services (20%), Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles (15%), Manufacturing (10%), Accommodation and Food Service Activities (10%) and Education (10%), Finance and Insurance Activities (8.3%), Human Health and Social Work Activities (6.7%), Professional, Scientific and Technical Activities (5.8%), Construction (5%).

5.4 **LEP Priorities**

The College operates within 2 LEP areas – Leeds City Region (LCR) and York, North Yorkshire and East Riding (YNYER). Each LEP has its own focus and priorities that reflect the rural versus urban nature of their respective areas. The College has undertaken a detailed mapping exercise to map the College's current and future curriculum against the LEP priorities. The analysis shows that LEP priorities broadly align with the College's curriculum offer and operational drives, but highlights the following areas for development and investment: electronics, engineering, manufacturing, life sciences and low carbon technologies.

5.5 **College enrolments**

The majority of enrolments are from people living in the Craven and the Craven travel to work area. Enrolments match the demographic makeup of those areas in terms of BME background (College 12.6%, Craven 4.4% Yorkshire and Humber 8%) and levels of reported disability and learning difficulty (College 17.7% report a disability, Craven 17%, Yorkshire and Humberside 18%).

For 16-18 year olds, the College's main emphasis is on full-time programmes at Entry Level to Level 3, with the majority of students undertaking Level 3 programmes. Around 240 19+ students also undertake full-time further education programmes at the College. A significant evening and leisure class provision is made across the various College sites.

The College delivers an extensive apprenticeship programme with around 700 apprenticeships. The delivery includes £1.5m of apprenticeship provision for 16-18 year-olds and around £0.5m of 19+, mainly 19-24 year-old, apprenticeships. A range of full-cost, Community Learning and other funded provision is available through the College Teaching Schools, including Tyro Training who also deliver Work Place Learning and full-cost recovery.

5.6 **Work with schools and universities**

The College offers a range of Higher Education provision through validation arrangements with York St John University and the Open University with around 200 students undertaking higher level studies from levels 4-6 each year. The balance of students undertaking full time to part time study has changed over recent years with very few students taking up the part time offer.

The College works hard to ease transition from school into College and to offer a wide portfolio of Further Education courses with several entry points and modes of attendance including apprenticeships, so that opportunities exist for the whole spectrum of the school leaver cohort including the provision of a limited range of A Levels.

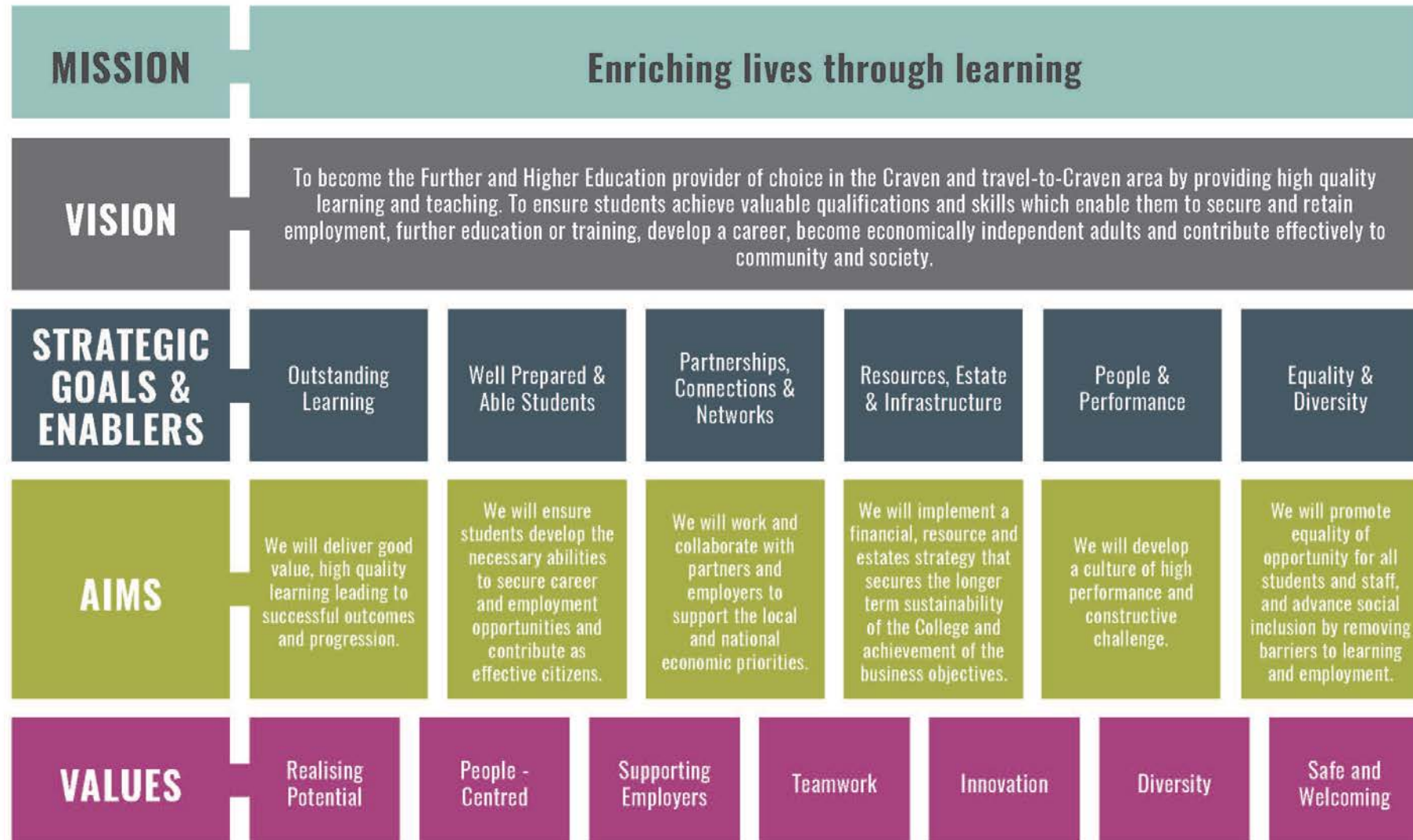
5.7 Work with other partners and sub-contractors

Craven College has strong reputation for working with a range of partners across North and West Yorkshire including both public and private sector bodies and other colleges. Very close links have been established with Job Centre Plus and the College is a participant in and leads a range of projects related to a variety of funding streams including the European Social Fund, Erasmus Funding and a wide range of other project funds.

5.8 Wider cultural contribution

The College's High Street campus is in the heart of Skipton and provides a focus for customer facing services through its College Bistro and beauty and nail salons. The School of Digital and Creative Industries stage a range of performance and fashion events in the town and the area. Contribution to the intellectual life of the town occurs through hosting exhibitions, discussion events with politicians and taking part in and supporting town based events e.g. Art shows, productions, and Memorial events.

CRAVEN COLLEGE ON A PAGE...



6.0 Craven College Strategic Goals and Enablers 2017-20

STRATEGIC GOALS

1.0 Outstanding Learning

- 1.1 To deliver good value, high quality, learning for all students leading to successful recruitment, retention, achievement and progression.
- 1.2 To develop key curriculum areas which support local and national economic growth and productivity.

2.0 Well Prepared and Able Students

- 2.1 To ensure students develop the necessary knowledge, skills, aptitudes and abilities to:
 - Secure, retain and develop career and employment opportunities to support economic growth and productivity in the region.
 - Contribute as a good and effective citizen within the community.

3.0 Partnerships, Connections and Networks

- 3.1 To partner and collaborate with educational providers, public and private bodies and employers to support the local and national economic development and productivity and enhance the reputation of the College.

STRATEGIC ENABLERS

4.0 Resources, Estate and Infrastructure

- 4.1 To implement the College's Accommodation and Estates Strategy to:
 - Support the delivery of high quality learning and teaching and student outcomes and progression.
 - Develop up-to-date and modern learning and teaching resources and facilities to enable the delivery of learning and skills which support the local and national growth and productivity
 - Promote sustainability and respect for the environment.
- 4.2 To implement a financial strategy that secures the longer term financial sustainability of the College and the achievement of the College's strategic aims.

5.0 People and Performance

- 5.1 To develop a culture of high performance.

6.0 Equality and Diversity

- 6.1 To be an inclusive College with a diverse student and staff population, where difference and different perspectives are explored and celebrated.

7.0 Sector and Institutional Context

With the publication of the Green Paper *Fulfilling our Potential: teaching excellence, social mobility and student choice* (2016) closely followed by the White Paper, *Success as a knowledge economy: teaching excellence, social mobility and student choice* (2016), there is a greater focus on social mobility, student choice and teaching and learning, and the implementation of the Teaching Excellence Framework (TEF) will see the government monitoring and assessing the quality of teaching. The Office for Students (OfS) - the new regulator designed to champion the interests of students, promote choice and help to ensure that students are receiving a good deal for their investment in higher education - will be operational from April 2018. The OfS will replace HEFCE and OFFA. OfS will manage and maintain a list of registered English higher education providers that must be publicly available and will monitor quality and standards via outsourcing to QAA, access and participation and will be the agent that provides degree awarding powers to an institution.

This strategy is underpinned by a contextual assessment of the current landscape of HE and aims to ensure the College is not only equipped to meet current challenges, but grows and flourishes as a college that equips students with the skills required to meet national, regional and local needs of employers and industry in the 21st Century. The College remains focussed on the development of locally based, vocationally and technical-related provision through the emphasis on Higher Nationals, Foundation Degrees, Higher apprenticeships and other relevant higher-level skills delivery.

Craven College currently offers a wide range of vocational Higher Education from Higher Nationals and Foundation Degrees to full Honours Degrees. This revised strategy will focus on the emerging and existing skills needs at levels 4 and 5, with particular emphasis on HNC as a one-year programme to enable students to gain competitive advantage in the jobs market and Higher Apprenticeship delivery.

There is increasing competition from Lancashire, Bradford and Leeds but the College has a major role to play in building the capacity of its students, staff and local communities to effectively participate in higher education, which will contribute to the pool of higher level technicians and qualified people in the regional economy. Of particular significance is the sector's role in facilitating social inclusion and sustainable regional development. Higher education is currently delivered on the College's main Aireville and linked Auction Mart campuses in Skipton and at The Aviation Academy at Leeds Bradford International Airport.

Delivery of the current HE portfolio is in partnership with the Open University, York St. John University for Foundation Degrees and 'top up' degrees and with Pearson to provide HNC.

Strengths of the College's higher education provision:

- QAA Review (March 2017) – full confidence in Higher Education provision
- Innovative, well-qualified, vocationally experienced and enthusiastic staff
- Excellent student support and guidance arrangements
- Very good teaching
- Range and depth of the curriculum
- Reputation – welcoming and effective
- Recruitment of non-traditional students (widening participation)
- Partnership and collaborative working
- Strong relationship with employers in many sectors
- Community partnerships

- Governance, leadership and management
- Attractive locations and campuses
- Connections to West Yorkshire and the Leeds City Region and to Lancashire and Manchester City region

Areas for further improvement/scope for development:

- Further development of accommodation, information technology, equipment and student social space, including creation of University Zones (Uni Zones)
- Increased number of full-time courses/students
- Develop stronger and more relationships with employers and sector bodies across all sectors
- Expand formal mechanisms for involving students as partners in their learning

8.0 Craven College vision for Higher Education

The College vision is to offer relevant accessible higher level provision that will equip students with an opportunity to reach their full potential and progress to their chosen career. In order to achieve this the College will work in partnership with Higher Education providers to offer a portfolio of high quality courses that offer outstanding teaching, learning and assessment. The College will engage with employers to identify and make available appropriate and relevant courses with a clear focus on vocational employability skills and career progression.

The College is committed to investing in teaching and learning, combined with a culture of continuous improvement will ensure that our students are provided with a high-quality learning experience. This will be further enhanced by providing academic staff with opportunities to share good practice both internally and with our strategic partners. The College will continue to invest in widening participation and increasing access to lifelong learning opportunities in education and training.

Delivery of a modern, flexible curriculum underpinned by outstanding learning and teaching is essential if we want to meet our ambitions. To enable us to achieve this, the key priorities are:

- **Curriculum innovation** fit for 2018 and beyond: investing in established programmes, developing new programmes, developing external partnerships and exploring new markets
- **Learning, Teaching and Assessment:** quality assurance and enhancement that promotes and supports innovative, engaging, high-quality teaching
- **Research and scholarship:** to include all research and knowledge exchange
- **Student Experience:** all elements of the student experience, including widening access and success.

8.1 Quality Excellence and Innovation

To deliver good value, high-quality learning for all students leading to successful outcomes and progression.

8.1.1 Enhance the student experience

Expansion of higher education student numbers and the number of qualifications is leading to a more diverse student population. The student profile five years ago was

predominantly mature, part-time evening students and has become younger (under 21 years), full-time with day-time delivery. This makes different demands on the College's accommodation and facilities. The College will continually enhance and improve accommodation, IT, equipment and student social space. Varying methods of establishing an HE Identity within the FE environment will be explored and established to maintain the rich variation of vocational delivery while responding to the needs of students on higher level courses. The College will continue to widen participation and recruit with integrity. The College will develop a range of opportunities for students to become partners in their own learning. Student Voice will continue to be routinely sought and acted upon, and enhanced by extending formal student engagement mechanisms, including: encouraging students to take an active part in the NUS; representation onto the Higher Education Scheme Management Board; formal involvement in course design and in quality assurance and enhancement; student feedback regarding EE reports; regular meetings with senior leaders.

Key Performance indicators

- Increase the overall number of enrolments on higher education programmes
- Increase the number of enrolments of students aged 21 and under
- Increase the number of students enrolled on part time courses
- Develop a diverse curriculum portfolio that includes HNC, HND, Foundation Degrees, Honours degrees and develop higher level apprenticeship scheme.

8.1.2 Raise teaching standards

Higher education teaching staff aspire to deliver high standards of teaching, design challenging, interesting assessments and support students to develop their learning skills, particularly as independent learners. Well-structured and populated course Virtual Learning Environments (VLEs) are crucial in this process. Teaching groups are relatively small for the higher education sector which provides a more personalised learning experience. Staff new to teaching higher education are inducted by the Dean of HE and closely supported through their first semester by the relevant HE Sector Tutor (HEST). Staff are observed as part of the College's lesson observation policy with further and/or specific support put in place when needed. The annual HE Staff Development Plan is supplemented during the year with further improvement plans as development needs arise, and delivered alongside individual CPD plans. Staff are encouraged and supported to maintain currency with their sector and undertake external examining roles to deepen their expertise. The Scholarly Activity Group encourages and supports relevant activities and is open to all staff and will become involved in the Higher Education Academy's (HEA) National Teaching Fellowship Scheme.

Key performance Indicators

- Student retention, achievement and success
- Increased formal student engagement
- High quality teaching
- Outcomes of National Student Surveys (NSS) demonstrate students have a high satisfaction with their teaching and assessment experience
- Internal audit findings, including Course VLEs
- HEA Fellowships
- QAA HE Review outcome.

8.2 Skills and Employability

To ensure students develop the necessary knowledge, skills, aptitudes and abilities to:

- Secure, retain and develop career and employment opportunities to support economic growth and development in the region
- Contribute as a good and effective citizen within the Community

Key performance indicator

- Increase the number of graduates who are recorded as 'in employment' in the Destination of Leavers from HE (DLHE) survey.

8.2.1 Develop curriculum according to capacity, demand and need

The growth of competition from HEIs and private colleges added to the shifting demographics ensure that the next few years are challenging for HE in FE. The College must be able to respond quickly to potential opportunities and utilise existing partnerships to ensure the continuation of provision. The development of HNC programmes allows for this speedier validation. Other programmes more suited to Foundation Degree or BA/BSc Honours degrees will continue with University Partners.

The likely pattern then is of a more diverse programme responding to a very specific student target population. The HE Scheme and College internal processes support curriculum developments that respond to demand, changes in the economy and/or build on the strengths and expertise of staff. Developments during the next planning period include revalidations to update and expand existing provision; the continued introduction of Higher Nationals; and expansion of top up degrees as internal progression for existing students. In specific industry/sectors where higher level skills are in short supply and the College does not have established higher education expertise, such as mental health or engineering, building capacity will be investigated and a realistic timescale for introduction considered. Courses will be reviewed and renewed as they go forward for validation or approval.

Key Performance indicators

- Increase the overall number of enrolments on higher education programmes
- Increase the number of enrolments of students aged 21 and under
- Increase the number of students enrolled on part time courses
- Develop a diverse curriculum portfolio that includes HNC, HND, Foundation Degrees, Honours degrees and develop higher level apprenticeship scheme.

8.2.2 Improve achievement and progression

Students will continue to be encouraged and supported to achieve to their best capability, the 'distance travelled' being monitored by the College. Students will be able to access advice and guidance regarding progression, whether into employment or/and higher study.

In order to facilitate competitive advantage for students applying for jobs, there will be expansion of the Higher National Certificate offer. This will enable students to exit to employment after one year with a recognised level 4 qualification or to choose to remain in education for a further year to gain a Higher National Diploma. This will provide for a 'skills ladder' to facilitate progression within a chosen career.

The College will continue to develop a '2+1' approach, offering honours degrees (top up) and full-time 3 year/part-time equivalent full honours degree programmes, where capacity and demand can be developed or already exists.

It is widely recognised that engagement with SMEs and micro businesses in formal education is challenging, however the College has excellent relationships across many sectors. As the College's higher education provision is vocational, employer (and employer organisation) involvement is crucial and existing engagement will continue to be expanded and developed, including work placement opportunities and internships. The College will deploy the knowledge of both vocational and qualified careers advisors to support students to investigate their progression options.

Key Performance Indicators

- Student progression into sector related employment or higher study (DLHE)
- Increased employer and sector body engagement
- Structured support for progression

9.0 Strategic Enablers

9.1 Partnerships and Collaboration

To partner and collaborate with educational providers, public and private bodies and employers to support the local and national economic development priorities.

9.1.1 Effective HE Partnerships

The College has developed a number of enduring and positive relationships with validating universities and HE networks and continues to seek stability in all relationships. The College will continue to work positively to develop long-term, sustainable and productive relationships with universities, networks, community organisations and employers to enable provision of student learning opportunities in a range of subject, sector and professional areas. The College will seek to develop productive relationships with other FE colleges that offer HE to share ideas, expertise and provide external quality assurance.

Key Performance Indicators

- Quality of partnerships and range of collaborations with key stakeholders
- Compliance with Awarding Organisation requirements

9.1.2 Positive relationships with Secondary Schools

The College is in an excellent position to build on existing good relationships with schools and to offer expertise regarding progression to higher education. With the focus on student debt and whether academic degrees lead to real jobs, plus the raising of the participation age, the College is well-placed to be involved in advice and guidance to sixth form staff, students in sixth forms and their parents regarding the value employers place on vocational higher education and the College's track record of employability.

Key Performance Indicators

- Activities with schools within the College's current network
- Increasing the number of schools within the College's network

9.2 Resources and Facilities

Being a provider of Further Education with considerable Level 3 provision there are specialist facilities in place such as an Apple Mac suite and dedicated digital media suite.

As new programmes are developed resources will be found from the annual capital plan. The Learning Resource Centre will continue to provide resources based on teaching staff recommendation.

To implement the College's Accommodation and Estates Strategy to:

- Support the delivery of high quality learning and teaching and student outcomes and progression
- Develop up-to-date and modern learning and teaching facilities to enable the delivery of learning and skills which support the local and national economic priorities
- Promote sustainability and respect for the environment.

Key Performance Indicator

- To contribute to a financial strategy that secures longer term financial sustainability of the College and the achievement of the College's strategic aims.

9.2.1 Increase in Student Numbers/Funding The College will seek to maximise funding allocations and increase HE numbers year on year including recruitment of students who already hold a level 5 or above qualification.

Key Performance indicators

- Increase the overall number of enrolments on higher education programmes
- Increase the number of enrolments of students aged 21 and under
- Increase the number of students enrolled on part time courses.

9.2.2 Facilitate Financial Viability

Higher education income provides a further income stream to the College and contributes to overall financial stability. HE is delivered within specialist areas, so duplication of resources is not necessary: resources provided initially for higher education enrich the further education environment. Teaching groups are relatively small for the HE sector as a whole, however small class sizes are not uncommon in college-based HE. Scheduling and timetabling is effective in ensuring the most efficient delivery possible while maintaining educational standards. As programmes are revalidated and/or new programmes introduced they will be designed and structured to provide further common modules wherever possible and relevant. This will enable combined teaching to larger groups.

9.2.3 Fees

The College will continue to review its fee policy annually with the aim of keeping fees at an affordable rate that will encourage and support participation. As a further education provider, it is a requirement to have an access agreement in place where courses are directly funded by HEFCE for any fee-regulated courses with a fee above the basic threshold fee. The College made the decision some years ago to charge a fee above the basic threshold and this will continue. The College will therefore ensure the Access Agreement is updated annually and approved by the Office for Students (previously OFFA).

The College will set a fee each year and this will apply to entrants for the duration of study their studies for their award, providing there is no break in learning. Should students choose to transfer to another award before completion of their studies and transfer credits earned to another award, the fee applicable in the year of transfer and at the start of the new award will apply. Students progressing to a higher award will be subject to the fee set for

that year, for example progression from Foundation Degree to Honours Degree may carry with it a rise in fee commensurate with the year of study.

Key performance Indicators

- Contribution to the College's annual operating surplus
- Growth in full-time enrolments
- Annual growth in income
- Office for Students Access Agreement approved (previously OFFA)
- Successful implementation of the College Accommodation and Estates Strategy

9.3. Equalities and Inclusion

To promote equality of opportunity for all students and staff, and advance social inclusion by removing barriers to learning, progression and employment.

9.3.1 Widen access to increase opportunities for participation

The College aims to minimise barriers to applicants and pursue positive recruitment policies to ensure maximum open access, as embedded in the College's Public Sector Equality Duty and Single Equality Scheme, whilst ensuring that applicants are well-suited to the courses. Entry requirements in terms of UCAS points will be held relatively low. Prospective students will be able to make informed decisions. Public information is presented clearly and consistently and is accurate both externally and internally, with key communication channels being the website (including Key Information Sets and other relevant statistics), the HE Directory and entries in UCAS. The College will seek to further develop relationships with schools sixth forms to enable smooth progression.

9.3.2 Effective Marketing

Promotion of HE will focus on the College's unique aspects: degrees with a vocational focus; strong relationships with employers/sectors and enterprise to lead to real jobs; safe and attractive campuses; personal contact and support; competitive tuition fees.

Activities will focus on the expansion of internal and external marketing activities regarding higher education, externally building links with school sixth forms, to include their students and tutors, to provide full and accurate information regarding vocational degrees and the advantages of local higher education. Involvement in projects to support dedicated staff will facilitate this. Additionally, current students may be asked to take part in these activities to provide the Craven College student perspective. Local secondary school sixth form heads will receive information regarding the degree achievements of their past pupils. The website and UCAS entries will be developed to be attractive to school leavers and include videos and other animation wherever possible.

The student perspective will be gained through student engagement and involvement in marketing activities and materials. The HE Sector Tutors will be involved in creating marketing campaigns directly relevant to their sectors, making good use of existing employer relationships, networks and existing events. The profile of higher education within College will be raised through a range of internal progression activities and promotions supported by the HE Sector Tutors.

Key Performance Indicators

- Proportion of students progressing to higher education from the College
- Staff and student origins representative of College's service area

- Recorded instances of grievances, incidents and complaints of discrimination
- Enrolments and success of students from disadvantaged and hard to reach groups and areas
- Numbers of students from disadvantaged groups accessing the curriculum
- Internal promotion and marketing events for higher education
- Relationship with secondary schools, particularly staff and students in sixth forms
- Student engagement in marketing

10.0 The Student Voice

- 10.1 The College is committed to ensuring all HE students have appropriate mechanisms for sharing their views about their HE experience. Students will be able to contribute to module/course reviews and focus groups within curriculum areas. In addition, Students are able to voice their opinion regarding their experiences via College surveys undertaken twice per year. These inform the Higher Education Operational Scheme, which in turn has a representative who sits on the Higher Education Scheme Management Board.
- 10.2 The National Student Survey (NSS) provides benchmarked data and students are encouraged to undertake the survey annually. Feedback from the NSS and internal surveys is then used to inform programme developments. Additionally, the College is subject to annual visits by the awarding bodies.

Key Performance Indicators

- Students' views will be gathered from major cross-College surveys, student module surveys, tutor module surveys and student focus groups. These will be scheduled to generate data/comments for feedback and action.

11.0 Review and evaluation

- 11.1 Performance monitoring of Higher Education forms part of the College's full performance review process: any programmes that are under performing will be monitored through this process. Recommendations made by External Examiners are addressed by relevant curriculum teams and actions are monitored by the Head of Quality and Dean of Higher Education. Assessment Management will be monitored using standard moderation documents and procedures. This includes standardisation meetings that, amongst other assessment matters, take note of External Examiner (EE) advice. Boards of Examiners will meet regularly and will formally record assessment decisions affecting student cohorts. Where appropriate, these procedures will generate actions for improvement. The Higher Education Scheme Operational Committee as a sub group of HE Scheme Management Board will receive quality reports and advise the HE Scheme Management Board.
- 11.2 Committees with responsibility for monitoring and evaluating quality and standards:

Board of Examiners:

- HE Scheme Management Board
- Learning, Teaching and Assessment Committee as a committee of the Board of Governors
- Curriculum Management Team
- Course/Curriculum Area Reviews (involving students' representatives);
- Course Management Team.
- Partnership working with external agencies, colleges, employers and HEIs.

Key Performance Indicators

- Improving student retention, pass and overall completion rates
- Completion rate targets for Higher Education at 85%
- Positive external examiners reports
- Successful Institutional Review by awarding HEIs
- QAA (OfS) rounded judgements as 'confidence' in academic standards and student voice

References:

Department for Business Innovation & Skills (2016) *Fulfilling our Potential: teaching excellence, social mobility and student choice*

Department for Business Innovation & Skills (2016) *Success as a knowledge economy: teaching excellence, social mobility and student choice,*