Name of Provider: Derby College
UKPRN: 10001919

Provider Context

Derby College is a general further education college located in Derbyshire. Its main campus next to Derby railway station moved to its present site in 2003 following an ambitious and innovative capital strategy which has totally transformed the majority of its estate. The College has four main campuses with Higher Education provision delivered at its flagship main Roundhouse campus and its land-based campus at Broomfield Hall, approximately 6 miles away. The College has grown it's higher education numbers by 47% over four years. In the 17/18 Academic Year 49% of students are on Full Time programmes. This demonstrates a significant shift towards more full time deleivery in the previous three years, and indicates many changes have taken place than those represented by some of the TEF metrics. The College has both franchise and validated provision with the University of Derby (UOD), Sheffield Hallam University(SHU), Nottingham Trent University(NTU), as well as running a portfolio of Pearson Higher National Programmes. The provision and growth of Higher Education (HE) within the college is very much a strategic goal and, as such our, relationships with our HE partners is seen as a key aspect of the provision of teaching excellence within our HE provision.

Historically the College has proactively expanded its part time HE provision to meet the needs of students, employers and the local economy, however most of the current full time programmes have been developed and enhanced within the previous four years. Class sizes are relatively small with an average group size of 11. Consequently, on average, only two out of the 22 HE programmes a year achieve the reporting values for the NSS. However, the College goes to great lengths to get robust student feedback based on the NSS questions and themes in order to direct and influence HE learning, teaching and assessment strategies and practice. This is discussed in more detail in due course. Last year our response rate to our course feedback mechanisms was 91%. To help to construct this submission we have sought comments from students about their experiences to ensure that the submission is co-constructed and truthful.

While the HE provision at the College has always been relatively modest, over the past three and a half years it has seen some significant expansion, not only in terms of student numbers and provision but also the profile and the identity of HE within a College context. The College's HE provision is rooted in employability and higher level skills which is embedded within the culture and ethos of the college. Courses all connect to regional employment strategies, most are designed in conjunction with employers and all of them have embedded work based learning elements. This underpinning philosophy is reflected in our excellent DLHE results.

Strategy for Teaching and Learning

The College's 14-17 HE Strategy placed widening participation and growth at its core. However, it recognised that there is a need to create and develop 'an ethos of enquiry' and focus on 'excellent assessment' to make this happen. Therefore, these two plans became the central driving force of the HE Strategy. To achieve them a number of actions took place:

- In 2016 a HE Teaching and Learning Coach (HETLC) was appointed to work with teachers and teams on a 'HE Teaching and Learning Enhancement Programme' (HETLEP). This has been rolled out to all teachers across the College. Additionally, all new teachers to higher education for a number of years have had coaching support from either the HE Manager or the HETLC
- In 2015 a bespoke observation process was developed for Higher Education. This has aligned judgements on the quality of teaching, learning and assessment, with the work of the HEA, and QAA. Specialist higher education practitioners have led the oservations process
- In 2014 we appointed our first HE Study Support Coach to support students, individually or in small groups, to develop their academic and professional skills. Over the years the FTE of the study support coaches has expanded and a study skills audit now takes place termly

as a chance for students to self- assess and teachers to assess progress so that a bespoke programme of support can be put together.
- In September 2016 we established two new HE Centres – one at our main Roundhouse Campus, and one at our Broomfield Hall campus to ensure that there were additional bespoke resources for our HE students.
- We have been members of the lead pilot consortium in the HEFCE funded AoC Scholarship project which in the last year alone saw over 47 students and staff members engage in sharing and publishing their research.
- We are committed to partnership working and have undertaken a range of CPD and development events with partner insitutions. This has included everything from an 8 day assessment development programme in engineering, to delivering CPD at short half-day events based at partner institutions.

Therefore, the recently approved 2017-2020 HE Strategy is an evolution of the positive work that has been undertaken in previous years. A range of consultation events took place with teachers, support staff, managers and students to start to co-construct and co-deisgn the future of the HE experience at Derby College.

There are three main priorities in this strategy:

Priority 1: To grow and develop Higher Education so that it meets the needs of the communities that we serve and is accessible.

Priority 2: To strive for teaching excellence in all its contexts, built on effective assessment and learning gain practices.

Priority 3: To foster a culture of scholarship, curiosity, and sharing to improve the relevancy and standing of the HE curriculum.

Governance of HE

As previously discussed, central to achieving this strategy is a focus on excellent teaching, assessment and outcomes and this is the focus for everyone associated with Higher Education in the College. Senior Leaders and the Link Governor attend HE Academic Board where the HE Teaching and Learning Coach gives an update on the progress and activities of the HE Teaching Learning Enhancement Programme. This is an opportunity to discuss themes which emerge through the observation process and through the formal quality and enhancement processes. The Board provides challenge and creative ideas to ensure that teaching and learning continues to be of the highest quality. Additionally, the committee explores data relating to higher education to make decisions on how to best support different groups of students.

The HE Academic Quality and Standards Committee provides operational and team managers with a space to meet to discuss issues affecting the whole student experience from the information they receive, resources available to them, classroom, workshop and learning space activity. The committee peer reviews annual and continual monitoring to ensure that best practice is shared and embedded across the instiution. Reports on activities and decisions that need to be made on spend for resources take place at this committee and are then taken to Acdemic Board so that there is a two way process between leaders and practitioners to develop provision. The impact of the interaction between the two committees has bee wide ranging but includes things like the establishment of new HE Centres, expanding academic support roles, and recently setting up mechanisms to support the expansion of degree apprenticeships.

Additionally, the College has a HE Teaching, Learning, and Scholarship Committee (HETLSC). This committee involves managers and practitioners and provides a space to review how teaching

and learning is progressing and needs supporting. There is an ethical approval sub-committee which feeds into this activity.

A number of twilight CPD events have been held for staff exploring aspects of teaching and learning. For example, in the 17/18 academic year there have already been events on student identity, technology enhanced learning and peer observation.

All of this is under-pinned by a half termly report to the College's Curriculum and Standards committee. This report acts as an ongoing evaluative reflection of higher education. Critically, a section of this is devoted to evaluating the 'quality of learners' learning opportunities'. This review has been in place for over two years.

Significantly, the student voice and student feedback underpins all of the aspects of governance discussed above, and time is built into courses to allow reps to discuss and acquire student comments, concerns and praise to take to the relevant forums. The minutes of each meeting are published on Moodle for access by all students on the programme.

Student Engagement and Feedback

Not only are there HE student representatives on each of the committees discussed above to feedback on how the student HE experience can be improved, each programme runs regular Programme Committees Meetings (PCMs) with students and/or student representatives from each HE cohort. These run to a set agenda and are generally well attended. Again, the minutes of each meeting, along with External Examiner Reports, University and External Validation reports and programme module evaluations, are published on Moodle for access by all students on the programme.

There are module, induction and on-programme surveys, which focus on student experience and are mapped and matched with the NSS themes and questions. There are also student focus groups facilitated by the college's HE team to discuss and improve the student HE journey. These give the students the opportunity to talk openly not just about practical or resource related issues but also their learning, teaching and assessment experience.

This has real impact. For example, last year students requested new laptops in the new HE study spaces created in the past two and half years, and as a result, significant capital investment was made in providing new banks of laptops and desktops. Students value the input they have into the development of their HE experience:

"The Programme Leader, represents the team on the Enhancement Committee. There are monthly meetings led by the HE manager with representatives from all HE programmes. A comprehensive programme includes 'sharing good practice', standardisation and moderation practice, enrolment and induction and very importantly pastoral care of HE students."

"My time on the BA in Security and Offender Management was certainly a positive and valuable experience. Our lecturers…were absolutely outstanding during the entire year of my study on Level 6, which was very well organised. The lessons we were provided with during the BA were always interesting and informative, which progressed our knowledge in the subject areas. Perhaps more importantly,(teachers) in particular invested a lot of time towards the development of our academic writing skills, which needed to be significantly more critical when compared to the standard of writing on Level 5 the previous year. The teachers would regularly make time to help us with these skills, often using their own time to do so. This commitment to their students was certainly a significant factor towards the majority of our class achieving at least a 2:1. The formative and summative feedback we received was always thorough, providing plenty of feedback on how to improve our assignments only a short period after submitting the work. The BA as a course, and the development that was required to effectively write a critical piece of work academically, has certainly given me the best chance to succeed on the masters course I am currently studying in

Forensic Mental Health. The masters course requires a high level of critical writing and subject knowledge to succeed, all of which was provided on the BA through our lecturers. Finally, I would like to thank the teachers for the time and effort they gave each of us during the BA, and truly believe that each of them deserve recognition for not only their ability to teach, but also for the dedication and commitment they provide to their students to give them the best possible chance to succeed."

Other comments made by students on their experience at the College include:

- My teacher is brilliant, very supportive and helpful whilst remaining professional.
- My teacher is really good and I have a lot of respect for him and how he always tries to make things better.
- My teacher listened to our concerns last year with regards to Maths and put actions in place.
- My teacher is a very organised and helpful lecturer. Her lessons are planned out well with clear objectives and goals.
- My teacher explains content clearly and will explain things from different angles to help with understanding.
- My teacher is very approachable for all issues.
- My teacher has a good relationship with all students and can be approached for all issues.
- Throughout my time at Derby College there has been several tutors which have been brilliant and really understand their students and how to support their needs.
- My teacher is just as awesome as she was last year. She engages well with the class whilst maintaining professionalism.
- Lecturers go the extra mile to make sure students are confident within the subject.
- I feel that a good level of rapport with my lecturers, because of this I have a good learning experience.

Collaboration

One of our goals is that students, members of staff and employers co-design, co-construct and co-deliver HE courses. Indeed, we established our degree apprenticeships in Engineering with rail employers in mind, our Foundation Degrees in Children and Young People's Services (CYPS) and Special Educational Needs and Disability (SEND), and our degree in Equine Studies and Animal Management were designed to support widening participation into HE and progression to gain employment in jobs which are critical to the region as identified by the D2N2 LEP.

Students as co-designers and co-constructors

To support students as, and make sure they become, co-constructors of their learning a range of student engagement and feedback activities occur. As part of an approved a HE Learner Voice Process, all new students are asked to complete an induction questionnaire, and take part in focus groups at the start of the year. An on-programme survey mirrors the NSS so that we can benchmark responses on teaching, make decisions in real time, and collect feedback from all learners on all courses in all year groups. The results are as follows:

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	Published NSS Data	DC HE Learner Voice Survey
The teaching on my course		
Staff are good at explaining things.	70.21	98
Staff have made the subject interesting.	62.37	96
The course is intellectually stimulating.	61.7	94
My course has challenged me to achieve my best work.	64.89	94
Learning opportunities		
My course has provided me with opportunities to bring information and ideas together from different topics.	63.44	97
My course has provided me with opportunities to bring information and ideas together from different topics.	68.09	97
My course has provided me with opportunities to apply what I have learnt.	62.77	93
Assessment and feedback		
The criteria used in marking have been clear in advance.	68.09	93
Marking and assessment has been fair.	77.66	95
Feedback on my work has been timely.	55.32	93
I have received helpful comments on my work.	65.96	95
Academic support		
I have been able to contact staff when I needed to.	77.17	99
I have received sufficient advice and guidance in relation to my course.	65.59	99
Good advice was available when I needed to make study choices on my course.	65.43	99
Organisation and management		
The course is well organised and running smoothly.	37.63	87
The timetable works efficiently for me.	59.78	94
Any changes in the course or teaching have been communicated effectively.	52.13	91
Learning resources		
The IT resources and facilities provided have supported my learning well.	79.57	84
The library resources (e.g. books, online services and learning spaces) have supported my learning well.	67.39	86
I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	77.17	88
Learning community		
I feel part of a community of staff and students.	59.14	98

I have had the right opportunities to work with other students as part of my course.	88.04	99

Student Voice

I have had the right opportunities to provide feedback on my course.	81.91	97
Staff value students 'views and opinions about the course.	72.34	96
It is clear how students' feedback on the course has been acted on.	60.22	88
The students' union (association or guild) effectively represents students' academic interests.	49.33	93

Within the NSS data there are national comparisons with response rates and averages of data satisfaction. For example, for 'teaching on my course' the top quartile average for a Further Education College is 90.51% and for overall satisfaction is 90.41%. Indeed, in most categories on both the unpublished data and the College's internal reults would put the responses in the top quartile of FECs and HEIs for NSS.

Teaching Support

The strong feedback indicated above has been developed by a robust approach to improving teaching and learning. This work began a number of years ago as we started to focus on constructive alignment as a learning theory. Within the College there are both advocates for and against this approach. However, by developing CPD on it with externals it has opened a debate about programme and assessment design. We have also had CPD events with external speakers including Phil Race to consider how assessment (especially formative assessment) can better support student transition.

Taking into account the feedback from students, staff, and employers, the HE Teaching, Learning and Scholarship Committee (HETLSC), in conjunction with practitioners and leaders has led a number of teaching and learning enhancements. The first of these is the development and implementation of the HE Teaching Learning and Enhancement Programme (HETLEP).

The programme is reviewed annually based on feedback from the College's formal observation process, and through discussions with teachers, feedback from students, by reviewing Annual and Continual Monitoring forms, through the College's annual self-evauation process, by the formal review of EE feedback, and by attending and listening to programme committees. This rich range of data sources allows the HE Academic Board to make recommendations on the themes for the programme as well as formally suggest capital and other resource investments to the College's governing body. In the last academic year, all members of the academic and support HE College community, when asked in a survey, stated that they considered this programme as a key element of the College's HE strategy (in terms of Teaching Excellence, Student Engagement, Employability and the overall Student Experience within HE). As such it is structured to provide support and opportunity in the following key areas;

1. A specific HE programme of CPD workshops tailored to each curriculum area to explore the current and emerging themes within the HE learning, teaching and assessment landscape.
2. Support the application for Higher Education Academy (HEA) recognition, at all levels, for all staff working within a HE role.
3. Support and coaching for 'new to' HE teachers.
4. Supportive coaching for existing HE teachers.
5. Subject-specific CPD opportunities.
6. Pastoral CPD.
7. An opportunity to engage in scholarly activity.

The HETLEP is run throughout the academic year and is open to all HE staff and HE curriculum areas. It is delivered on a bespoke basis depending on the preferences of the curriculum area. It takes the form of six workshop sessions chosen by the curriculum areas from a menu of themes in consultation with the HETLC. The current themes are as follows:

1. HE versus FE Teaching, Learning and Assessment
2. Constructive Alignment
3. Employability
4. Student as Producer
5. HE Scholarship and Research
6. HEA Fellowships
7. Employer Engagement
8. Personal Tutoring
9. Learning Gain
10. Student Engagement/Partnership
11. Problem Based Learning
12. HE Teaching to Small Groups
13. Assessment and Feedback in HE
14. Academic Integrity

The themes of the programme are mapped to the UKPSF to support and reinforce applications to for HEA professional recognition. Levels of engagement with the programme have been high and feedback from both staff and HE partners has been positive. The positive impact of the programme can be demonstrated through the quality processes and measures within the institution.

In addition to the HETLEP above, the HETLSC supports applications from all HE staff (at all levels) to the HEA (SFHEA, FHEA, AHEA). This includes 1-to-1 support, an initial workshop on the HEA (within the HETLEP) followed by an internal writing session delivered by Fellows of the HEA, and finally, an external writing retreat run by the HEA is undertaken. The College is funding all staff members associated with HE to apply for HE Fellowship, and so far 30% of teaching HE staff have achieved their fellowship, 16% have their applications pending and a further 30% are in the process of application. New staff are encouraged to make applications within 2 years of joining the college as a HE teacher.

The HETLSC provides regular 1-to-1 support and coaching to all ‘new to HE’ teachers. These can be existing Further Education (FE) teachers who have moved to teach within HE or new academic staff from other sectors. These coaching sessions are designed to give regular and appropriate support in respect of learning, teaching and assessment strategies within HE, and to introduce and explain the various quality aspects of HEI partners and the sector as a whole. Areas for development for existing HE teachers are identified through a variety of internal and external HE quality processes and reviews. As these areas are identified, a coaching programme is devised with the specific HE teacher in order to support and maintain the HE experience for students.

Subject-specific CPD is encouraged for all HE teachers who have time allocated to them for such activities. While there is no distinction between the FE and the HE teaching contract at the College, built into a range of delievery and support policies is a high level of remission offered to teachers of all HE groups. This supports them to be able to access this CPD, to develop relationships with HEI partners, and to focus on improving feedback. For example, partners at SHU offered an additional 4 sessions to teachers in engineering in 16/17 to explore industry and student feedback to enhance methods of assessment feedback. As part of a FE environment, HE staff are invited to mandatory Pastoral CPD to ensure an up to date and appropriate response to safe guarding, personal tutoring and pastoral support to all students. HE staff have the opportunity to engage in research and scholarly activity both individually and collaboratively with students and/or staff across all curriculum areas. Time is allocated for this with the prospect of delivering or co-delivering any findings at appropriate external and internal symposiums. This has all been supported by the work of the scholarship project (detailed later).

Furthermore, staff are encouraged to develop their own subject specific research activity. This is supported through long study application and by the College seeking funding for specific support. For example, we have supported 6 staff to undertake masters and doctoral study in the past two year.

Observations

The College has an observation policy to ensure the monitoring and evaluation of teaching quality within HE. It states that all teachers will be observed in all types of settings with all types of student. Therefore, there is a separate process for HE observations which ensures that the ethos of the HE strategy can be considered in terms of the pedagogy that takes place. To put together the reference points we have consulted with both QAA guidance and HEA guidance. Moreover, there is specific HE training and moderation to ensure that the quality of feedback and development opportunities offered to teachers is consistent. While observations are not graded, each teacher is offered detailed developmental feedback and the chance to discuss an action plan (and sharing good practice forms a key part of plans). When all observations are completed a report is developed for HE Academic Board and the themes used to support the development of the HETLEP.

Furthermore, all HE teachers are encouraged to undertake peer observations both within the College and externally at partner insitutions. This provides good external reference points. All University partners also undertake peer observations of teachers and produce a short report. This informs annual and continual monitoiring activity.

To use all of the data effectively we review the number of occurrances of good practice and areas for development witnessed. These are then put together thematically. Obviously, the areas for development have been cited in the HETLEP. The strengths in the 16/17 Academic Year were:

Row Labels	**Key Strength**	**Strength**
Appropriateness of Teaching and Learning Methods	1	5
Challenging End Points		4
Coach	2	8
Critical Reflection	1	
Developmental feedback	1	
Engagement with and Participation by Students		4
Experience	3	6
Independent learning	5	11
Inspire	1	3
Interest and confidence		7
Learners Curious	4	12
Manage and promote positive behaviour		2
'Mistakes' learning experiences		6
Overcome Barriers	1	1
Quality of Materials to Support Learning	2	2
Quality of Teaching Experience (depth, breadth and challenge of teaching)		3
Raises aspirations		3
Research, Scholarly or Professional Activity to Support Teaching		1

Resources and technology		5
Social Community		6
Student Feedback, Learning and Support		3
Teaching of Professional, Practical and/or Transferable Skills	1	3
Teaching of Subject Knowledge	1	5
The Enhancement of Student Scholarship and Employability	1	4
Grand Total	**24**	**104**

HE teaching staff who demonstrate good practice are asked to coach and mentor other teachers, to share what they have done and provide input into an annual HE development day which takes place every year in the Summer to celebrate activity that has taken place, review areas for development on the horizon, and review progress against strategy. It is also a space to launch activities. A number of years ago we were able to launch the Scholarship Project at this event:

Scholarship

Based on previous collaborative work on HE learning and teaching development, in June 2015, Derby College, as part of a consortium with Leicester and Central colleges, became one of the lead colleges in the Association of Colleges (AoC) Scholarship Project.

The aim of the project is to enhance the student experience in College HE by developing the scholarship of both staff and students, and the production of a Scholarship Framework that colleges can adopt and adapt to suit their context and requirements.

The College and the rest of the consortium were successful in their bid to lead and develop the project because of work they had undertaken together since 2012 where they had developed teaching and learning conferences. In the first year Professor Frank Coffield, the HEA and others came to talk about how teachers can collaborate to improve teaching. From there the group worked with the Centre of Excellence for Teacher Training and the University of Sunderland (SUNCETT) to look at Joint Practice Development (JPD) models to improve teaching, learning and assessment practice. This input was used to run a year long programme funded by JISC undertaking action research to develop blended learning. This culminated in a range of resources and activities being embedded, as well as a conference supported by the Institute of Education.

With all of this activity, to ensure that the Scholarship Project built on all of this work, a Scholarship Development Manager was recruited to lead the project and to facilitate collaboration between students and lecturers across the colleges. Key activity has included staff academic and professional development (and to further support HEA recognition activity); developing staff and student research and scholarship skills (bids for financial support invited annually) and celebrating and sharing scholarship (student symposia and annual conference).

The Scholarship Development Manager has run staff CPD sessions, and workshops with students, introducing scholarship and Boyer's four scholarships model (which we use to underpin our approach to scholarship - Boyer, 1990).

Staff and HE students at Derby College have been involved in projects such as;

- *Students as partners in study skills development*;
- *Understanding the experience of HE Students identified as reluctant learners*;
- *Alumni/peer mentoring in Initial Teacher Education*; *The medical misdiagnosis of canine behavioural disorders*, and
- *Graduate employability – bridging the skills gap*.

To share and celebrate the outputs of scholarship, Derby College (with Leicester and Central) hosted an East Midlands College HE Scholarship Conference in 2016 and 2017. The conference was enthusiastically attended by 100 teaching, management and support staff, and students from colleges across the East Midlands.

In addition students from Professional Construction and Engineering participated in a student symposium in June 2017. The event, which focused on the theme of scholarship, skills development and industry, featured guest speakers from industry and student presentations of research projects. This event will be repeated in 2018, along with a further one for students on land-based industry HE courses.

The HE Academic Board has recently approved a HE Scholarship Policy with a recommendation for formal adoption in 2018 which will continue to see this work embedded and continued to be shared through an annual Festival of Education.

Student Academic Support

Academic support is integral to transitioning and developing students to and within HE.

We are devoted to getting to know our students individually and have a strong belief that building a rapport, fostering a sense of community allows for us to be best placed to assist our students to challenge them to strive to meet their goals both academically and professionally.

In order to do this the College has introduced a system of HE Academic Support Tutors over the past three years, and the numbers of staff employed to undertake this role has increased 100% year on year. There is now a pilot project taking place to see if these roles can also support level three learners undertaking vocational programmes wanting to progress to HE can be supported with their transition.

HE students complete a self-assessment of their Academic Skills three times a year. Their teachers then complete this alongside them. This then allows individuals and groups to have support tailored focused on need. It also allows students to see where their skills are developing and to prioritise skills that it is felt should be developed. There has been a broad range of student feedback on the impact of this work. Through the qualitative data gathered, this statement is typical of the students' thoughts on this activity. The statement is from a mature part time learner returning to College as they are picking up new managerial responsibilities at work:

> *"I first wondered how study skills could help me within my study, but I was soon to realise that it positively impacted on my work in many ways. It gave me help and advise on how to improve my work further but also gave me the confidence in my own findings. I am now in the third year of my foundation degree and I still use the study skills facility to ensure my work is the best it can be."*

Support offered to Students include:

- Group and one to one tutorials;
- Tailored workshops on a wide spectrum of academic skills ranging from Level 4 to Level 7;
- Induction and drop in sessions for things like referencing;
- Support during assessment time;
- Face to face and online mentoring and coaching support for individuals at times suitable to them.

This demonstrates the flexibility that the College has in supporting students. Most of our learners are in the lower quintiles for participation and over 50% of the cohort are mature. Therefore, study support access is arranged at a time that is convenient to students.

Again, the College looks at a co-constructed way of developing support. The library team and the Academic Support Tutors have developed a combined induction/transition process.

The Academic Skills process has been devised to engage all curriculum areas, and each HE Academic Support Tutor has a curriculum area that they link with to ensure that there is parity of access. Additionally, it provides a consistent link for things like programme committees. The requirements under the link system are threefold: student completion of a skills audit via self-assessment (start and end of each academic year), tutor assessment and study coach assessment. This triangulation allows for a dialogue between support, lecturers and students. This seamless process with high-quality data ensures high quality. Furthermore, targeted support provides a holistic approach to meeting individual student requirements. Following the changes to Disabled Students' Allowances funding, implementation of 1:1 support for students falling within Band 1 and 2 is in place. Our resilience explicitly identifies that empowering students to be confident in meeting their potential is focused on the removal of barriers to allow to teaching and learning to take place.

Recognising Critical Thinking and Reflective Practice as key components to teaching, learning and progress beyond education, we have devised our own Critical Thinking and Reflective Practice Programme. This has been welcomed by lecturers and students and is in its First Year of Pilot. Each session has been custom-designed to contextualise and better relate to the students' subject specialism. The envisaged impact from this is to develop these skills at a much earlier stage in individuals' academic development. It also allows us to encourage students to think about how these skills develop as they transition between levels 4, 5, 6 and 7.

Weekly meetings with the Library Services ensures resources are updated and of relevance for the particular time of year e.g. exam season. Furthermore, the Academic Quality and Standards Committee allows for a platform to communicate updates on Academic Support and the sharing of best practice. Again, there is significant evidence that the support is appreciated:

> "Throughout my time studying on the PGCE course at Derby College I found it a very supportive environment, not only from the teachers but also the support staff. Over the 2 years I feel that I had a very good learning experience from the teachers. I began as a novice practitioner where I quite often adopted the practice quantity over quality and not wanting to take risks within my teaching in case it wasn't 'perfect.' Through guidance, support and feedback from the teachers it has helped me to become the teaching practitioner that I am today. The relationship that I had with the teachers and support staff was very informal where if I had any problems, questions or concerns they were very helpful and cooperative to help me with my studies."

> "Teachers and support staff work closely together to ensure staff development is encouraged as well as promoting student learning and a good understanding of individual needs"

> "Support is always readily available via email, drop in sessions, formative feedback and one to one tutorials and is quick, thorough and effective guidance"

> "Varied resources were used throughout teaching and learning sessions. We were encouraged to use technology in our practice and share experiences of this. Specialists came into showcase new virtual learning platforms, apps and other technology".

Learning Environment and Resources

The approaches to co-designing and co-constructing learning have been central as we talked to students and in 2016 we opened two new HE specific centres – one at our Roundhouse Campus and one at our Broomfield Hall campus. The spaces can only be accessed by HE students at the College and have study spaces, classrooms, IT facilities, social areas and breakout spaces.

As well as creating physical spaces for our HE students considerable time has been dedicated to developing e-learning platforms. To support the development of this area of co-design we have worked with students. To start with additional questions have been added to the HE programme survey to get student feedback about Moodle. There is a HE link staff-member within the ILT team who attends student forum groups and course committee meetings, carries out general online research about HE students' expectations of VLE, and considers developments within the sector.

Use of technology to promote independent learning has been utilised through the use of LiveScribe pens allowing for lectures to be recorded to allow for consolidation of learning. A monthly blog on an assigned academic skill allows students (particularly our distance learners) to be a part of the HE community which in turn strengthens student autonomy.

Student feedback shows that navigation of Moodle courses needed to be improved and that more consistency was needed across the courses about the information made available to students. In order to address these issues of quality, usability, consistency and best practice, a HE Moodle course template has been created and applied to all HE courses. (It is now being implemented to all new Derby College Moodle courses as standard).

Students are encouraged to make use of a wide range of resources. For example, curriculum teams can bid for funding to support student activities. Recently, the engineering team have used the funding to develop a materials and design project where students have developed carrabinas for climbing, and our animal management team have purchased small mammal traps to conduct field research.

Student Outcomes and Learning Gain

External examiners offered high levels of praise in reports regarding our Children and Young People's Services Teacher Training and Professional Construction programmes because of the quality of student work, the robust approach to assessment design, and active engagement with students to improve the quality of the experience.

Throughout the year there were a wide range of ways in which the currency of provision can be demonstrated. For example, in Professional Construction current topical debates (e.g. Brexit negotiations and Grenfell Tower) were added to the legal modules on FD in Professional Construction to keep content current and aid students' critical thinking development. New approaches to work experience were put in place in conjunction with partner universities in Criminal Justice Programmes. As a result of students' engagement in this and its links between theory and practice, 3 students were awarded the Dean's prize from the partner HEI.

The HE team are currently developing the theme and aspects of Learning Gain with HE practioners and support staff. The work looks to combine academic, employability, social and higher level skills qualitative and quantitative data to identify potential tends and interventions that impact on teaching and learning practice.

Generally, students achieve well in the College. In our partnership with NTU the most significant number of first class honours degrees came from Derby College. In addition, to the forementioned Dean's Prizes, results in 16/17 were:

Name of Provider: Derby College
UKPRN: 10001919

Learning Aim	Learning Aim Title	Qual Type Name	SSA1	Level Grp	Ach Overall %	Ret Overall %	Pass Overall %
00301838	BSc (Hons) in Animal Management - Derby College	Other Non-Regulated	03	H	100.0	100.0	100.0
60021585	BTEC HND Diploma in Animal Management (QCF)	Diploma	03	H	100.0	100.0	100.0
					100.0	100.0	100.0
50092510	BTEC HNC Diploma in Fashion and Textiles (QCF)	Diploma	09	H	100.0	100.0	100.0
					100.0	100.0	100.0
50082413	BTEC HNC Diploma in Business (QCF)	Diploma	15	H	67.0	100.0	67.0
50082395	BTEC HND Diploma in Business (QCF)	Diploma	15	H	80.0	100.0	80.0
					73.5	100.0	73.5
50082760	BTEC HNC Diploma in Construction and the Built Environment (QCF)	Diploma	05	H	68.2	72.7	93.8
00245641	Foundation Degree in Construction Management	Other Non-Regulated	05	H	100.0	100.0	100.0
					73.5	79.4	92.6
00246714	CertED in Education	Other Non-Regulated	13	H	82.4	82.4	100.0
00246713	Professional Graduate Certificate in Education (PGCE)	Other Non-Regulated	13	H	86.7	93.3	92.9
					84.6	87.9	96.4
00302035	BEng (Hons) in Electronic Engineering - Derby College	Other Non-Regulated	04	H	100.0	100.0	100.0
00302036	BEng (Hons) in Manufacturing Engineering - Derby College	Other Non-Regulated	04	H	100.0	100.0	100.0
00302037	BEng (Hons) in Mechanical Engineering - Derby College	Other Non-Regulated	04	H	100.0	100.0	100.0
50088294	BTEC HNC Diploma in Manufacturing Engineering (QCF)	Diploma	04	H	100.0	100.0	100.0
00245967	Foundation Degree in Integrated Engineering	Other Non-Regulated	04	H	85.9	86.9	98.8
					88.5	89.3	99.1
00300976	BA (Hons) in Security and Offender Management (Top Up) - (Derby College)	Other Non-Regulated	01	H	85.7	100.0	85.7
00244869	Foundation Degree in Children's and Young People's Services	Other Non-Regulated	01	H	84.6	84.6	100.0
00301307	Foundation Degree in Criminal Justice (Security and Offender Management) - (Derby College)	Other Non-Regulated	01	H	57.1	57.1	100.0
					75.8	80.6	95.2
00245056	Foundation Degree in Sport Coaching	Other Non-Regulated	08	H	71.4	71.4	100.0
					71.4	71.4	100.0
00301308	Foundation Degree in International Hospitality Management - (Derby College)	Other Non-Regulated	07	H	75.0	100.0	75.0
					75.0	100.0	75.0

Employability

Employablity has been a real focus for all Derby College programmes, and our good results allow students to make good progress after their course. As such the HE community agreed on the following definition in order to generate a common employability theme across the college:

> Employability is not just about getting a job. Conversely, just because a student is on a vocational course does not mean that somehow employability is automatic. Employability is more than about developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career. It is about learning and the emphasis is less on 'employ' and more on 'ability'. In essence, the emphasis is on developing critical, reflective abilities, with a view to empowering and enhancing the learner (Harvey 2003).

The development of Employability Profiles for each curriculum area allows students to relate their learning and assessment to employability skills and attributes. Assessments and teaching are linked to these profiles to give the students direction and insight to potential high level skills or attributes needed for employment and promotion with the opportunity for Social Mobility.

The College has an evolving and developing alumini focus. Newly qualified teachers come back and input into year 2 of the teacher training programme to talk about QTLS and their experiences as a newly qualified teacher in the sector. We have regular 'Teach Meets' were ex trainees come in and share good practice, innovation and resources offering existing students a valuable insight into the world of employment.

The college also support students by providing dedicated career/employability sessions with opportunities for mock interviews from senior staff in the school and FE sector, HR input in preparation for job applications and short listing:

> **"**Our group was very diverse in terms of what we taught ranging from Travel and Tourism, Music in secondary school, English and IT in FE, the ages and abilities of students. However, we all had the same desire of completing the qualification to become teaching practitioners. Throughout the programme there was reference to employability within these areas to ensure that everyone knew what options were available. We had a couple of visits to Derby University for guest speakers and library visits and coming towards the end of the qualification the teachers spoke to us about the different progression routes that we could take. This was very informative and encouraged myself to enrol onto the Masters course that academic year to continue with my studies."
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> "Throughout my course there were constant links made to employability. We often had external agencies coming in to deliver and inform us what we could potentially go into when we qualify. The information provided was all relevant to various employablities and it covered a vast amount of job prospects. This helped me in discovering what other options I could go for and how I would go about getting all the information."

This is a key feature of the Part time, In-Service PGCE/Cert Ed programme. Trainees identify their roles at the beginning of the course and evidence any enhancement at the end. Many trainees who are in sessional roles become permanent, those in supporting teaching roles graduate to full teacher status. Those already in the full teacher /lecturer role be seen to take on additional responsibilities such as co-ordinator roles or managerial roles.

Widening Participation and Community Outreach

Derby College is fully committed to Widening Participation (WP) in HE from identified under represented groups of society. 32.4% of the College population in 17/18 are in National

Collaborative Outreach Programme wards. Additionally, Derby is an Opportunity Area and has seen a three year decline in students on Free School Meals accessing selective universities. As a College we are aware of the social mobility and economic advantages of increasing under represented groups into higher level courses, and how it can inform our teaching, learning and assessment strategies and practice.

An ongoing CPD programme looking at the specific issues and data surrounding the WP agenda is run for all college staff with particular focus on teachers, managers and support staff. The college has a dedicated team of WP coordinators working with partners to develop both outreach and inreach interventions. These are targeted and informed by relevant and pertinent data, in order to identify those students, parents and schools within identified geographical areas and demographic groups.

The college is a key participant in the DANCOP project which is part of the NCOP intiative with various members of staff being instrumental and proactive members of the project. The College is also a participant in the BRIDGE project with Gateshead College and Northumbria University looking at the barriers some sections of societly have in participating in HE Professional Construction programmes. Involvement in these projects is essential to ensure that our employability links and and approaches to pedagogy remain relevant for all students.

Building on the work that has happened with our workshops that link the characteristics and vulnerabilities of WP students to teaching practice, we have established new data systems to record student charactersitcs. These will be used in the future to inform student profiles (which are alreadty in existance) so that teaching staff can articulate the startegies they are going to use to promote individuals achieving ‘good’ outcomes.

Conclusion

Derby College is a diverse HE instituon with an evolving and increasingly responsive HE curriculum. To support the developments and changes in the curriculum students, employers, teachers and support staff have been central to co-designing and co-constructing processes, proceedures, and in enhancing teaching and learning. This is underpinned by robust and proactive committees which focus on helping the diverse needs of the student population. Some of the metrics we are judged on do not represent the student body because of low response rates. However, as the College is committed to its mission of widening participation and teaching excellence there are a range of internal instruments we have developed to ensure that curriculum design and deleivery are robust and support the progression of our students.