

# Self-Evaluation Report Higher Education 2016-2017



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## Preface

This report has been produced as part of Burton and South Derbyshire College's self-assessment and continuous improvement process for Higher Education in Further Education provision. The self-assessment process is a cyclical and all year round developmental process that addresses issues from the previous self-assessment process as well as identifying new strengths and areas for improvement or development to secure continued improvement in College performance.

The foundation of this system is the course review and evaluation process. These results feed directly into the Programme Area reports, constructed by Programme Area Managers and Directors of Academy. This system ensures that managers and staff at all levels have a clear understanding of the quality and performance of provision across the College. The report has been widely circulated for comment within the College, including with the Students' Union. Student Union representatives have inputted into the self-assessment process and have been able to share their views.

The self-evaluation document (SED) has been structured and developed to fully take into account the QAA published guidance for RCHE. The report aims to provide an evidence-based account of how Burton and South Derbyshire College assures itself of the quality and effectiveness of systems, processes and procedures for:

- Assuring the academic standards of its Higher Education awards
- Ensuring the quality of students' learning opportunities
- Ensuring the quality and completeness of published award information
- Ensuring the enhancement in quality of learning opportunities and student experience

The SED is intended to provide an accurate reflection by the College, as a whole, on the effectiveness of these processes and procedures and their likely future development. The self-assessment process covers all higher education provision delivered by the College, whether Staffordshire University or College owned provision, from Level 4 upward. In addition, to whole college management of Higher Education, each curriculum department has been evaluated in relation to their contribution to the Higher Education strategy.

All statements made within the report are supported by judgements and impact evidence.

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## Section A.1: College Overview

Burton and South Derbyshire College is a medium-sized General Further Education College (GFEC) located in Burton upon Trent, Staffordshire. The College's catchment area includes East Staffordshire and South Derbyshire. The College is situated at the heart of its community and plays an important role in the life of the town, making a significant contribution to the local economy in a number of ways. Offering approximately 500 full-time and part-time courses, it has in excess of 6,500 learners over the age of 16 and employs over 400 FTE staff. The College works collaboratively with Staffordshire University to offer a range of undergraduate and postgraduate degree programmes to its local community, in addition to providing Higher Education awards directly.

Through its established partnership with Staffordshire University, the College continues to offer a wide range of higher education awards with both full-time and part-time options across an extensive range of HNCs/HNDs, Foundation Degrees and Top-up degree awards developed to meet local needs. In total, the College works with Staffordshire University to offer over 36 awards, which include a variety of Staffordshire University validated awards, HNCs / HNDs, Foundation Degrees and Top-up degrees to 145 learners, of which 28 are full-time and 117 part-time.

The College has two Curriculum Directorates each offering a number of higher education programmes which are taught by approximately 15 full-time staff and 6 part-time staff, which equates to 21 full-time equivalent staff. In general, College staff teach on both higher education and further education programmes of study.

At Burton and South Derbyshire College we are committed to providing a valuable and supportive learning experience for all, helping everyone achieve their career, learning and business objectives and make a positive contribution to society. To support this commitment, the College has stated, through its strategic framework, core values and behaviours how it will interact with its learners, employers and staff to inspire and motivate all to achieve their maximum potential.

The College vision is to be “***Vibrant and Outstanding – a high performing College***” and is achieving this through its mission of “***Inspiring and motivating all to achieve their maximum potential***”.

The Burton and South Derbyshire College vision and mission is underpinned by its Adaptive Framework, informed and developed by staff and learners which clearly sets out its strategic objectives, critical success factors and core values:

# COLLEGE ADAPTIVE FRAMEWORK

**VISION STATEMENT** (our aspiration)

Vibrant and Outstanding – A dynamic global College

**MISSION STATEMENT** (what we will deliver)

Inspiring and motivating all to achieve their maximum potential

**STRATEGIC OBJECTIVE** (what we will achieve)

Creating the skills of tomorrow.

## CRITICAL SUCCESS FACTORS (key target metrics)

Element of Plan	Cost to Serve	Our People	Achieving Vibrant & Outstanding	Responsiveness to Market
Growth in Apprenticeships	Invest to meet growth industry need	Develop the skills of our people to meet this growth	Deliver high levels of timely achievement	Be highly responsive to employer need
Higher Level Technical and Professional Curriculum			Develop our higher level qualification offer in line with local need	Utilise effective LMI to inform curriculum planning
Employability	Continue to develop our employment hub	Ensure Employability is enshrined in our recruitment and employee development strategies	Continue to deliver upon our Skills Promise	Ensure Employability develops in line with employer expectations
Growth of the BSDC Education Trust	Further develop cost effective 'back office' proposition	Build our secondary and primary capabilities	Rapidly improve school progress and attainment performance for schools in the trust	Provide highly effective support to schools in the trust
Globalisation	Invest in international market opportunities that will bring an enhanced return	Develop our people's understanding of a global world	Embed a globalised understanding for all learners	Respond to take advantage of international opportunities

## CORE VALUES (the values & behaviours we have adopted to achieve the above)

### VALUE 1

#### THE CUSTOMER IS OUR FOCUS

We place our customers at the heart of everything we do

##### Learners will

- ▶ Support each other
- ▶ Feel proud to be a Burton and South Derbyshire College learner
- ▶ Work hard and take responsibility for their own learning journey

##### Staff will

- ▶ Recognise and reward good performance
- ▶ Support colleagues in their efforts to focus on the learner
- ▶ Offer consistent support, ensuring high standards are maintained across all departments

##### Leaders will

- ▶ Acknowledge and reward good performance
- ▶ Establish and communicate standards and expectations
- ▶ Strive to create a safe environment, where everyone is treated fairly

### VALUE 2

#### CONSISTENTLY ACHIEVING

We strive to help everyone to achieve their maximum potential

##### Learners will

- ▶ Feel valued and supported by staff and peers alike
- ▶ Aim high and strive to do their best
- ▶ Feel able to ask for help and support

##### Staff will

- ▶ Do their utmost to help learners achieve their maximum potential
- ▶ Set good examples, behaving professionally at all times
- ▶ Focus on the individual's needs, giving support and guidance

##### Leaders will

- ▶ Continuously review systems to ensure the best support is in place, allowing everyone to achieve their potential
- ▶ Lead by example, setting high standards
- ▶ Listen to feedback and take appropriate action to meet the changing needs of the College

### VALUE 3

#### VALUED & RESPECTED

Our culture is one where every individual is valued and shown respect

##### Learners will

- ▶ Abide by and endorse College rules
- ▶ Be courteous to others
- ▶ Take care of their environment

##### Staff will

- ▶ Treat learners as individuals, with individual needs
- ▶ Demonstrate good behaviour, being punctual and courteous
- ▶ Be supportive and loyal to colleagues

##### Leaders will

- ▶ Spend time with learners and staff
- ▶ Share information when appropriate, in a timely and consistent manner
- ▶ Encourage transparency, honesty and integrity, leading by example

- Enhancement of learner engagement and representation at all levels in the organisation structure, through the development of a 'Learner Voice' initiative which has resulted in the implementation of a Student Council, led by a Student Union President and who ensure that the College continues to place learners centrally within all decision making and that provision and services fully meet learner needs. This is achieved by engaging learners in a systematic and proactive manner with full-time, part-time and work-based learners, parents, employers, and College staff
- A major review and redesign of Learner Services, Quality Improvement and other learner related processes has been undertaken to ensure that these services were fully positioned to lead on and support the continued improvements required in securing high levels of academic standards and learner support in the completion of their study programmes, resulting in a high quality of learning experience for all learners
- The adaptive framework for quality assurance and improvement has been maintained and continues to be further developed to ensure that managers, staff and learners share responsibility and ownership for assuring and enhancing the quality of the learner experience and for ultimately ensuring academic standards are maintained, with all external requirements and expectations being reflected within all College policies, procedures and activities.



## Key challenges for the College

The challenges facing Burton and South Derbyshire College are similar to those faced across the further education and higher education sector. Changes in the national and international environment present specific challenges for the higher education sector and the College Strategic Plan aims to address some of these challenges, but will need to be flexible to ensure a pro-active response to what will inevitably be further change in the coming years.

The College continues to operate effectively within a context of sweeping national change and reduced public funding as the external environment responds to the austere economic climate. As a result we are seeing changes in policy with significant implications for the sector.

The environment as a whole lends itself to a new era of 'competitive collaboration', in which the College will have to continue to respond to forthcoming, as well as existing policy. Despite this challenging landscape the College has a strong platform for progress and will build on its successful partnerships with local, regional and international stakeholders.

In a localised context, the College is aware of the need to ensure that it continues to provide a high quality experience for its learners based on programmes of study which, at the very least, meet external requirements and continue to remain highly valued by learners, staff, employers and wider stakeholders.

As a result, in addition to continuing to develop learner related systems and processes, there is a particular focus by the College on:

- Realigning and further developing curriculum provision to meet local, regional and national priorities.'
- Ensuring continued improvement in retention and achievement rates for learners on higher education programmes of study
- Continued improvement in the consistent setting and monitoring of challenging targets based on learners' starting points
- Continued improvement required in the consistency, standard and timeliness of feedback to learners to support achievement
- Ensuring a more consistent and high level of learner satisfaction and learning experience across all programmes
- Ensuring the College is fully prepared to meet external changes with regard public information releases (i.e. Key Information Set etc.)
- Implementation of a new competency framework with an increased emphasis on staff development and performance management which is crucial to securing future improvements and developments.

## College responsibility for management of HE provision

Burton and South Derbyshire College is an established partner with Staffordshire University Regional Federation. The partnership was established in April 2000 and includes a total of 12 regional colleges. The aim of the partnership is to plan and provide quality assured higher education to widen participation and facilitate progression and support the economic strategy for people in Staffordshire and Shropshire and adjacent areas, through collaboration and partnership. As such, a formal Memorandum of Co-operation and Schedules exist between the University and the College concerning the respective responsibilities and obligations for the delivery and management of each programme of study.

All awards delivered within the College as part of this partnership are managed and quality assured in accordance with the Staffordshire University quality assurance guidelines and Schedule to the Memorandum of Co-operation. Ultimately, Staffordshire University is accountable for the academic quality and standards of all programmes delivered by the College; however it is the College's responsibility to ensure that programme management and monitoring procedures, as set out within the University's Quality Assurance Manual and those of the UK Quality Code for Higher Education are implemented and adhered to.

Burton and South Derbyshire College responsibilities in the management of the quality assurance of its higher education provision include, but are not limited to:

- Ensuring that an Award Leader with appropriate subject expertise and experience of award leadership is nominated and in place for all programmes being offered / delivered
- Ensure that Module Leaders are identified and in place for each module delivered as part of an overall Award
- Ensure Course teams complete a schedule template clarifying how the award will be managed, including the structure and composition of the course committees prior to commencement of the award delivery
- Ensure that the Award Leader oversees the learner admissions processes and ensures that the agreed admissions requirements, as defined within the Programme Specification, are implemented consistently and fairly
- Ensure that a comprehensive and rigorous induction programme is available and provided to all new learners in conjunction with the Programme Advisor at the University
- Ensure that all learners fully understand the expectations, policies and values of the College and the University, including the facilities, services and resources available to them at the University
- Ensure that learners are provided with clear information and guidance relating to award expectations, particularly in relation to submission of assessments and the extenuating circumstances procedure

- Ensure that a Student Handbook validated by a university panel and reviewed annually by the Programme Advisor and Award Leader to ensure accurate, complete and current content, is available and provided to each learner.
- Ensure that an effective assessment and feedback process is implemented and maintained in-line with University assessment requirements
- Deliver learning programmes to a high standard which ensures high levels of learner satisfaction, learning opportunities and achievement
- Effectively facilitate the External Examiner process for all awards delivered, through a co-ordinated approach with the University Quality Department
- Advise the University of any changes to staffing or resources which impact on the delivery and assessment of Awards in a timely manner
- Ensure that learner evaluation and feedback is effectively sought on a regular basis, either through surveys or focus groups and the outcomes of this feedback used to inform future developments in the management and delivery of awards
- Actively contribute to standardisation events and Award Board meetings which have a direct impact on the management and delivery of College delivered, University awards

- Effectively participate within the University Annual Monitoring process for each of the awards delivered, ensuring accuracy and timeliness in completion and ensuring learner contributions are sought
- Ensure that public information requirements for all awards delivered are produced timely and accurately, ensuring learners and other stakeholders benefit from useful, detailed information to inform decision making
- Actively participate in the University periodic academic review, following normal higher education academic procedures



### What has gone Particularly Well in Higher Education during 2016-2017?

- In May 2013 the QAA Review formed the following judgements:
  - The academic standards of the awards the College offers on behalf of its awarding bodies **meet UK expectations** for threshold standards.
  - The quality of student learning opportunities at the College **meets UK expectations**.
  - The quality of information produced by the College about its learning opportunities **meets UK expectations**.
  - The enhancement of student learning opportunities at the College **meets UK expectations**.
- All the actions from the QAA Review have been met.
- The college has good links with employers as reported in External Examiner reports
- Retention has improved with some programmes reporting 100%
- Pearson/BTEC HN qualifications have continued to demonstrate consistent success.
- The College continues to maintain the outcome of the 2013 QAA Review.

### What Have Been The Specific Challenges for Higher Education During 2016-2017?

- Inconsistent communication between programme advisers at the university and programme leaders at BSDC.
- Accuracy of information varies between modules for the same programme.
- Submission dates for assessments changes on programme.
- Sometimes Learning Outcomes appear too broad and ambiguous.

### **Higher Education Headline Strengths**

- Study skills sessions delivered over ten weeks extremely useful for FD Early Years/Care students
- Assessment practices have been used as models for other colleges.
- Staff consistently support learners with detailed, accurate and constructive feedback on their work.
- BSDC return marked work quickly
- The VLE and ProMonitor are useful tools when implemented for HE courses.
- Small class sizes enable focused teaching, learning and assessment to occur, including one to one tutorials.

### **Higher education Key Areas for Improvement**

- HE courses continue to be given a stronger marketing presence
- Development of a more robust interview process with one point of contact in Learner Services trained to manage HE enquiries and is fully conversant with the 19+ loans procedure ensuring consistency of information
- HE induction to include learner services and finance
- Recruit staff with current industrial experience or provide CPD opportunities for existing staff to have industrial up dating

## Future Opportunities for Higher Education

### **1. Short Term November 2017 – September 2018**

- Marketing to be developed to include `two click` access to an HE page on the new BSDC website to include an electronic prospectus, progression routes to HE at BSDC, student loans, links to correct code on UCAS website, benefits of studying locally etc.
- A more robust induction process that incorporates both the University and BSDC requirements
- Tutorials should be more flexible to meet the needs of individual learners ensuring risk indicators are identified and recorded on ProMonitor
- Development of a specific College wide strategy for the monitoring and deployment of learning resources for all HE programmes
- All learners and staff to Develop more HE programmes to be delivered with directly funded HEFCE places

### **2. Medium Term by September 2018**

- Staff to undertake annual industrial updating of skills, to ensure all teaching staff has up to date knowledge of emerging issues or developments in industrial areas.
- All staff to have the opportunity to secure a Masters qualification or specific modules in order to support the college to deliver level 6 and 7 courses.
- Develop Higher Apprenticeship Awards that are linked to L2/L3 in order to build progression pathways to vocational HE. The Higher Apprenticeships to be placed on an equal footing with other full time and part time routes to higher qualifications
- Offer Top Up Degrees through Staffordshire University and/or other Universities

### **3. Long Term September 2018 onwards**

- Develop a more flexible and dynamic approach to HE by offering work based HE courses in conjunction with local businesses
- Offer Higher Education courses online in addition to classroom taught courses
- Offer a wide range of vocational HE courses directly funded by HEFCE and aligned to Local enterprise Priorities (LEP) priorities :

#### 4. Future Threats Facing Higher Education courses at Burton and South Derbyshire College

- A decrease in HE numbers
- Rising global scepticism about studying in the UK following Brexit
- Increased institutional competitiveness
- Growing emergence of online courses and MOOCs

## Section A.2: Management of Academic Standards

Burton and South Derbyshire College aims to manage and monitor its responsibilities for higher education academic standards effectively and appropriately through the implementation of agreed policies, procedures and guidance in accordance with Staffordshire University and all Awarding Bodies requirements and expectations. In addition, the College has a robust internal quality framework for assuring the standards of awards and compliance with set procedures which are applied in both the further education and higher education settings. In the development and continuous review of this framework, careful consideration is given to external reference points such as QAA guidance and the UK Quality Code for Higher Education.

The College has detailed arrangements in place with all of its awarding organisations for the consideration and management of all direct delivered and collaborative delivered provision.

Each qualification should be allocated to the appropriate level of the framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ).	Judgement Statement	Evidence Source
<p>For all direct delivered programmes the College has an internal programme approval process, overseen by the quality and management information teams, which ensures that study programmes are appropriately located within the FHEQ. For awards delivered through and in partnership with Staffordshire University, the University has a comprehensive and robust single module and programme approval process to ensure that programmes offered are aligned with the FHEQ. University policies and procedures for the approval of programmes, in addition to the Quality Committee, Academic Board, Audit Groups and the allocation of Programme Advisors ensures that all programmes align with the appropriate reference points of the FHEQ</p>	<p>The College effectively meets UK expectations for threshold standards.</p>	<p>QAA Review of Higher Education May 2013 stated that: All Staffordshire University qualifications delivered at the College on their behalf are allocated an appropriate level of the FHEQ.</p> <p>Programme approval Procedures</p> <p>Partner Approval Processes</p> <p>Pearson Standards Verification</p> <p>Staffordshire University EE Reports</p>

<p>All programmes of the University take cognisance of the UK Quality Code for Higher Education and demonstrate how this is addressed. This includes the production of programme specifications; addressing guidance on assuring and enhancing academic quality and subject benchmark statements and the framework for higher education qualifications</p>	<p>Full compliance with the UK Quality code for Higher Education.</p>	<p>QAA Review of Higher Education May 2013 stated that: All Staffordshire University and Edexcel Pearson Higher Education courses delivered at the College meet the requirements of the framework for Higher education qualifications.</p> <p>Award specifications</p> <p>Annual Monitoring</p> <p>External Examiners reports</p> <p>Standards Verifier Reports</p>
Effective Use of External Examiners?	Judgement Statement	Evidence Source
<p>As part of the College's partnership, Staffordshire University retain responsibility for the appointment of all External Examiners to University awards and modules delivered by the College with all external examining procedures being consistent with the normal practices of the University to ensure parity</p> <p>Assessment/Award/Examination Boards at the University establish and monitors the procedures for the appointment of external examiners. All reports from external examiners are received and considered by the relevant University Board and external examiners are invited to give an oral report to the Board on their opinion s with regard quality of assessment, academic quality and recommendations for enhancement of the awards they examine</p>	<p>All External Examiners are appointed centrally by Staffordshire University to ensure compliance with institutional policy and external expectations.</p>	<p>External Examiners have been appointed to all University awards and modules delivered at all levels within the College and are appointed for a period of four years, with a possible extension to a fifth year by mutual agreement. University procedures relating to external examiners are reviewed annually against expectations of the UK Quality Code and QAA Code of Practice</p>

		<p>External examiner Reports (QAA Review of Higher Education May 2013)</p> <p>From September 2016 Annual external examiner reports relating to Staffordshire University provision includes two report types:</p> <ul style="list-style-type: none"> <li>• Module External Examiner Reports</li> <li>• Award External Examiner Reports</li> </ul> <p>Module external examiners are responsible for overseeing the standard of modules to which they are assigned. Award external examiners are asked to provide feedback on the overall standard of an award or group of awards.</p>
Issues raised by external examiners should be handled quickly and effectively at the appropriate level within the College.	Inadequate response by some Award teams when responding to external examiners concerns	<p>QAA Review of Higher Education May 2013</p> <p>HE Internal Review November 2013</p> <p>Staffordshire University College Partner Annual summary report.</p>

<p>External examiners are required to make a formal annual report to the University following the principal Assessment/Award/Examination Board meeting each year. These reports form a major source of information in the annual monitoring of the College and University's programmes. Reports relating to College delivered provision are also sent to the Chair of the Partnerships Sub-Committee for scrutiny and to identify common themes and share good practice identified across the partnership. Where identifiable, outcomes from the external examiner reports are used by College Award leaders to inform the annual monitoring of College delivered awards. All reports from external examiners for College delivered programmes are to be received and scrutinised in the first instance by the relevant teams at the University prior to being forwarded to the College Quality Improvement department for dissemination and action by relevant Award teams. The University have procedures in place to escalate concerns within the external examiner reports should this be warranted.</p>	<p>Effective dissemination of External Examiner's reports to award leaders.</p> <p>Identification of themes emerging from annual monitoring process.</p>	<p>All External Examiners' reports are received by the Quality and Performance Improvement team for dissemination to the College Award teams.</p> <p>External Examiner Reports identify partner colleges actions</p> <p>QAA Review of Higher Education May 2013</p> <p>Annual Monitoring Reports</p> <p>Staffordshire University College Partner Annual summary report.</p>
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Design, approval, monitoring and review of assessment strategies must be effective in ensuring that students have the opportunity to demonstrate the learning outcomes of the award?	Judgement Statement	Evidence Source
<p>The College should operate an explicit assessment strategy that includes standardisation, moderation and internal verification procedures, in addition to formal assessment Boards through the University to ensure consistent standards of assessment practice are maintained on individual programmes across the College.</p>	<p>Inconsistent timeliness of assessment across some College HE awards by the university</p>	<p>QAA Review of Higher Education May 2013 identified that some learners are still not receiving timely assessment and feedback</p> <p>Internal verification Policy</p> <p>Assessment of Learning &amp; Competency Policy</p> <p>Staffordshire University College Partner Annual summary report.</p>
<p>Standardisation meetings across all partners within SURF are led by the University Award Advisor to ensure a consistent approach to the design of assessment across the Federation.</p>	<p>Some lacking of full compliance with University standardisation activity.</p>	<p>Staffordshire University College Partner Annual summary report.</p>

Direct delivered higher education provision through Edexcel and other awarding organisations follows the same internal procedures as set out in the College's assessment strategy and is moderated through internal verification processes and standards confirmed by external examiners / standards verifiers from the appropriate awarding organisation	Good internal verification procedures adopted from the established IV process used for level 3 and below.	Internal verification Policy  Assessment of Learning & competency  ` All the assignment briefs had been internally verified and records were available on my visit. The internal verification of assessment decisions is also well planned and records were available on my visit` (HN Business EV comments)
The College and University should operate a rigorous marking process of learner work, including the internal double-marking before second marking takes place by the University.	Appropriate assessment processes that are rigorous and measure achievement fairly	Staffordshire University College Partner Annual summary report.

<p>Each area of the curriculum is to provide an extensive range of learner documentation which supports the maintenance of assessment standards through varied platforms including unit, module and programme handbooks. Assessment briefs are standardised across the area to ensure clear, concise and accurate information is provided to learners with regard to assessment requirements of their award.</p>	<p>All Staffordshire University and Pearson/BTEC HN qualifications courses deliver standardised content and assessment requirements to ensure that all assessment contributes to student learning.</p> <p>The College's assessment strategies provide students with appropriate opportunities to demonstrate the outcomes of their awards. BSDC's assessment practices have been used as models for other colleges. Staff consistently supports learners with detailed, accurate and constructive feedback on their work.</p> <p>.</p>	<p>Staffordshire University College Partner Annual summary report.</p>
<p>The College has continued to develop a stronger approach to assessment and grade-related criteria and clearly identifying the relationship between learning outcomes, assessment and feedback. This work has been undertaken to ensure learners are provided with timely, constructive feedback and to enhance clarity of the assessment process and this continues to be embedded across all programmes of learning.</p>	<p>Most assessed work is returned within 10 working days.</p>	<p>Staffordshire University College Partner Annual summary report.</p>

Design, approval, monitoring and review of programmes should enable standards to be set and maintained and allow students to demonstrate the learning outcomes of the award?	Judgement Statement	Evidence Source
<p>Design, approval, monitoring and review of higher education programmes are the responsibility of the awarding body, with input at validation, annual monitoring and revalidation by College staff, employers and students.</p>	<p>Good design and approval processes with inconsistent maintenance of standards by annual monitoring with input from all stakeholders.</p> <p>All College and university staff has a supportive relationship and have held module development days during the summer to discuss, edit and improve new modules.</p>	<p>Staffordshire University College Partner Annual summary report.</p> <p>External Examiners Reports</p>
<p>All new programme proposals are considered in depth during the College's annual curriculum review and planning process and application of standards and assessment requirements are given consideration as part of this process. The University, as part of its approval process involves external subject specialist panel members to ensure appropriateness of the assessment procedure of awards is fully considered prior to approval</p>	<p>Good review and planning processes in place at BSDC when considering the appropriateness of assessment processes.</p>	<p>All Higher education qualifications are approved prior to inclusion in the College Curriculum Plan. (QAA Review of Higher Education May 2013)</p> <p>Staffordshire University College Partner Annual summary report.</p>

<p>Formative and summative assessment methods are to be agreed through standardisation before being implemented to ensure that these are appropriate for the level of award and measuring the learning outcomes of the module or programme. The University operates an effective and meticulous process for cases of suspected academic misconduct which are fully adopted and applied by the College, further supporting the maintenance of extracting standards of the awards.</p>	<p>There has been good collaboration between Staffordshire University and the College when evaluating and monitoring award delivery.</p> <p>The Award teams have taken an active part in standardisation days and committee meetings at the University and have engaged with the University quality procedures.</p>	<p>All Staffordshire University owned provision is assessed in collaboration with Staffordshire University. A link tutor is allocated by Staffordshire University as the support and link between the College and the University.</p> <p>Staffordshire University College Partner Annual summary report 2014-2015</p>
<p>The effectiveness of assessment standards should be monitored and reviewed by the award delivery teams through the termly course review process, annual monitoring process and feedback received from learners working towards the particular programme of study. The information derived from these reviews should then be used to inform development plans to ensure that expected standards are met and maintained for each of the programmes delivered.</p>	<p>All assessments 2nd marked</p> <p>Appropriate assessment processes that are rigorous and measure achievement fairly</p>	<p>Staffordshire University College Partner Annual summary report.</p>

Subject benchmark statements are to be used effectively in programme design, approval, delivery and review to inform standards of awards?	Judgement Statement	Evidence Source
College delivered higher education programmes are subject to professional accreditation and as part of this process, programmes are considered against the appropriate reference points. All reports from accreditation visits or other forms of external verification or scrutiny are reviewed by the College Quality department and College Award Leaders / Programme Management Teams and actions implemented as and when necessary to ensure continued application of standards is achieved.	Good use of subject benchmark statements	Internal Verification Policy  Staffordshire University College Partner Annual summary report.
College guidance and policy is reviewed in-line with changes to the academic infrastructure and generic benchmark statements as set out by the awarding University	Rigorous use is made of the University subject benchmark statements and qualification statements	When drawing up programme specifications University benchmarks are used (QAA Review of Higher Education May 2013)  Staffordshire University College Partner Annual summary report.
The continued appropriateness of programmes delivered by the College is considered during the periodic Academic Review process where all existing programmes are formally considered for re-approval	Continuous review of the processes and procedures used by the College assure academic standards.	QAA Review of Higher Education May 2013

### **Section A.3: Quality of Students' Learning Opportunities**

With the core business of the College being the delivery of effective learning, teaching and assessment to develop learners' knowledge, skills and experience in a particular subject, the provision of high quality learning opportunities and experiences is fundamental to the College vision and mission. The College continues to have a strong emphasis on improving learning and teaching practices and support arrangements, including its programme of Continual Professional Development (CPD) for staff. The Quality and Performance Improvement Team continue to add direct value and are integral to the on-going development of the college performance, not only in improving the quality of provision and experience of learning but also ultimately securing improved outcomes for learners in all areas of their learning. Learner Services provides a range of support services including: financial assistance, transport, career guidance and confidential counselling. This includes effective guidance and support in making applications and is on-going during a learner's course.

The model for conducting Quality Assurance of learning opportunities has recently been re-developed to ensure that established procedures for assuring learning, teaching, assessment and support are sufficiently rigorous and provide a secure base for self-assessment of the quality of learning opportunities and a reliable source of information to identify and target staff development activity.

The College is confident that its current framework of policies and procedures used to manage and monitor learning opportunities is sufficient to deliver an appropriate level of assurance. The impact of these processes are monitored through a variety of channels, including observations, internal quality reviews, internal programme surveys, NSS and learner focus groups.

The Strategic Plan commits the College to providing an infrastructure and learning environment which is sufficiently resourced, structured and continually developed to adequately support learners and delivery programmes. As part of this plan, the College continues to develop and implement additional activities and initiatives to further strengthen the contribution that its learners make to quality assurance, with this being facilitated in part by the College's engaging and influential Student Council and Sabbatical Officers. Learner voice is at the forefront of all College policies, processes and procedures, ensuring continual engagement of learners in all activities and services provided by the College and the future development of these.

The effectiveness of leadership, management and governance are very good overall. Effective leadership and strong strategic and operational planning are focused clearly on improving the learners' experience and securing high standards of quality and performance for all learners. Governors, leaders, managers and staff utilise a broad range of performance management information to inform their decision making process about the safeguarding and development of provision. The positive and supportive leadership and management foster a culture of continuous improvement. This has raised expectations and promoted ambition throughout the College. The College mission of creating a vibrant and high performing college in an environment where both learners and staff are encouraged to reach their full potential has had a positive impact on raising performance year on year.

Professional standards for teaching and support of learning are supported?	Judgement Statement	Evidence Source
<p>The College and University monitors the highest academic qualification and professional affiliations of all staff with information on professional qualifications being captured in the standard academic CVs. Newly recruited staff are subject to a rigorous approval process by the University prior to commencing delivery of any University accredited programme. In addition, all recruited staff who are new to teaching are required to undertake a recognised ITE accredited programme of study, and achieve this within a specific timescale as part of their contract of employment</p>	<p>Good implementation of professional policies and procedures.</p>	<p>All staff teaching on Higher Education programmes are appropriately qualified and trained.(QAA Review of Higher Education May 2013)</p> <p>HR records</p> <p>HN EE Reports</p>
<p>Given the importance of high quality learning, teaching and assessment in ensuring high levels of learning opportunities and experiences, the College has recently revised its recruitment process and the majority of academic staff applying for teaching roles within the College undertakes delivery of a lesson as part of this process. This ensures that learner views directly contribute to the recruitment decision making process</p>	<p>Good recruitment processes in place.</p>	<p>Most newly appointed staff having delivered a `micro teach` during the recruitment process which incorporates learner feedback on the session to inform the outcome of the process. (QAA Review of Higher Education May 2013)</p> <p>Observation/Review Reports</p>
<p>All newly appointed staff are allocated an experienced member of staff, usually from within their own subject area, to act as their mentor or personal advisor to support their transition into teaching and learning. This coupled with a developmental probationary period and an extensive programme of staff development ensures that staff are effectively supported with regard professional standards and expectations for the provision of high quality learning and teaching</p>	<p>Some mentor support is in place.</p> <p>Meetings are currently only attended by programme leader which limits first hand training for other staff. Consideration to be given to arranging training for all of the team during a review week / staff development day.</p>	<p>Staffordshire University College Partner Annual summary report.</p>

<p>The College has recently developed a policy and guidance around peer support and development and continues to encourage the active take up of this by staff from across the College. This process is in its infancy and is applied at a local level within the College Academies to further support the induction, probationary and developmental processes and procedures which are well established. Further development and roll-out of this process is required as an on-going development in supporting teaching and learning developments.</p>	<p>Inconsistent peer support across all awards.</p>	<p>QAA Review of Higher Education May 2013</p> <p>Partner Annual Summary Report</p>
<p>The module and programme evaluation and review processes that are well established within the College facilitate feedback from learners on their level of satisfaction with regard the teaching, learning, assessment, enthusiasm of staff and support provided from staff in completion of their programmes. The feedback gained is used at a local level to inform programme evaluations and developmental action plans to ensure that professional standards in the quality of learning, teaching and assessment are continually built on.</p>	<p>Good programme evaluation.</p> <p>All colleges and university staff have a supportive relationship and have held module development days during the summer to discuss, edit and improve new modules</p>	<p>Staffordshire University College Partner Annual summary report.</p> <p>Annual Monitoring Reports</p>
<p>The College is wholly committed to supporting the enhancement of learning, teaching, assessment and support practices and has recently re-positioned itself to better meet the development needs of staff. This has resulted in the recent creation of a learning, teaching and development unit to work across academies and programme areas to support staff and learners. In addition, all staff are undertaking a 'step change' programme specifically designed around teaching and learning to further support the creation of innovative and high quality learning activities and experiences.</p>	<p>Tutors in teaching teams have a range of relevant skills</p>	<p>External Examiner reports</p> <p>Staffordshire University College Partner Annual summary report.</p>

Learning resources are appropriate to allow students to achieve the learning outcomes of their programmes?	Judgement Statement	Evidence Source
<p>As part of module and programme approval, the Award Leaders and Programme Area Managers are required to confirm that appropriate staffing and resources are available to deliver the programme of study and this is monitored through the External Examiner reporting process, termly review process and annual monitoring process, ensuring resources are of an appropriate standard and quantity to facilitate learning outcomes</p> <p>The College has recently developed a policy and guidance around peer support and development and continues to encourage the active take up of this by staff from across the College. This process is in its infancy and is applied at a local level within the College Academies to further support the induction, probationary and developmental processes and procedures which are well established. Further development and roll-out of this process is required as an on-going development in supporting teaching and learning developments.</p>	<p>Library, IT, and equipment supplies were made available to higher education programmes.</p> <p>Higher education learning and teaching at the College takes place within a modern, purpose-built 'University Centre'</p> <p>Students at have access to some very good physical resources but some need to be updated to meet industry requirements</p>	<p>External Examiner reports</p> <p>Staffordshire University College Partner Annual summary report.</p>
<p>The College deems learning resources as a key priority in achieving programme learning outcomes and this has resulted in the extensive development of the estate, including a new University Centre dedicated to higher education delivery, Learner Hub, Learning Resource Centre and the opening of a dedicated, state-of-the-art Construction and Sustainability Academy in Swadlincote, South Derbyshire. Opened in the spring of 2012, this facility provides learners with a learning venue that replicates a realistic working environment. October 2012 also saw the official opening of St George's Park; England's inspirational new home providing innovation in sporting performance, with the College establishing a learning partnership with the FA's National Football Centre to further enhance the quality of experience and provision available to all of our learners. The suitability of learning space is regularly reviewed and recommendations for developments made, hence further estates development as part of the estates strategy during 2012 to</p>	<p>Continuous investment and upgrading of IT infrastructure and the capacity for learners to use ILT for teaching and learning.</p> <p>Moodle/VLE is used well for the majority of programmes but needs to be developed further</p>	<p>Staffordshire University College Partner Annual summary report.</p>

<p>2015 is planned to ensure that learners are provided with the best possible learning environments.</p> <p>University learners undertaking their study programmes at College are informed of their entitlement to access further learning resources at the University and the majority of these facilities and resources are increasingly being used by learners to support their learning.</p>	<p>Effective Induction to Staffordshire University facilities during College induction.</p>	<p>Annual Monitoring Reports</p> <p>Staffordshire University College Partner Annual summary report.</p>
<p>Effective internal working relationships between curriculum, Learning Resources Centre teams and IT / VLE team ensure that adequate resources are readily available for learners, reflecting increasing use of electronic resource materials and the further development of the VLE and its associated systems / modules.</p>	<p>Good use of electronic devices during lessons.</p> <p>There is laptop hire/booking system to allow learners to work independently</p>	<p>Staffordshire University College Partner Annual summary report.</p>
<p>Learner feedback, gained through thematic focus groups, NSS surveys and internal satisfaction surveys identifies issues or concerns with regard learner satisfaction with specialist resources and equipment at local level within the College and actions are incorporated with programme development plans to resolve these or at the very least minimise the impact these are having on learners achieving their learning outcomes.</p>	<p>Improved differentiation of learning opportunities between HE and FE learners.</p> <p>NSS survey used by the College to gather student feedback</p> <p>Each programme has a focus group to gather learner feedback</p>	<p>Staffordshire University College Partner Annual summary report.</p> <p>NSS Survey</p>
<p>The College has procedures, for specific programmes, that support the operation of personal 1:1 tutoring to further support learner achievements. In addition, various technical and other specialist staff resources are made available to support the effective delivery of College delivered programmes (i.e. learning mentors, learning and teaching facilitators, technical support staff).</p>	<p>Excellent 1:1 processes in place.</p>	<p>An area of best practice identified by the Academic Partnerships Managers and learners present at course focus groups was the regular tutorials at BSDC which focus on targets, support and progress.</p>

<p>The Library (Study Centre) has seen benefited from continued investment and work continues to expand the collection of resources through e-books and e-journals to support learning. Close liaison with programme teams ensures that the service is proactively developed to support learning and teaching. The College has completed an extensive review and development of its IT infrastructure, resulting in improved IT systems, ILT management and planning, and learning resources and learning spaces. The impact of this has been that staff and learners are now much more confident in the IT infrastructure and, therefore, now use IT much more in not only traditional classroom based learning but distance learning opportunities have also increased, providing a flexible approach to achieving learning outcomes, a vital resource in today's environment.</p>	<p>Good Library and IT facilities</p>	<p>Regular and effective review of library and IT equipment supplies are made available to higher education programmes. (The Review of Higher Education in May 2013).</p> <p>Staffordshire University College Partner Annual summary report.</p>
<p>Following the review of Learner Services and the development of the Learner Hub, Learner Services staff are now much better positioned to provide a wide range of specialist support and services in response to individual learner needs, including financial as well as on-programme pastoral support.</p>	<p>College support staff are knowledgeable about higher education</p> <p>The admissions process is managed by Learner Services who are responsible for ensuring applications are dealt with efficiently and impartially.</p> <p>The College offers advice, guidance and support on all aspects of the application process including how accreditation for prior learning and experience will be calculated</p>	<p>Staffordshire University College Partner Annual summary report.</p>

Students contribute effectively to quality assurance?	Judgement Statement	Evidence Source
<p>An established and award winning learner representation system has been further rolled out across all areas of the College with the introduction of Programme Area representatives. The Learner Voice strategy and code of practice for learner representation and the guidance handbook for learner council representatives fully support learner involvement in the design, delivery and overall management of College provision and services.</p>	<p>Each programme has a focus group to gather learner feedback</p>	<p>Staffordshire University College Partner Annual summary report.</p>
<p>Learners are represented at all levels of the College structure. Learner representatives are included within the membership of the Governing Body, Standards Committee, Finance and General Purposes Committee, Equality and Diversity Committee and are active members of the College management Team. Learners are also included as members of Programme Area review panels so that they can directly and effectively contribute to programme development.</p>	<p>Each programme has a focus group to gather learner feedback</p>	<p>Staffordshire University College Partner Annual summary report.</p> <p>.</p>

<p>The College operates a formal and successful annual learner conference in which learners are provided with the opportunity to feedback on specific and thematic developments they believe would improve the experience of continuing and future learners at the College. In addition, Programme Area teams hold regular thematic focus groups with learners to inform future developments of their areas and programmes.</p> <p>To further compliment the formal Student Council systems and processes, the Student Council have regular meetings with the Sabbatical Student President and other members of the Learner Voice team of the College to provide learner views into future strategic and operational decision making processes. Additionally, regular meetings are held with curriculum areas to facilitate collaborative working, information sharing and enhanced support for the Student Union president as and when this is required. Informal structures also exist at programme Area and Course level and subjective evidence from learners suggests that these types of arrangements are valued and respected and are more responsive than perhaps the formal arrangements for gathering learner contributions</p>	<p>Each programme has a focus group to gather learner feedback</p>	<p>Staffordshire University College Partner Annual summary report.</p>
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There is effective use of management information to safeguard quality and standards and to promote enhancement of student learning opportunities?	Judgement Statement	Evidence Source
<p>A wide range of Critical Success Factors (CSFs) have been developed and established to underpin the Colleges Strategic Plan. The Critical Success Factors are focused around the key themes of 'Our People', 'Cost to Serve' 'Responsiveness to Market' and 'Vibrant and Outstanding'. Each of the CSFs have a number of key performance indicators which are used by Governors, Senior Leaders, Programme Managers and staff to monitor and safeguard expectations around learning opportunities and academic standards</p>	<p>Effective transparency of performance indicators.</p>	<p>The college makes available to all stakeholders a wide range of performance indicators:  CSF – Vibrant &amp; Outstanding  CSF – Responsiveness  CSF – Our People  CSF – Cost to Serve</p> <p>Assessment Board Outcomes</p> <p>CMT Meeting Minutes</p>
<p>Management information is used at all levels across the College as part of its review processes (i.e. termly course reviews, annual monitoring, Performance Reviews, Data Ownership Meetings and University Board meetings).</p>	<p>Data reporting suite is available to staff to inform accurate and timely decision making regarding the performance of their programmes</p>	<p>Programme Reporting</p> <p>Course Reviews</p> <p>Annual Monitoring Reports</p>
<p>The College Management Team and Programme Area Managers consider a range of qualitative and quantitative information on a regular basis, including feedback from learners, external examiner reports, and data on applications, enrolments, retention and progression at whole College and individual award level. This data analysis is used to support reflection on performance and to identify future actions.</p>	<p>Good analysis of data by the College management team.</p>	<p>A `Quality and Performance` strategy is available to provide data on attendance, performance, and progress of individual HE learners quickly.</p> <p>Example Annual Monitoring Report.</p> <p>Example External Examiner Report</p>

Policies and procedures used to admit students are clear, fair, explicit and consistently applied?	Judgement Statement	Evidence Source
The College and University admissions policy and entry requirements continue to underpin a transparent and fair selection and admission of learners onto Collaboratively delivered programmes of study. Programme tutors and learner services have responsibility for overseeing the entry of learners.	Pre-course and on-course information, both written and given verbally at interview, is accurate, informative and sufficient	Learner Admissions Policy  Staffordshire University College Partner Annual summary report.
Entry requirements for each programme delivered are set out in the relevant publications including a hard copy prospectus, website, programme information leaflets and for some programmes via the UCAS entry profiles.	Good representation of HE courses on the College website.	The College website provides detailed information on HE courses.  Full Time Prospectus  Part Time Prospectus
There are effective complaints and appeals procedures?	Judgement Statements	Evidence Source
The College Feedback (formally compliments and complaints) procedure is accessible by all learners via the College website, intranet or learner handbook. Learners are also signposted to the Universities complaints procedure.	Good College complaints and appeals procedure.	HE Academic Appeals Policy 2017  HE Feedback Policy 2015 (updated 2016)

<p>The College sets out the expected behaviours of learners during induction and statements of mutual responsibilities and expectations are provided within the learner handbook and on the intranet</p>	<p>Good induction process in place</p>	<p>HE Academic Appeals Policy 2015</p> <p>HE Feedback Policy 2015</p> <p>Learner Handbook</p> <p>Learner Respect Agreement</p> <p>Induction checklist</p>
<p><b>There is an approach to career education, information, advice and guidance that is adequately quality assured?</b></p>	<p><b>Judgement Statements</b></p>	<p><b>Evidence Source</b></p>
<p>Comprehensive support for career education, information, advice and guidance is delivered both within programmes and through the College Learner Services area.</p>	<p>The College offers advice, guidance and support on all aspects of the application process including how accreditation for prior learning and experience will be calculated</p>	<p>Staffordshire University College Partner Annual summary report.</p>

<p>All learners applying for courses at the College are encouraged to indicate if they have a disability and/or learning difficulty. Applications are monitored by the admissions team who arrange the appropriate learning support. In addition, all full time and substantial part time learners are screened to identify literacy and numeracy levels.</p>	<p>Ineffective Additional Learning Support provided by Staffordshire University.</p> <p>Good Additional Learning support provided by the College</p>	<p>The College has effective policies in place: IAG Policy, Single Equality Scheme.</p>
<p>The College delivers programmes which have a strong professional focus that is facilitated by College staff that are or have recently been engaged in research, consultancy or practice. Additionally, curriculum development is supported through close and effective links with employers to enhance career prospects, and career information within programmes. Opportunities for the development of professional skills are embedded within the curriculum and are articulated within the University module and programme specifications.</p> <p>Guest lectures and speakers by leading academics and business professionals are an important and valued feature of the College programmes. For some specific programmes, highly experienced professional staff provide support to students through mentoring activities. This is further supported by the introduction of a College Alumni which aims to further support learner advice, guidance and support in career planning by pairing past Graduates with existing learners in a mentoring capacity.</p>	<p>Good links with employers</p> <p>Guest speakers enable students to discuss future opportunities</p>	<p>Staffordshire University College Partner Annual summary report.</p> <p>External Examiners Reports</p>
<p>Programme specifications, College marketing information and the Key Information Sets provide information to learners about possible graduate destinations as well as specific information about career development requirements. The College has also recently developed a career mapping application – ‘Career Coach’ a learner career mapping tool which is used by learners to plan out their progression routes from their current level of programme to achieve their career ambition. This system has had a considerable impact on the information available to learners to inform their progression and career opportunities.</p>	<p>Detailed module guides</p> <p>Good progression of learners with all learners progressing to HE (BA Top Up) or employment or self-employment/promotion at work</p>	<p>Career coach</p> <p>Employment Hub</p> <p>Staffordshire University College Partner Annual summary report.</p>

The quality of learning opportunities is managed to enable the entitlements of disabled students to be met?	Judgement Statements	Evidence Source
<p>The College's Strategic Plan and Single Equality Scheme sets out our commitment to enabling the entitlements of learners, regardless of their protected characteristics.</p>	<p>Good range of support services to enable the entitlements of disabled students to be met.</p>	<p>The Higher Education Review in May 2013 recognised that the College's Additional Learning support and Disability statement documents provide clear information on the different kinds of support available and how to apply for it.</p> <p>Information is available to learners via the student handbook and BSDC Website.</p> <p>Strategic Plan</p> <p>Single Equality Scheme</p>
<p>Formal procedures are established with both the College and University for learners requiring special assessment arrangements and these are made through partnership between Learner Services, Examinations Office and the University where applicable. Learners are offered special examination arrangements based on their individual circumstances where these are required, to ensure equality of opportunity in assessment of learning objectives</p>	<p>Effective special examination arrangements</p>	<p>The May 2013 QAA Higher Education Review team met learners with dyslexia and identified the support as particularly effective.</p> <p>Additional Learning Support (ALS) and Special Educational Needs and Disability (SEND) Policy</p>

The quality of learning opportunities for international students is appropriate?	Judgement Statements	Evidence Source
International learner volume is low at the College and in response to this the College has recently appointed a dedicated International Officer to increase the College's market share and further support the recruitment of international learners.	Poor recruitment of suitable International Learners	The May 2013 QAA Higher Education Review identified that there were no HE International Learners
The quality of learning opportunities delivered as part of collaborative arrangements is managed effectively to enable students to achieve their awards?	Judgement Statements	Evidence Source
Staffordshire University operate effective arrangements for the monitoring and management of collaborative provision, including rigorous validation processes for the approval of new partners and new partner provision and a robust Programme Management process which supports the College in ensuring learners are provided with adequate opportunities to achieve their awards.	Course Management of Awards is good	<p>The award teams have taken an active part in standardisation days and committee meetings at the University and have engaged with University quality procedures</p> <p>Staffordshire University College Partner Annual summary report.</p> <p>Team Meetings</p>
For the effective management of collaborative delivered awards, the University has clear guidelines, provided through the UK Partnerships Handbook which clarifies the duties and responsibilities of Staffordshire University for supporting and managing collaborative provision. This includes the provision of a programme Advisor for all awards. The College has adopted and follows each of the Universities policies for the delivery of collaborative provision to ensure all arrangements are managed effectively. <i>The College has further distance to travel in ensuring that policies and procedures are consistently applied at award level.</i>	Good collaboration between the College and Staffordshire university	<p>There has been greater collaboration than usual over the previous academic year when evaluating and monitoring the award delivery</p> <p>Staffordshire University College Partner Annual summary report.</p>

The quality of learning opportunities delivered through flexible and distributed arrangements, including e-learning, is managed effectively?	Judgement Statements	Evidence Source
<p>Effective internal working relationships between curriculum, Learning Resources Centre teams and IT / VLE team ensure that adequate resources are readily available for learners, reflecting increasing use of electronic resource materials and the further development of the VLE and its associated systems / modules.</p> <p>A Web Application Developer is responsible for the development and maintenance of the virtual learning environment (Moodle), working in collaboration with Award leaders and Programme Teams to ensure that the learner pages of the VLE are populated with specific programme and module information, learning materials and guidance. This includes links, where relevant to University information specific to individual programmes / awards. Moodle is a key source of information for learners.</p>	Good e-learning resources	<p>Canvas/VLE is used well for the majority of programmes but needs to be developed further</p> <p>Library, IT, and equipment supplies were made available to higher education programmes. Higher education learning and teaching at the College takes place within a modern, purpose-built 'University Centre'</p> <p>Staffordshire University College Partner Annual summary report.</p>
The quality of learning opportunities delivered through work-based and placement learning is effective?	Judgement Statements	Evidence Source
<p>The College operates a dedicated Business Development and Corporate Relationships department whose core function is to build and further develop relationships with employers which foster the opportunity for work-based learning and placements to further enhance the learning experience of its learners.</p>	Appropriate and effective work-based and placement learning.	<p>The college has good links with employers</p> <p>Staffordshire University College Partner Annual summary report.</p> <p>Business Development Structure</p>

A document setting out the mutual expectations of the college and its students, which may take the form of a student charter or equivalent document, is available?	Judgement Statements	Evidence Source
<p>The College operates a 'Respect Agreement for Learners' which is the Student Charter. This agreement is applicable to all learners studying at Burton and South Derbyshire College. The agreement was jointly developed by staff and learners and was approved by the Governing Body in 2010 as is reviewed and updated annually.</p> <p>The Respect Agreement for learners is based around the College's Core Value of 'Valued and Respected' which sets out expectations of learners, staff and leaders.</p> <p>The Respect Agreement for Learners is disseminated to learners via the learner handbook and is available on the College website. The core values underpinning the respect agreement are disseminated and available throughout the College. The agreement is digitally signed by the College Principal and signed by learners.</p>	<p>Detailed 'Respect agreement for Learners'</p>	<p>Learner feedback at the QAA Review of Higher education May 2013 recognised that the Respect agreement applied to both HE and FE. Learners felt it was appropriate for both levels of study.</p> <p>Learner Handbook</p> <p>SU Student Charter</p>

#### Section A.4: Quality of Information about Learning Opportunities Offered

Higher education providers produce information for their intended audiences about higher education they offer that is fit for purpose, accessible and trustworthy?	Judgement Statement	Evidence Source
<p>The College maintains an external-facing website, which readily facilitates open access to College public information with all other internal information being held centrally on the staff intranet, Moodle and 'shared' network drives. Each of these brings together a wide range of learner and public facing information. Relevant award information is openly available on the website to support potential applicants to the College or University awards, current learners, parents, employers and the local community.</p>	<p>Good marketing of HE courses on the BSDC website</p>	<p>Staffordshire University College Partner Annual summary report.</p> <p>College website</p>
<p>The Marketing Team oversees the collation and preparation of College public information whilst individual Programmes Areas are responsible for providing a wide range of accurate, academic and non-academic related information, including specific data about the provision each area offers, administrative guidance and links to other appropriate resources. <i>Continued development within this area of work is required to ensure that the College public information is accurate and meets the needs of the user and external regulatory requirements in a timely and effective manner.</i></p>	<p>The quality of information produced for applicants and students meets the UK expectations.</p>	<p>Public information on the academic standards and quality is publically available on the College website. (The Review of Higher Education in May 2013)</p> <p>Corporate Relations Structure</p>

<p>The learner services department publishes information, guidance and instructions to inform learners of the actions they need to take to ensure compliance with the College and University application and enrolment process.</p>	<p>Satisfactory application and enrolment processes.</p>	<p>The admissions process is managed by Learner Services who are responsible for ensuring applications are dealt with efficiently and impartially.</p>
<p>General information is supplied to UCAS on financial information and the College / University admissions process is managed centrally by the learner Services team in collaboration with programme Areas and the University. The guidance on qualifications and fees is reviewed annually by the College Finance and General Purposes Committee and changes for individual programmes approved. The College website contains links for each programme to the relevant UCAS webpages.</p>	<p>Improved communication between the College and the University</p>	<p>The College offers advice, guidance and support on all aspects of the application process including how accreditation for prior learning and experience will be calculated</p> <p>Staffordshire University College Partner Annual summary report.</p>

## **Section A.5: Enhancement of Students' Learning Opportunities**

The College operates a process of self-assessment at course, programme area, business support and whole college level which forms the backbone of the College's extensive and coherent quality assurance and improvement arrangements. The self-assessment process is a cyclical and all year round developmental process that addresses issues from the previous self-assessment process as well as identifying new strengths and areas for improvement or development to secure continued improvement in College performance. The majority of course level and programme area reports are evaluative and reasonably self-critical, however the College recognises that further development is required to ensure that 'performance data' is available in a timely, accurate and reliable format which adequately inform judgements on performance. Improvements have been made this year to ensure the availability and use of extensive and reliable data reports by managers and staff to support the closer monitoring of course performance, and to actively encourage the early identification by College managers of under-performing courses to ensure immediate, pro-active intervention can be implemented.

Very good procedures are in place to monitor the quality of learning and teaching and the subsequent support structure in place for staff leads to improvement. In the majority of lessons observed across the College there are an extensive variety of activities that motivate and engage learners to make good and outstanding progress. However in some satisfactory and good lessons, particularly at higher level learning, there is insufficient differentiation or stretch and challenge for advanced level learners to enable them to reach their full potential. Teaching staff and assessors routinely and actively encourage learners, through directed and extended questioning, to reflect on their learning and to consider how they can improve further. The quality and timeliness of progress reviews is good which focuses learners on achieving their set developmental targets. The standard of learners' work is high and is outstanding in the majority of subject areas, with the assessment of learner work being very good with clear and constructive guidance provided on what learners need to do to further improve and to be successful on their learning programme. There is a good balance between theoretical and practical assessments with varied methods used including essays, reports, portfolios, practical coaching, presentations and debate.

The College finances are effectively managed, with continued rigour to financial management leading to good financial management and control. This practice has allowed substantial investment in first class learning resources and the re-development of state of the art accommodation.

Burton and South Derbyshire College remain fully committed to providing a valuable and supportive learning experience for all, helping everyone achieve their career, learning and business objectives and make a positive contribution to society. To support this commitment, the College has stated, through its strategic framework, core values and behaviours how it will interact with its learners, employers and staff to inspire and motivate all to achieve their maximum potential.

Deliberate steps are being taken at college level to improve the quality of students' learning opportunities?	Judgement Statement	Evidence Source
<p>The College Strategic Plan and underpinning Operational Plans and Learning, teaching and Assessment Strategy guide the future direction of the College's enhancement activities, which also includes the development and improvement plans derived at local level from Programme Area and Business Department self-assessment processes.</p>	<p>Comprehensive Strategic Plan for 2012-2015 and the development of the BSDC Adaptive Plan 2016 – 202.</p>	<p>Since 2008 the College has undergone substantial and systematic development of its managerial systems which have contributed to the quality of the learning experience of higher education learners. (The Review of Higher Education in May 2013)</p> <p>Adaptive Plan</p>
<p>Rigorous processes are in place at the College, including termly course review procedures, annual monitoring reports, external examiner reports and self-assessment procedures, performance reviews and assessment boards which ensure a comprehensive action planning process is in place to identify and subsequently potential areas for enhancement.</p>	<p>Consistent monitoring across all HE Awards</p>	<p>External Examiners reports received for all programmes and Programme leaders provided with the opportunity to comment on the EE reports and identify actions required to improve delivery of programme. There is an improved system for receipt of external reports. There are two report types:</p> <ul style="list-style-type: none"> <li>• Module External Examiner Reports</li> </ul>

		<ul style="list-style-type: none"> <li>• Award External Examiner Reports Module external examiners are responsible for overseeing the standard of modules to which they are assigned. Award external examiners are asked to provide feedback on the overall standard of an award or group of awards.</li> </ul> <p>The majority of External Examiners reports identified each partner and highlighted best practice and areas for improvement relating to each partner.</p> <p>Staffordshire University College Partner Annual summary report.</p>
<p>The College is wholly committed to supporting the enhancement of learning, teaching, assessment and support practices and has recently re-positioned itself to better meet the development needs of staff. This has resulted in the appointment of Teaching, Learning and Assessment Coaches to work across Directorates and programme areas to support staff and learners. In addition, all staff are undertaking a ‘step change’ programme specifically designed around teaching and learning to further support the creation of innovative and high quality learning activities and experience.</p> <p>The College’s staff development programme and lesson observation team have highlighted and supported the implementation of equality and diversity within the</p>	Learning, Teaching and Assessment is good	<p>8% of the total numbers of observations were of staff teaching on HE programmes. 44% Exceeded College Expectations, 22% Met College Expectations, and 33% Did Not Meet College Expectations.</p> <p>Annual Observation report 2016 – 2017</p>

<p>curriculum. There is a high standard of learner work which is supported by clear annotations on how the learner can further improve their performance. The College has recently introduced an electronic Individual Learning Plan (ILP) that has aided with consistency of approach and learners taking ownership of key targets. There are effective arrangements in place to support quality improvement and implementation of these has contributed to raising the quality of provision and the retention, achievement and success of learners.</p>		<p>CPD Policy</p> <p>Staff Development Procedures</p>
<p>Strong and aspirational strategic leadership and governance which ensures a clear vision, mission, objectives of the College and includes priorities for continuously enhancing the quality of provision and outcomes for all learners, which are recognised and understood by all staff</p>	<p>Effective leadership by Governors and Principal</p>	<p>Annual College Self-Assessment report 2015-2016</p>

## **Section B.1: Summary Conclusion**

As with many other providers of further education and higher education, Burton and South Derbyshire College is undergoing a period of substantial change and in doing so, it recognises that the need to continually develop and evolve its academic infrastructure and portfolio is paramount if it is to continue to meet the local, regional, national and global challenges it faces.

Burton and South Derbyshire College is an ambitious organisation, led by a dynamic and inspirational Governing Body and Leadership team who are extremely aware of their responsibilities to effectively manage change within the College. They are also extremely aware that it is vital the College maintains a secure base in the future to ensure achievement of its mission and vision whilst continuing to provide the highest level of motivating and inspiring learning opportunities and experience possible for its learners.

The College acknowledges that the assurance of academic standards and the enhancement in the quality of learning opportunities it provides is a continual process of development and remains fully aware of it, and its partner organisations responsibilities in ensuring this. The College is

confident that it continues to make progress in the development of its internal framework, policies and procedures and in its continuing partnership with Staffordshire University to achieve these goals.

Burton and South Derbyshire College is not complacent in its drive to become a vibrant and outstanding provider of high quality learning opportunities and as such, it recognises that further enhancements are required to ensure a consistent approach, across all areas of the College, in ensuring learning opportunities and learner experience reaches its full potential.

## Section B.2: Higher Education Development Plan 2017-2018

<b>Development Priority 1</b>	A More Consistent and Proactive Approach to External Examiners reports					
<b>Development Owner</b>	Directors of Department					
<b>Development Reviewer(s)</b>	Directors of Curriculum, VP: Curriculum and Performance and MIS					
<b>Development Overview</b>	Ensure External examiner Reports are shared with College representatives					<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>	External Examiner visits are arranged in-line with University timescales and outcomes of visit are effectively used to inform further enhancement or sharing of good practice across all awards					<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No .</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Completion Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	Clear and comprehensive staff guidance to be developed and distributed to provide information of procedures to be followed with regard to external examiner requirements	Quality Improvement	November 2013 Completed And ongoing	VP: Quality & Performance Improvement  Directors of Curriculum	Guidance on procedures and requirements for responding to EE reports e-mailed to award leaders. All staff are knowledgeable with regard to the external examiners requirements.	
2	All Course Handbooks to contain information on how students may access external examiner reports and discussed at programme induction	Quality Improvement	October 2014 And Ongoing	VP:Curriculum and Performance Improvement  Directors of Curriculum	All programme handbooks include information on how students can access external examiners reports and that a programme representative should attend all programme meetings.	
3	Internal audits and reviews to be further developed to identify potential concerns / issues regarding non-compliance with ensuring all students have access to the external examiner reports	Quality Improvement	September 2013 completed and ongoing monitoring in place	VP:Curriculum and Performance Improvement  Directors of Curriculum	At induction all students are informed of the importance and relevance of External Examiners reports and that they can request access to the reports.	

4	Training and development to be provided to all HE award / module leaders and Programme Area Managers to support a consistent approach to external examiner requirements and the use of feedback to inform award enhancement	Quality Improvement	September 2013 completed and ongoing	VP: Curriculum and Performance Improvement  Directors of Curriculum	<p>AMRs checked by Quality Improvement to ensure they make reference to EE reports prior to being sent to the university.</p> <p>Ongoing training and development for all HE Award/module leaders to support the implementation of External Examiners recommendations. All External Examiners reports are annotated by the university to highlight feedback relevant to each partner college.</p> <p>A formal response to the report from each individual College is required. The response details any actions that have or will be taken. Where it is not considered appropriate to take action, the reasons for this decision should be given.</p>	
5	HE Quality Forum to be implemented to discuss issues of common interest support the sharing of best practice across all HE provision	Directors of Curriculum	October 2013 completed and ongoing	VP: Curriculum and Performance Improvement  Directors of Curriculum	Online HE Forum is now in place enabling all Programme Leaders facilitated by the Director with responsibility for HE to share ideas with the particular emphasis placed upon sustained improvement of HE provision is currently under review to ensure the forum meets changing HE needs.	

<b>Development Priority 2</b>		Further Development of the External Examiner reporting templates required.				
<b>Development Owner</b>		VP: Quality Improvement and MIS and Directors of Curriculum				
<b>Development Reviewer(s)</b>		Quality and Performance Improvement				
<b>Development Overview</b>		External Examiner report clearly identifies individual College progress and performance in the delivery of collaborative awards, ensuring required actions / recommendations can be promptly acted upon				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		To ensure actions and areas of good practice are identifiable by individual Colleges rather than whole of partner colleges				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
No .	Specific Action Required	Owner	Completion Date	Monitoring Responsibility	Progress Update	Status
1	Liaise with University Quality Improvement Service to further discuss the development of the external examiner reporting template to capture performance of individual colleges more clearly	University Quality Improvement Service/BSDC QPI	September 2013 Completed and continuing	VP: Curriculum and Performance Improvement  Directors of Curriculum	Meeting held with University Quality team to discuss amendment of EE reports to capture local information.  All External Examiners Reports are annotated by the university to highlight feedback relevant to each partner College  All External Examiners reports are sent to Quality Performance and Improvement for distribution to Award Leaders/Directors of Curriculum. Collation of good practice and recommendations for enhancement further develop auditing processes.	

2	Quality Improvement Department to receive copies of all external examiner reports prior to distribution to Award Leaders / Programme Managers so that good practice and recommended enhancements can be collated centrally	BSDC QPI	September 2013 Completed and continuing	VP: Curriculum and Performance Improvement  Directors of Curriculum	Quality and performance Improvement now receives all EE reports. A formal response to the External Examiner report from each individual College is required. The response details any actions that have or will be taken. Where it is not considered appropriate to take action, the reasons for this decision are given.	
3	Internal audit processes to be further developed to ensure that good practice identified is shared and recommendations are being implemented at award level	Directors of Curriculum	October 2013 Completed and continuing	VP: Curriculum and Performance Improvement  Directors of Curriculum	<p>All External Examiners reports are sent to Quality Performance and Improvement for distribution to Award Leaders/Directors of Curriculum. Collation of good practice and recommendations for enhancement further develop auditing processes.</p> <p>All programme handbooks include information on how students can access external examiners reports and that a programme representative should attend all programme meetings.</p> <p>At induction all students are informed of the importance and relevance of External Examiners reports and that they can request access to the reports.</p>	

<b>Development Priority 3</b>		Full compliance with University standardisation activity, for all awards delivered as part of the partnership				
<b>Development Owner</b>		VP: Quality Improvement and MIS and Directors of Curriculum				
<b>Development Reviewer(s)</b>		Quality and Performance Improvement, HR				
<b>Development Overview</b>		Full contribution by all areas delivering collaborative provision to all University organised award standardisation activity each academic year				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		To ensure effective application of assessment procedures				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
No	Specific Action Required	Owner	Completion Date	Monitoring Responsibility	Progress Update	Status
1	Training and development to be provided to all HE award / module leaders and Programme Area Managers to support a consistent and timely approach to meeting requirements for University Standardisation arrangements	Directors of curriculum with HE responsibility  University Programme Advisors  HR	October 2014 and ongoing	VP: Curriculum and Performance Improvement  Directors of Curriculum	All programme leaders are provided with development opportunities and regular CPD opportunities relevant to their role.	
2	Standardisation activity to be formally recorded as part of Award / Course / programme Area Meeting agendas and progress monitored / actions assigned (as required)	Award Leaders / Directors of Curriculums	October 2014 and ongoing	VP: Curriculum and Performance Improvement  Directors of Curriculum	All programme leaders are formally involved in standardisation activity either remotely or in person on an annual basis.	

<b>Development Priority 4</b>	Makes more explicit procedure that all assessment and feedback to students is appropriate and timely. In particular, first and second marking requirements requires further development					
<b>Development Owner</b>	VP: Quality Improvement and MIS and Directors of Curriculum					
<b>Development Reviewer(s)</b>	Quality Performance and Improvement, HR					
<b>Development Overview</b>	Timescales for assessment (first and second marking) are met and learners provided with prompt and constructive feedback following assessment					<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>	Increased levels of learner satisfaction with regard to assessment and feedback across all Programme Areas, resulting in a College wide HE learner satisfaction score of 93%					<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
No .	Specific Action Required	Owner	Due Date	Monitoring Responsibility	Progress Update	Status
1	Ensure that the importance of timely, constructive, effective and detailed assessment is understood by all lecturers through a series of specific staff development sessions and clear expectations and guidance being available in relation to 'Effective Assessment for Learning'	Directors of Curriculum  QPI	October 2013 Completed and ongoing	VP: Curriculum and Performance Improvement / HR	The importance of timely, constructive and effective assessment is communicated at HE Forums and at staff development sessions.  External Examiners have noted that there is a range of assessment formats used, with some innovative approaches that allow students to develop not just occupational specific skills, but also fundamental skills which may strengthen their employability.	
2	Implement a thematic procedure for the audit of assessment and feedback in order to ensure consistent compliance with College and University requirements and to identify good and better practice	Directors of curriculum QPI/CMT	February 2014 Completed and ongoing at all learner conferences	VP: Curriculum and Performance Improvement	The 2017 Learner Conference provided opportunities for HE students to provide direct feedback on the quality of assessment.	

	<p>relating to assessment and feedback practices which can be shared across the wider curriculum</p> <p>Assessment and feedback to be a core theme of the 13/14 learner conference to ascertain learners direct views related to the quality and understanding of the assessment and feedback they receive on the work they produce and the progress they are making</p>					
3	<p>Thematic focus group to be conducted at key points in the academic year with learners to gauge their satisfaction with regard the standard and quality of assessment and feedback they receive on progress and assessed work</p>	<p>Directors of Curriculum QPI</p>	<p>October 2013 Completed and ongoing</p>	<p>VP: Curriculum and Performance Improvement</p>	<p>Thematic quality discussions are an agenda item at the HE Forums and are designed to be developmental in nature and encourage self-critical reflection through promoting dialogue between peers on areas where the management of quality or the student learning experience might be improved</p>	

<b>Development Priority 5</b>		Make effective steps to ensure that all examinations take place in rooms that are suitable and free from outside noise.				
<b>Development Owner</b>		MIS Manager and Quality Improvement				
<b>Development Reviewer(s)</b>		VP: Quality Performance and MIS				
<b>Development Overview</b>		Examinations are completed in a suitable environment				<b>Status Key</b>
						<b>Not Started</b>
						<b>Completed</b>
<b>Measurable Objectives</b>		All students able to complete final examinations in an environment that is conducive to exam conditions.				<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No .</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	Suitable rooms will be allocated for exams ensuring all barriers to taking final examinations are removed.	MIS Manager And QPI	January 2013 Completed and is ongoing	VP: Curriculum and Performance Improvement	Suitable rooms are now allocated for all Higher Education examinations	

<b>Development Priority 6</b>		Formal implementation of a peer mentoring system for HE delivery teams.				
<b>Development Owner</b>		Human Resources, QPI				
<b>Development Reviewer(s)</b>		VP: Quality Performance and MIS, Quality and Performance Improvement, CMT, HR Director				
<b>Development Overview</b>		Established HE forum and peer mentoring system to facilitate the sharing of good practice across College resulting in improved quality of assessment and feedback practice				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		To facilitate the sharing of good and better practice in relation to assessment and feedback practice				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	Phased implementation across areas of a peer development and mentoring programme to further support staff	HR QPI	January 2014 Completed and continues	VP: Curriculum and Performance Improvement  CMT	Staff continue to visit HE Institutions to share good and better practice , with particular emphasis placed upon sustained improvement of HE provision	
2	HE Quality Forum established to facilitate the sharing of good and better practice across all College areas  Organise for staff from areas delivering HE to visit FE and HE institutions where assessment and feedback is highly effective	Directors of curriculum QPI	August 2014 and ongoing	VP: Curriculum and Performance Improvement  CMT	HE Quality Forum established to allow the sharing of best practice  Staff continue to visit HE Institutions to share good and better practice	

<b>Development Priority 7</b>		Makes explicit the College's strategic approach to higher education strategy being developed				
<b>Development Owner</b>		Directors of Curriculum				
<b>Development Reviewer(s)</b>		VP: Curriculum and Performance Improvement CMT				
<b>Development Overview</b>		Develop an explicit strategy for the monitoring and deployment of learning resources for higher education programmes.				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		Has an institutional approach to the enhancement of the higher education experience as an integral part of the new higher education strategy				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
No .	Specific Action Required	Owner	Due Date	Monitoring Responsibility	Progress Update	Status
1	College is able to respond to current changes to the funding of higher education degrees and the consequences these may have for the Colleges provision ensuring the needs of learners and local and regional employers are met.	Directors of Curriculum	October 2013 Completed and ongoing	VP: Curriculum and Performance Improvement  CMT	The resources for the courses are reviewed by the teaching teams and External Examiners. In 2015-2016 the standard of resources from a physical point of view is very good, with further investment having an impact on the facilities available to students. Resources are reviewed annually to ensure the provision meets the needs of regional employers.	

Development Priority 8		Further development of internal performance review processes.					
Development Owner		Directors of Curriculum , Student Union President					
Development Reviewer(s)		CMT/SLT, CMT Standards committee, VP: Quality Performance and MIS Manager					
Development Overview		Learners engaged within performance review panels and direct views used to inform judgements about area performance				Status Key	
						Not Started	
Measurable Objectives		to ensure that learner representation / views inform the decision making and judgement processes				Completed	
						On Track	
						Behind Schedule	
						Problems / Incomplete	
No .	Specific Action Required	Owner	Due Date	Monitoring Responsibility	Progress Update	Status	
1	Creation of a ‘Quality’ and ‘HE’ user group to inform views on how systems, processes and procedures can be further developed to ensure the high quality experience of learners	Directors of Curriculum	October 2013 Completed and ongoing	CMT / SLT  Standards Committee  CMT	HE Forum requires input from all Programme Leaders and is facilitated by the Director of Curriculum responsible for HE, with particular emphasis placed upon sustained improvement of HE provision and to further enhance the quality of the experience of learners		
2	Learner representation to be included in all development and decision making groups for any new or amended quality / HE processes and procedures	Directors of Curriculum	October 2013 Started and ongoing	CMT / SLT  Standards Committee  CMT	Annual Monitoring Reports for 2016-2017 will ensure that learner feedback is represented and included.		
3	Performance monitoring processes to be further developed in 2013/2014 to ensure that learner representation is included within any review panel	Directors of Curriculum	August 2013 Started and ongoing	CMT / SLT  Standards Committee  CMT	Annual Monitoring Reports for 2016-2017 will ensure that learner feedback is represented and included.		

<b>Development Priority 9</b>		Timeliness and accuracy of performance management data requires further development.				
<b>Development Owner</b>		MIS Manager				
<b>Development Reviewer(s)</b>		VP: Quality Performance and MIS, CMT/SLT				
<b>Development Overview</b>		Fully functioning reporting suite providing learner performance data at all levels of delivery – Course, Cost Centre, Programme Area, Academy and Whole College with headline data available on dashboard				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		To ensure effective use of data to safeguard quality and standards				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No .</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	Further develop MIS reporting systems to ensure clear and timely profiling and reporting of Workplace Learning programme progress, for College delivered provision and sub-contracted provision, including early intervention reports to aid leader and manager performance management procedures	MIS Manager	December 2013 Completed and ongoing development	VP: Curriculum and Performance Improvement  CMT / SLT  Standards Committee	Implementation of a College Report Manager ensures accurate reporting on learner data at all levels of delivery – Course, Cost Centre, Programme Area, Directorate and Whole College with headline data available on a Dashboard. Updated regularly to meet the needs of the curriculum.	

<b>Development Priority 10</b>		Raise awareness of the career services available to higher education students with particular focus on the support available through the Learner Hub and the `Career Coach` software.				
<b>Development Owner</b>		Directors of Curriculum, Learner Services				
<b>Development Reviewer(s)</b>		VP: Curriculum and Performance Improvement , VP: Quality Performance and MIS, Head of Learner services				
<b>Development Overview</b>		All HE students to be made aware of `Career Coach` and staff members in the Learner Hub and Induction and during tutorials.				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		Increase Learners Knowledge of Progression routes after a higher education course.				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No .</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	All learners have knowledge of their career and academic routes once they have completed their programme.	Directors of Curriculum /Learner services Manager	January 2014 Completed and ongoing	VP: Curriculum and Performance Improvement	Award leaders and Learner Services continue to promote `career coach` during IAG, inductions and during tutorials. Opening of the Employability Hub in 2015 and further development of services available in 2016 onwards provides a local career service for HE students	

<b>Development Priority 11</b>		Marketing to be developed to include `two click` access to an HE page on BSDC website to include an electronic prospectus, progression routes to HE at BSDC, student loans, links to correct code on UCAS website, benefits of studying locally etc.				
<b>Development Owner</b>		Directors of Curriculum, Marketing, Learner Services				
<b>Development Reviewer(s)</b>		VP:Curriculum and Performance Improvement and Quality Performance , Head of Learner Services				
<b>Development Overview</b>		Progression routes clearly visible to BSDC level 3 learners and potential new learners wishing to study HE course				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		All learners and staff to be knowledgeable on career and academic routes available upon completion of programme				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
No .	Specific Action Required	Owner	Due Date	Monitoring Responsibility	Progress Update	Status
1	All learners and potential learners to be able to access the range of HE course available at BSDC	Marketing  Directors of Curriculum  Learner services	January 2014 Completed and ongoing	VP: Curriculum and Performance Improvement and Quality Performance , Head of Learner Services	New website has been developed and is managed in house enabling regular updates to the information available to potential learners. Further developments include online applications.	

<b>Development Priority 12</b>		Programme evaluation to be more robust and to include Thematic focus groups at key points throughout the year, all awards to elect a course representative to attend council meetings and programme meetings				
<b>Development Owner</b>		Directors of Curriculum				
<b>Development Reviewer(s)</b>		VP: Curriculum and Performance Improvement and Quality Performance				
<b>Development Overview</b>		Robust award evaluation developed, including input from student reps at programme meetings.				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		To ensure sustained improvements				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	Development of programme evaluation	Directors of Curriculum	June 2014 Completed and ongoing	VP: Curriculum and Performance Improvement and Quality Performance	Termly course review process implemented which informs the Annual Monitoring Process. External Examiners reports incorporated into the AMR.	

<b>Development Priority 13</b>		CPD activities developed specifically for HE staff e.g. Blackboard training, teaching HE in FE, Annual Monitoring writing skills development and effective assessment and feedback skills				
<b>Development Owner</b>		Directors of Curriculum				
<b>Development Reviewer(s)</b>		VP: Curriculum and Performance Improvement , HR/QPI				
<b>Development Overview</b>		All staff have the necessary skills to deliver a quality HE curriculum				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		Staff are confident and proficient in their assessment and feedback skills				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No .</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	All full and part- time staff fully conversant with ILT teaching resources and HE assessment requirements	Directors of Curriculum	June 2014 and ongoing	VP: Curriculum and Performance Improvement , HR/QPI	<p>Canvas/VLE is used well for the majority of programmes but needs to be developed further</p> <p>Lack of HE specific staff development, although appropriate and robust procedures are in place to ensure and periodically test that professional and academic standards for teaching and support of learning are upheld</p>	

<b>Development Priority 14</b>		Improved and unsupervised access to independent learning areas for HE students. Development of a specific College wide strategy for the monitoring and deployment of learning resources for all HE programmes				
<b>Development Owner</b>		Head of IT, Head of Estates				
<b>Development Reviewer(s)</b>		VP: Curriculum and Performance Improvement , Director of IT and Estates				
<b>Development Overview</b>		To recognise their maturity and to differentiate from FE learners				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		All HE learners feel the facilities and resources are to a standard comparable with similar HE institutions. Increase in numbers of HE students. Improved final grades.				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No .</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	College HE Resources and facilities meet the needs of HE learners.	Directors of Curriculum	June 2014 Completed and ongoing	VP: Curriculum and Performance Improvement Director of IT and Estates	Library, IT, and equipment supplies were made available to higher education programmes. Higher education learning and teaching at the College takes place within a modern, purpose-built 'University Centre'	

<b>Development Priority 15</b>		A more robust induction process that incorporates both the University and BSDC requirements				
<b>Development Owner</b>		Directors of Curriculum				
<b>Development Reviewer(s)</b>		VP: Curriculum and Performance Improvement , Head of Learner Services, QPI				
<b>Development Overview</b>		IAG and tutorials ensure HE learners are on the correct course and receive the necessary early intervention if at risk factors are identified				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		Tutorials should be more flexible to meet the needs of individual learners ensuring risk indicators are identified and recorded on ProMonitor				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No .</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	IAG and tutorials meet the needs of HE learners	Directors of Curriculum  Learner Services  Tutorial manager	June 2014 Completed and ongoing	VP: Curriculum and Performance Improvement  Head of Learner Services  QPI	The admissions process is managed by Learner Services who are responsible for ensuring applications are dealt with efficiently and impartially. The College offers advice, guidance and support on all aspects of the application process including how accreditation for prior learning and experience will be calculated	

<b>Development Priority 16</b>		Investigate the possibility of HE programmes to be delivered with directly funded HEFCE places and become a member institution of UCAS				
<b>Development Owner</b>		Directors of Curriculum, Business Development				
<b>Development Reviewer(s)</b>		VP: Curriculum and Performance Improvement , AP: Business Development, QPI				
<b>Development Overview</b>		Dialogue is established with local businesses to ascertain their academic requirements for a rapidly changing economy. Competitive HE fees				<b>Status Key</b>
						<b>Not Started</b>
						<b>Completed</b>
						<b>On Track</b>
<b>Measurable Objectives</b>		Broaden the vocational offering to meet the demands of young learners seeking a cost-effective, vocational pathway to HE by phasing out Foundation Degrees offered via the SURF Partnership and begin to introduce HNC and HND qualifications from other awarding bodies for example, Edexcel and City & Guilds.				<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
No .	Specific Action Required	Owner	Due Date	Monitoring Responsibility	Progress Update	Status
1	Ensure the College offers relevant HE course that meet the needs of the local economy and business	Directors of Curriculum	June 2014 Completed	VP: Curriculum and Performance Improvement Development  QPI  VP: Finance	BSDC now has its own directly funded HEFCE provision.	

<b>Development Priority 17</b>		Staff to undertake annual industrial updating of skills. All staff to have the opportunity to secure a Masters qualification or specific modules in order to support the college to deliver level 6 and level 7 courses				
<b>Development Owner</b>		Directors of Curriculum, HR				
<b>Development Reviewer(s)</b>		VP: Curriculum and Performance Improvement , HR Director, QPI				
<b>Development Overview</b>		Updating of skills will ensure all teaching staff have current knowledge relevant to their area of specialism				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		To ensure all teaching staff have up to date knowledge of emerging issues or developments in industrial areas and suitable qualifications to deliver HE programmes for sustained improvement of retention and success				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No .</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	All full and part-time teaching staff are suitably qualified to teach on HE courses	Directors of Curriculum  HR	July 2015 and ongoing	VP: Curriculum and Performance Improvement  Head of HR Director  QPI	Staff who teach higher education courses have been offered the opportunity to complete an MA in their subject area.	

<b>Development Priority 18</b>		<p>Develop Higher Apprenticeship Awards that are linked to L2/L3 in order to build progression pathways to vocational HE. The Higher Apprenticeships to be placed on an equal footing with other full time and part time routes to higher qualifications.</p> <p>All Staffordshire University Foundation Degrees and HNC/HND provision are replaced with HNC and HND programmes that can be topped up in one or two years to a degree. Offer Top Up Degrees through Staffordshire University and/or other Universities</p>				
<b>Development Owner</b>		Directors of Curriculum, Business Development				
<b>Development Reviewer(s)</b>		VP: Curriculum and Performance Improvement , AP: Business Development, QPI				
<b>Development Overview</b>		Develop a more relevant HE offer which allows clear progression from Level 3 courses offered at the College and local sixth forms				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		Improved retention/ progression and success rates				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No .</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	Offer a range of current and relevant HE qualifications that meet the needs of local employers	Directors of Curriculum/ Business Development	July 2015	VP: Curriculum and Performance Improvement ,  AP: Business Development  QPI	Suitable higher apprenticeship programmes are being identified by Directors of Curriculum for inclusion in the 2017-2018 Curriculum Plan	

<b>Development Priority 19</b>		Recruit a member of staff with responsibility for Higher Education at BSDC				
<b>Development Owner</b>		Finance, HR				
<b>Development Reviewer(s)</b>		VP: Finance and Estates, Head of HR				
<b>Development Overview</b>		A member of staff to be responsible for HE programmes and the development of links with local employers				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		Have a more co-ordinated approach to the delivery of higher education with effective management and development of higher education courses				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	Offer a range of current and relevant HE qualifications that meet the needs of local employers	HR/ Finance	July 2015	VP: Curriculum, Head of HR	Curriculum Director responsible for HE in place.	

<b>Development Priority 19</b>		Offer Higher Education courses online in addition to classroom taught courses. Offer a wide range of vocational HE courses directly funded by HEFCE in the following sectors: <ul style="list-style-type: none"> <li>• Advanced Studies in Early Years</li> <li>• Applied Science</li> <li>• Art &amp; Design</li> <li>• Business</li> <li>• Computing</li> <li>• Construction &amp; the Built Environment</li> <li>• Engineering</li> <li>• Hair &amp; Beauty</li> <li>• Health &amp; Social Care</li> <li>• Hospitality</li> <li>• Travel &amp; Tourism</li> <li>• Land and Environment</li> <li>• Media</li> <li>• Music</li> <li>• Performing Arts</li> <li>• Public Services</li> <li>• Sport</li> </ul>				
<b>Development Owner</b>		Directors of Curriculum, Business Development				
<b>Development Reviewer(s)</b>		VP: Curriculum and Performance Improvement , Assistant Principal Business Development, QPI				
<b>Development Overview</b>		Increasing the curriculum offer and Providing a choice of study methods to meet the needs of a range of students and local business				<b>Status Key</b>
						<b>Not Started</b>
<b>Measurable Objectives</b>		Improved internal management of HE courses, improved recruitment, retention and success and competitive fees				<b>Completed</b>
						<b>On Track</b>
						<b>Behind Schedule</b>
						<b>Problems / Incomplete</b>
<b>No</b>	<b>Specific Action Required</b>	<b>Owner</b>	<b>Due Date</b>	<b>Monitoring Responsibility</b>	<b>Progress Update</b>	<b>Status</b>
1	Increasing the curriculum offer and Providing a choice of study methods to meet the needs of a	Directors of Curriculum	July 2015 and ongoing	VP: Curriculum and Performance Improvement	Suitable higher education programmes are being identified by Directors of Curriculum for	

	range of students and local business			Assistant Principal Business Development QPI	inclusion in the 2017-2018 Curriculum Plan	
2	BSDC is responsible for the administration of HE places, including the nature and quality of the teaching, the student experience, and data returns on student numbers	Directors of Curriculum MIS QPI	July 2015 Completed and ongoing	VP: Curriculum and Performance Improvement QPI	BSDC has completed the HEIFES for 2016 and 2017 and submitted the workbook to the HEFCE Extranet.	

## Addendum Action Plan to meet the HEFCE Quality Control Arrangements for 2016/2017

Identified Area of Development	Action Required	Success Measure	Target Completion Date	Action Owner	Monitoring Responsibility	Impact Evaluation	Progress Update
<b>Increase student response rates to the NSS Survey</b>	Development of a planned approach for administering the NSS in 15/16	All eligible students complete the NSS survey by the 30 <sup>th</sup> April 2016 to help inform the choices of prospective students and provide data that assists the institution in enhancing the student experience	March 2016 and ongoing	Director of Quality and Performance Improvement Directors of Curriculum	VP: Curriculum and Performance Improvement and Performance Improvement CMT	All students enrolled on level 4 qualifications and above will be eligible to complete the NSS survey by 30 <sup>th</sup> April 2015. High response rates will bring about improvements in curriculum, teaching and learning and an increase in recruitment of HE students. Action to be rolled out into 2016/17	NSS spreadsheet populated with all eligible learners for submission to the NSS by their deadline.

<b>Provide publically available information on students destinations upon graduation</b>	Implementation of robust arrangements to ensure timely and robust data is received from the next DLHE survey (14-15 leavers)	All recent graduates will be contacted to collect data on employment circumstances six months after qualifying from their HE course	April 2016 and ongoing	Director of Quality and Performance Improvement  Directors of Curriculum	VP: Curriculum and Performance Improvement and Performance Improvement  CMT	That a minimum of 80% of graduates complete the official destination survey ensuring prospective students can access destination data and make informed choices on their preferred choice of HE provider. The institution can also take steps to ensure all students have a positive destination upon graduation.	Work with the HEFCE preferred contractor to collect and return the DLHE data to HEFCE.  Attend any DLHE training
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<b>Arrangements for hearing and considering issues from HE students</b>	The institution will ensure arrangements are in place for HE learners to raise any issues or concerns they may have.	All HE students will be made aware of the institutions processes for an effective complaints and academic appeals procedure.	December 2015 and ongoing	Director of Quality and Performance Improvement  Directors of Curriculum	VP: Curriculum and Performance Improvement and Performance Improvement  CMT	The institution will ensure that Chapter B9 of the Quality code for Higher Education is fully implemented. All academic appeals and student complaints about the quality of learning opportunities will be fair, accessible and timely enabling enhancement.	The institution has feedback policies in place specifically for HE learners : <b>1.</b> HE Complaints Policy <b>2.</b> Higher Education Academic Appeals Procedure Burton and South Derbyshire College is a member of the Office of the Independent Adjudicator's complaints handling scheme. All policies to be shared with staff and learners.
<b>The processes of reporting to Governors and HEFCE annually</b>	The processes to be use by the institution to report annually to Governors on the HEFCE arrangements and the resolutions of any issues identified (annual report requires submitting to HEFCE)	Annual reporting to Governors is via the BSDC Higher Education SAR and QP and HEFCE will have sight of these documents. Monthly reporting to Governors on updates and activities against SAR and QIP actions.	December 2015 and ongoing	Director of Quality and Performance Improvement  Directors of Curriculum	VP: Curriculum and Performance Improvement and Performance Improvement  CMT  Governors	All HE course data to be reported against Critical Success Factors ensuring enhancement and intervention is timely.	All reporting documents including addendum to QAA Action Plan to be completed and distributed to relevant parties.

<b>Self-assessment processes for BSDC</b>	What are the internal arrangements for self-assessment and quality enhancement and how this aligns with the quality code	The institution has a robust self-assessment reporting process for HE. An annual SAR and QIP are produced and aligned to the Quality Code. All programme leaders produce an annual monitoring report	November 2015 and ongoing	Director of Quality and Performance Improvement  Directors of Curriculum	VP: Curriculum and Performance Improvement and Performance Improvement  CMT	All HE programme leaders complete annual monitoring reports. Report actions are incorporated into the college SAR and QIP.	BSDC HE SAR and QIP completed and distributed to relevant parties.
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## Abbreviated Terminology Used

<b>CBL</b>	Classroom Based Learning	<b>OMT</b>	Operational Management Team	<b>SSA</b>	Sector Subject Area
<b>VP</b>	Vice Principal	<b>FS</b>	Functional Skills	<b>CPD</b>	Continued Professional Development
<b>AP</b>	Assistant Principal	<b>QPI</b>	Quality & Performance Improvement	<b>ILP</b>	Individual Learning Plan
<b>SLT</b>	Strategic Leadership Team	<b>LTD</b>	Learning, Teaching and Development	<b>VA</b>	Value Added
<b>CMT</b>	College Management Team	<b>LTA</b>	Learning, Teaching and Assessment	<b>ALS</b>	Additional Learning Support