Provider name: Bournemouth and Poole College

U.K. PRN number: 10000820

Provider context

The Bournemouth & Poole College (BPC) is a large, well-established Further & Higher Education College in Dorset with a broad academic and vocational curriculum offered at three College campuses, on employers' premises and through blended learning. The College's 10,000 students study on programmes that range from entry level to higher education (HE). HE courses are currently taught at two campuses, one in Bournemouth and the other in Poole. The College plays a key role in developing the skills and opportunities of people in the South West Region, contributing to regional and national economic strategies. The College is committed to providing an excellent experience for students which supports them to achieve their career ambitions, as reflected in our mission statement:

Through inspiring teaching and learning, we develop our students' work skills, life skills and knowledge and so help to build a thriving local economy and community' (BPC Mission Statement*).*

Courses are designed to ensure that HE students graduating from the College are independent, creative, entrepreneurial and well prepared to make a positive contribution in the region. Quality monitoring of HE is rigorous and the College underwent a QAA Review in 2017 which confirmed that *'The College meets the baseline requirements for the Expectations of the Quality Code for the student academic experience'. and 'The student academic experience is underpinned by close linkages with employers both in programme design and delivery together with high levels of academic and pastoral support from academic and professional staff'* (QAA Review 2017). High levels of student satisfaction and achievement on HE courses are reflected in the achievement of a Bronze Medal award at the 2018 Whatuni Awards with an excellent overall score of 4.5/5. The College is proud to have achieved this accolade from students in acknowledgement of the commitment, knowledge and skills of HE teaching teams.

Strategic priorities for Higher Education at The College

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1. Our curriculum reflects current and future skills needs and provides students with relevant routes to progress
2. To create an environment in which students are highly engaged and are supported to make the most of their potential
3. To be in the top quartile of colleges for student achievement
4. Create a culture of continuous improvement
5. To develop the skills of our staff so that everyone can contribute to the delivery of our vision
6. An environment and culture in which staff feel valued and respected, demonstrated through high levels of engagement and performance
7. Be the first choice provider in all our areas of work

8. Partnerships and collaborative working that compliment and strengthen opportunities to deliver our mission
9. Work within our local community to become a true community college
10. Achieve financial surpluses that enable continual investment in state of the art facilities and resources (HE Strategy 2018)

The College's HE portfolio includes full honours undergraduate degrees as well as Higher National Certificates, Higher National Diplomas and Foundation Degrees at levels 4 and 5. The majority mode of delivery for TEF4 is full time with 59% of students on FT courses and 41% of students taking part-time vocational and technical courses. HE programmes are underpinned by well-established partnerships with excellent validating and franchising Higher Education Institutions (HEIs) including, The Arts University Bournemouth (AUB), Bournemouth University (BU), Pearson, Solent University and the University of Wolverhampton.

The College works closely with a broad range of employers across Dorset, maintaining excellent relationships with over 2,000 local businesses and delivering a range of training programmes to meet business needs and to upskill staff. The College serves a significantly high percentage of students from hard to reach areas, thus improving the life choices of many who may otherwise be excluded from opportunities to gain higher qualifications. Statistics from 2015/16 show 38% of students derived from POLAR regions 1 and 2 compared to national averages of 25%. (POLAR4 Classification of MSOA). The College's HE Strategy meets identifiable local and regional needs to widen participation in HE by underrepresented groups. This is particularly important in light of low levels of attainment and significant skills gaps within the areas in the wider sub-region. In 2016/17 30% of learners were categorised as being low tariff and 35% non-tariff.

Working with employers and providers through the Local Enterprise Partnership Employment and Skills Board to meet local and national skills gaps, the College's HE provision has a strong STEM focus with HNC/Ds in Engineering (3 differing pathways), Foundation Degrees in Computing, and BSc programmes in 3D CGI Architectural Visualisation and Computer Animation supplying a skilled workforce for local businesses in the Bournemouth Digital Hub. In Engineering, the College provides bespoke HNC programmes for Cobham and the RNLI and off the job training for some of the region's largest employers including the NHS, Sunseeker, Redweb, Hall and Woodhouse and many others across a range of sectors. Higher qualifications in Business Management, Teacher Education, Graphic Design, Creative and Performing Arts meet other priority skills areas for the Bournemouth & Poole area. Excellent links with local industry ensure the quality and currency of our HE offer as well as the best opportunities for students. A strong employer focus has resulted in an increase in enrolments on Apprenticeships in spite of National trends.

HE programmes at all levels are carefully aligned to meet industry needs, to equip students either for further academic study or to meet the higher level skills gaps identified by industry; courses offer excellent opportunities for students to attain the qualifications they need and the skills employers require, resulting in high numbers of graduates in professional occupations and positive flags in the core metrics for 2015/2016. The College ethos promotes professionalism and excellence whilst at the same time provides students with comprehensive personalised support wherever needed. Feedback from stakeholders, regulating bodies, external examiners, link tutors and industry is very positive and the College has been regularly praised for attaining high academic standards, being responsive

to industry and creating an effective and supportive learning environment. With a consistent focus on the quality of teaching and personalised learning programmes, retention and achievement on courses have shown steady improvement over the last three years resulting in outstanding continuation rate of 93.6% for 2015/2016 cohort.
The College is on an upward trajectory regarding student satisfaction. In almost all aspects, results were significantly above benchmark and overall satisfaction was in line with national benchmarks at 83%. However, the mode of study of a large percentage of part-time students has resulted in some skewed metrics as 41% of students were not eligible to take the NSS survey. Graduate outcomes in the metrics, plus SUE survey results, indicate that part time cohorts are highly successful in entering professional employment, evidencing the high performance and quality of these programmes.

The College has the largest percentage of students from low participation postcodes in the region and works closely with the Southern Universities Network (SUN) to support these students to progress onto level 4 courses. The College has a strong record of attracting students from typically under-represented groups across the South West which has been recognised by HEFCE as being a cold spot for HE. UCAS POLAR and MEM data shows that students from more disadvantaged backgrounds are more likely to enter the College than those from traditionally privileged backgrounds. This is in contrast to a sector wide trend where the inverse is true. Widening participation remains a key strategic priority for the college. The College is working with Southern Universities Network (SUN) to address the following key priorities:

- Project 1: To increase the number of students accessing Level 4 Apprenticeships
- Project 2: To increase student Knowledge of University Options
- Project 3: To increase staff and student knowledge regarding careers, to include Level 4 courses through CPD activities

These projects will work towards the following aims:

- Double the proportion of young people from disadvantaged backgrounds into higher education by 2020
- Increase the number of students from ethnic minority backgrounds
- Address the under representation of men from disadvantaged backgrounds in HE

Value for money

The College places value for money for students as a high priority, recognising that financial challenges are often a barrier to many in pursuing higher qualifications. To this end our course fees are significantly lower than our competitors on the majority of programmes. In addition, class sizes are small, with an average class size of 18 and contact hours on average of 15 hours per week, ensuring that students benefit fully from the expertise and guidance of skilled practitioners and academics.

The College has a range of other services designed to support students who are often on tight budgets. Free parking is provided at our North Road Campus and for students arriving before 09.00am a substantial, healthy, free breakfast is provided on a daily basis at both campuses. This is particularly appreciated by students who travel significant distances to

study at the College. BPC provides a range of bursaries for HE students and is also able to intervene when, for example, fees are delayed. Personal tutors work with the Student Support team to ensure that bus passes and food vouchers can be provided quickly for any student in need.

The Management and Governance of HE

The College's Director of Quality, and the Learning Manager with cross college responsibility for HE have oversight of the HE curriculum across the College and work closely with the Learning Managers in curriculum areas to maintain academic standards and ensure consistency in the implementation of quality assurance and enhancement systems across the provision. The Vice Principal, who is a member of the College's Executive team, has overall strategic responsibility for HE and reports directly on HE matters to the Principal and Chief Executive and the College Board.

HE provision is subject to a rigorous process of quality control throughout the academic cycle; self-evaluation and validation is based upon feedback from External Examiners, students and Link Tutors and metrics and rigorously monitored by Governors. The Self Evaluation Document (SED) is reviewed by a validating panel comprising internal and external stakeholders including the Principal and Vice Principal (Curriculum), the Chair of Governors, members of the Board and external panel members who will rigorously challenge the judgements in the evaluation and ensure that developmental actions are captured in the HE Quality Improvement Plan. In 2017/18 HE achieved an overall outstanding judgement, acknowledging the significant improvements made in Leadership and Management, NSS Survey results and a continuing upward trend leading to excellent success and achievement rates.

TQ1 Teaching provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies

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The College has focussed on Teaching Quality in HE with a number of initiatives driving an increase in student satisfaction levels. Teaching and assessment strategies are innovative and motivate students to excel resulting in high levels of student satisfaction. This is reflected in the core and spilt metrics where the 2017 NSS survey results show above national benchmarks in almost every category. In the fundamental areas of teaching and support, results were considerably above benchmark. 93.18% of students surveyed in the NSS 2017 responded that lecturers were good at explaining things and that 93.10% that they had made the subject interesting in comparison to a sector wide average of 82.86%. Responses to 'Teaching on my course is good' were almost 3% above sector wide averages. High levels of subject expertise and very good links to industrial requirements ensure that students benefit from a holistic approach with underpinning academic knowledge supporting the development of vocational skills. Further strengths lie within promoting work readiness, as well as embedding the wider curriculum including, maths and English effectively.

Across all curriculum areas students benefit from dedicated lecturers who are experienced in their vocational fields as well as academically qualified and professionally trained

practitioners. Teaching is predominantly structured around small seminar groups rather than in large lecture theatres and there is an emphasis on high levels of personalised learning and support leading to excellent retention and success rates. Student retention and success rates on the vast majority of programmes are outstanding with the College attaining 95% achievement rates overall for 2016/17. Contact hours of on average 15 hours per week ensure that students receive high levels of input and guidance from lecturers. Teaching hours reduce slightly at levels 5 and 6 reflecting students' capacity to undertake independent research and further develop critical analysis skills. At these levels there is often an increased focus on one-to-one sessions where lecturers guide students in pursuit of specialist interests and project work.

Small class sizes and a seminar approach to teaching promote engagement, enabling students to develop confidence by asking questions, expressing opinions and benefitting from peer to peer learning more effectively than in large lecture halls. Peer coaching is a strong feature of HE vocational teaching and leads to increased levels of competence in students who excel and increased support for those who need it. This approach builds excellent class relations, providing a strong and secure network in which students thrive. Focussing on the development of inter-personal skills in small group seminars further equips students for the workplace, particularly for delivering presentations and for giving and receiving feedback on performance. Because discussion and dialogue are intrinsic to small group teaching, students with learning needs and those lacking in confidence or with mental health issues can be well supported without feeling overwhelmed, thus increasing their potential to achieve higher grades.

External Examiner reports highlight the innovative and practical project based approach to learning which is widely used to stretch and challenge students and develop their commercial awareness. 97% of HE lessons observed were graded as good or better on first observation last year with evidence of positive stretch and challenge highlighted as a particular strength. Lesson structure and pace were noted as a support for promoting high grade achievement in 92% of observed lessons.

Excellent relations with partnership Institutions and Link Tutors ensure a high level of students and stakeholder feedback. All staff have personal development plans which lead to any training and development needs being identified and implemented in a timely manner thus avoiding any potential negative impact upon students. *'Academic standards are assured through external examiner arrangements and assessment and award boards. Reporting structures and processes are in place to review and monitor programme and student performance, including retention and achievement, and College staff demonstrated their understanding of these processes'* (QAA Report 2017). Quality assurance procedures ensure that all qualifications are closely mapped to QAA benchmarks at the correct academic levels and that assessment is rigorous and fair.

The Student Voice processes are highly effective with students stating that they are given regular opportunities to feedback on the quality of their courses and that their opinions are valued by teaching teams. Student engagement in course management is very good and the College actively engages with its students across various levels of governance. Student representatives present their views each term to teaching teams, Senior Management and Link Tutors from partner HEIs. HE students are also represented on the Board of Governors and so contribute to strategic decision making. An annual student-led conference provides

further opportunity for consultation and comment and feedback is carefully considered alongside a range of survey data. SUE surveys are carried out on all units and for all courses across HE with generally very positive responses from cohorts. The variety of feedback mechanisms are designed to meet the needs of a diverse student body with any feedback acted upon quickly and steps taken to amend programmes or teaching strategies where possible.

The QAA 2017 Report commends the College for the well-established and comprehensive strategies employed to engage students. '*Processes are in place for students to feedback informally and formally on their experience and students cited examples of improvements that resulted from raising matters with the College. Students met by the review team confirmed the value of employer engagement, academic and pastoral support, and assessment within their studies. They also spoke positively of the opportunities for engaging with the College'* (QAA 2017)

TQ2 Institutional culture facilitates, recognises and rewards excellent teaching - valuing teaching staff

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Linked to strategic priority 5, *'To develop the skills of our staff so that everyone can contribute to the delivery of our vision'* all staff are required to have teaching qualifications within 3 years of joining. A comprehensive support and monitoring system is in place to ensure the highest standards are maintained with all lecturers receiving both formal and informal lesson observations during the academic year. All staff obtain feedback on their teaching and are required to reflect on their practice and set targets for development which are subsequently monitored by line managers during the appraisal process. Regular departmental meetings have a standing agenda item to share best practice and all colleagues receive an on-line monthly teaching and learning memo with resources and articles on current outstanding pedagogic practice. The lesson observation process has been further enhanced to focus on assessing student progress. There is a bespoke template designed for HE learning walks, and peer observations between HE staff are encouraged regularly. Lesson observations carried out by HE specialists adopt a holistic approach to teaching including a focus on learning designed to stretch and challenge and embedding employability skills. A cross-College HE review day in September ensures input from all curriculum areas into quality planning; this facilitates sharing best practice, identifies opportunity for collaboration and ensures a consistent approach to quality.

The College has staff STAR Awards to celebrate and reward good practice. Categories include a 'Lecturer of the Year' award to recognise excellence. In addition the College has long service awards to recognise lecturer commitment to the college – staff are awarded additional days leave once specific milestones of service are met. The College is committed to continuous professional development for staff and provides dedicated staff development days including a Lecturers' Conference with HE specific speakers. These events include the opportunity for staff to showcase and share internal excellent practice. External specialists provide valuable updates and innovative ideas both from colleagues at BPC and from partner HEIs, including Bournemouth University's Centre of Excellence. Examples of workshops and seminars offered include innovative assessment practice, the UK Quality Code, the use of technology in HE pedagogy and the AOC Scholarship Framework.

To ensure that professional development is at the forefront of the College's planning, a central staff development budget is in place to fund applications that support the strategic direction of the College. A 10% discount is provided for staff completing relevant Masters Degrees or Bachelor of Arts degrees which enhance their professional development. Staff also benefit from a discount on postgraduate courses with our partner universities including a 25% discount with Bournemouth University. An advanced Quality Practitioner for HE provides support to staff who are studying at Higher Education level, including 1-1 appointments and an online HE forum group for professional discussions to take place. There is an HE Forum hosted at the College focusing on updates and changes to HE and providing an opportunity for staff from different curriculum areas to network and identify opportunities for collaboration. In 2018 the College signed up to participate in the AOC Scholarship Framework and has a Scholarly Activity Steering Group focused on scholarly activities and research opportunities to drive innovation and academic improvement.

Lecturers have a minimum annual commitment of 30 hours of Continual Professional Development (CPD) and the cross college provision of CPD is good. All staff have personal development plans which lead to any training and development needs being identified and implemented in a timely manner. This ensures that high standards of provision and student satisfaction are maintained. In addition to the required CPD, all HE staff are targeted to undertake scholarly activity and research. Scholarly activity and research at the College includes:

- Producing internal or external research papers
- Producing or contribution to books and journals
- Presenting papers at conferences
- Studying for Doctorates, Master's Degrees or specialist higher level qualifications
- Pursuing practitioner, pedagogic or disciplinary research

TQ3 Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential

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The NSS survey results showed that BPC students felt that their learning opportunities had been excellent with 87.12 overall score. In all four categories on the survey, the College was rated significantly above sector averages. In the QAA 2017 review the student submission stated:

'The students felt that the courses do very well in sufficiently challenging them because their courses always put new ideas into practice. The deadlines to assignments are set very well and the students are able to manage them. Students also felt pleased that the assignments help them learn because they feel that they are not "spoon-fed" the information and that they learn how to manage their time effectively.
The students extremely appreciate the advice and help that is given to them during lectures, seminars and tutorials. The students say that they are challenged in all aspects and at all levels and the fact that students also feel that they are learning well because of the assignment results and feedback'. (Student Submission QAA Review 2017)

Programme Leaders and Link Tutors from partner HEIs collaborate on the structure of courses. This collaboration results in the design of innovative and future-proofed

programmes benefitting from the input of research focused organisations. The rigorous process of course validation ensures that academic standards reflected in subject benchmarks are firmly established and embedded in all aspects of the programme. This includes those aspects where students are assessed in the workplace or required to demonstrate practical skills. The triangulation of classroom based study, workplace experience and independent research creates students who are able to progress quickly and thus more likely to maintain motivation and reach their potential. HEI partners have commended the College on the use of industry to inform and support the programme and the innovative and employability-driven curriculum with a clear focus on the student experience. All courses include input from alumni, either in the form of guest lectures or workshops on specialist subjects or presentations and discussions on studying at the next level. Cohorts benefit from the experience of successful peers, leading to higher levels of motivation as well as networking opportunities.

Well-established Employer Advisory Boards led by employers in priority sectors advise on curriculum content and skills requirements, ensuring provision is up to date with the latest industry requirements. Many of the College's vocational and technical courses are accredited by professional bodies adding validity and currency to the academic framework. The close relationships with industry lead to excellent opportunities for graduates and under graduates in terms of work placements, mentors, live project briefs, assessment panels, guest speakers and industry led experience days in all curriculum areas.

External Examiners have commented that courses are extremely well-designed, with all modules having employability and professional skills at the core and assessments robustly supported by subject benchmarks. The thorough integration of practical and academic assessments provides students with strong understanding and experience for roles in industry or for postgraduate further study.

Quality monitoring of HE is rigorous with scrutiny at unit, module and course level both within the College and by External Validators. This process applies to both the design and the on-going delivery of all HE programmes. Self-assessment is outstanding as all staff are engaged in the process of producing course level reports which contain robust and clear actions which are monitored at regular team meetings, and approved by validating institutions on a termly basis. This ensures consistently high standards of delivery in which students can be confident.

The QAA concluded 'Through its governance structures, various internal processes and procedures, adherence to its awarding bodies' and awarding organisation's regulations, and College staff demonstration of engagement with the FHEQ, the College has demonstrated its effectiveness in meeting the baseline regulatory requirements for academic standards. The team has not identified any areas for development or specified improvements in this area.' (QAA Report 2017).

TQ4 Assessment and feedback are used effectively in supporting students' development, progression and attainment

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Assessment methods are varied and effectively differentiated to meet a wide variety of needs and abilities. Lesson observations scored well on student engagement and the range

of activities and questioning skills utilised to stretch students. A mixture of individual and group tasks develop a range of essential transferrable skills which prepare students to succeed in their future careers. Many of the assessment tasks contain real-world examples which provide a strong contextual basis for the students to consider their discipline in a live context which will enhance their employability and support high levels of progression. In many areas the project work offers an excellent opportunity for co-creation between staff, students and industry and such innovative endeavours have been consistently praised in external examiner reports. Students have supported small businesses across the region in finding IT solutions to business problems, creating specialist services to improve business efficiency, organising events, creating marketing tools and supporting with specific projects during work placements. Succeeding in collaborative projects motivates students and is often a source of great personal satisfaction and confidence building. This approach to learning encourages experimentation and thus innovation, leading to highly employable self-motivated graduates.

Assessment strategies are well designed, offering a mix of assignment and examination based artefacts to meet the needs of students with a diverse range of abilities and to ensure competency against both academic and practical criteria. Interim hand-in dates offer all students the opportunity for formative feedback and are combined with assignment seminar workshops and email communication with individual students to provide on-going support. Summative feedback, both verbal and written, is enhanced by one-to-one meetings with tutors and additional sessions which focus on particular areas of skill development.

External Examiners regularly comment on the very detailed feedback provided justifying the grade awarded and, where appropriate, what would be required to obtain a higher grade. Close reference to subject benchmarks encourages academic integrity and transparency at all levels.

A three week marking turnaround is monitored and maintained across the College so that students receive timely feedback. Where appropriate, student work is submitted on Turn-it-In so that students benefit from a well-managed system which helps to ensure academic standards are maintained. Feedback is developmental and challenges students to think critically and develop further as reflective practitioners. Second marking on 50% of HE coursework ensures a standardised, reliable, fair and valid system for all.

LE1 Physical and digital resources are used effectively to aid students' learning and the development of independent study and research skills

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Over the last five years, the College has made significant investment in the redevelopment of its estate. The College facilities available to higher education students includes a STEM centre opened in 2013, a contemporary 136-seat Performing Arts Theatre, purpose-built dance studios and performance venues, a Digital Media Centre and new laboratories for health and medical sciences. The College has also created other new facilities such as a Financial Services Centre, Marine Technology Centre and the North Light Art and Design Centre. The College has outstanding industry standard facilities and resources to support both academic and work related training. The North Road site incorporates state of the art engineering and CGI features. Both Lansdowne and North Road sites have dedicated HE areas which can be used by HE students across centres. Further investment has upgraded the College's digital facilities at its Lansdowne site, including a new Digital Hub which has

been informed by industry needs.

As part of the redevelopment of its campuses, the College has invested in high quality resources to support teaching and learning, including digital technologies to enhance autonomous learning and flexible modes of delivery. All classrooms and workshops are equipped with the latest learning technologies. Over the next three years, the College will continue to enhance the scope and range of its current technology to assist practice, including its virtual learning environment, mobile technologies and a significantly expanded set of tools to allow uploading of video cast and podcast material generated by staff and students. A designated Quality Manager post supports staff with integration of digital technology in delivery. Effective use of Student Voice mechanisms and stakeholder feedback ensures that teams keep abreast of demands and expectations, as well as responding to innovation in technology and other learning resources.

Digital resources developed for the HE programmes are accessible from the College's own Moodle platform and or through the partnership university VLE/Blackboard. All have up-to-date and relevant resources which student feedback rates as highly effective. Levels of student engagement are monitored by teaching staff and used to inform lesson planning and the use of early interventions where students are identified as being at risk of non-completion or not meeting agreed targets. All programmes utilise elements of blended learning to meet the needs of a diverse student body and to promote independence. In vocational areas, videos are widely used to demonstrate skills, allowing students to work at their own pace. Many curriculum areas have their own websites with extensive resource banks and links to industry partner websites. Different modes of engagement encourage collaborative and creative approaches, for example recording project progress in blogs or using on-line forums for team tasks.

Both physical and digital resources are used effectively to aid students' learning and the development of independent study and research skills. Fully resourced Study Centres on both campuses are equipped with range of assistive technology; HE students benefit from training in appropriate use of these resources to improve levels of independence. HE students also benefit from HE specific teaching rooms, libraries and common rooms on both campuses which are tailored to their needs. In addition to facilities at BPC, students can access the libraries of partner HEIs where they have associate membership. This gives students access to extensive and up to date printed collections which they can borrow free of charge. Students also benefit from extended opening hours in partner study facilities.

LE2 The learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and/or professional practice

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In addition to 30 hours required Professional Development and industry updating, the College supports scholarly activity and research through:

- The People Development Steering Group; the group, which is jointly chaired by the Executive Director for Human Resources and Organisational Development and the Vice Principal Curriculum, provides direction for activities.
- Support for higher level qualifications through Learning & Development long course applications
- Reduced class contact and remission for programme management

- The HE Scholarly Activity Steering Group to advise on strategy and disseminate opportunities for scholarly engagement

HE staff promote an environment of challenge and innovation; many by pursuing professional qualifications or higher degrees. Others are involved on a more vocational level in driving innovations in industry or the creative arts. Across curriculum areas there are numerous outstanding examples of best practice in vocational fields. In 2017/18 in the Creative Arts department, teams from Music Technology, Music Production and Art and Design have collaborated on a best-selling album; the engineering team have co-built a high performance Green Power racing car collaboration with Siemens; CGI students have supported industry in the innovative use of motion capture technology to develop life-saving training equipment; Musical Theatre students have performed at the Soho Theatre in London in a play written by the College's resident playwright. Lecturers from the College delivered research papers at conferences both nationally and internationally in 2018. The College hosts an annual STEM event for educational professionals from the College and the wider community with the aim of promoting positive outcomes for women entering careers in STEM subjects. The annual Teachers' Conference showcases current best pedagogical practice for both staff and those on Teacher Training programmes. All HE courses are designed with modules in either professional practice or work based learning. In some areas work experience is a yearly requirement of the course so students are exposed to different types of working environments and have the opportunity to explore career options whilst building valuable industry contacts. All programmes include elements of networking and visits to external events and many involve project work with local stakeholders. Graphics students create work for Poole and Bournemouth Councils, this year creating digital work for the Light Up Poole Festival which will be exhibited alongside national and international artists.

LE3 Students' academic experiences are tailored to the individual, maximising rates of retention, attainment and progression

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The TEF4 Metrics show a clear upward trend in continuation rates as a result of a strategic focus on monitoring and early intervention for at risk students. At course level monitoring procedures are robust and an electronic system is utilised throughout the College to monitor and support students and ensure they are fully aware of their progress towards targets. All HE students have termly one-to-one meetings with their personal tutor where they have the opportunity to raise issues, review progress, ask for additional support or discuss career plans. Any concerns are quickly identified and support put in place according to the student need. Most departments have an open door policy and are praised in student feedback surveys for being approachable and helpful so that students feel consistently supported and encouraged. *'The students reported that they had ample opportunity during tutorials, group discussions or 1:1, to discuss ideas and improvements and that in general they received unparalleled support from a variety of sources and through various means resulting in high achievement and progression rates'* (QAA)

To support retention and achievement at all levels, students are monitored in terms of their attendance on the course and absences are quickly followed up by personal tutors. Attendance is also reviewed fortnightly by Directors of Learning at the College Leadership Group meetings. This results in the early identification of students either struggling with personal circumstances or academically and ensures that support can be put in place in a

timely manner. Attendance on courses is generally high and has risen from 82% in 2015/16 to an above college benchmark target of 88% in 2017/18, testifying to the high levels of commitment amongst HE cohorts.

All courses utilise an electronic Individualised Learning Plan where students are encouraged to set targets and develop a personal development plan, which is regularly updated over the life of the course. This encourages a strong reflective culture and provides the framework for lifelong learning. Teaching is well supported by profiles of individual students which are provided by the tutor to all teaching staff. Group profiles contain details of individual learning preferences, interests, disabilities and any issues which may affect the students' progress on the course. Lecturers then use this information to develop teaching strategies which are differentiated to meet the needs of all students. This documentation is a mandatory requirement of the lesson observation process and the focus on continuing staff development sessions.

SO1 Students achieve their educational and professional goals, in particular progression to further study or highly skilled employment

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In terms of continuation, the College has worked exceptionally hard and is proud to have improved rates for all students over the last three years to the current 2015/16 rate of 93.6%. The achievement gaps recorded in the current metrics are historic and we have closed these gaps in the last year. This is further evidenced in the marked improvement in our NSS results which improved across the board, for students from all categories.

Teaching Excellence Framework (TEF) metrics show that the College achieves outstanding rates of students entering employment or further study across all part time curriculum areas. Consistently embedding employability skills has resulted in a 4.4% increase from 2015/16 to 2016/17 to 85% entering highly skilled employment or further study. This is a significant achievement particularly given the comparatively low entry qualifications and the POLAR profile of some cohorts. TEF data demonstrates the continuing high levels of graduates going into professional employment with the College overall receiving two positive flags in this category for the last academic year.

The TEF data released in October 2017 showed the College at 12.6% above benchmark for highly skilled employment amongst graduates from full time courses. This aligns with data collected by in-house College surveys. However we do not have a complete picture of graduate's' highly skilled employment for TEF Year 4 due to DHLE response rate being too low. Improving data capture is a key focus of our strategic plan in order to inform curriculum planning and HE strategy.

Currently not all students contribute to the College teaching metrics due to the fact that they are part-time students on HNC/HND and FdA courses, progressing into their fourth year with our partner HEIs and therefore being ineligible to complete the survey during their three years at the College. This applies to 41% of our cohort. We can however deduce from the graduate outcomes and we have clear evidence from the SUE and feedback from Programme meetings that teaching on our part time courses is highly effective and achieves excellent outcomes for students. In the latest TEF figures an outstanding 100% of engineering students progressed to employment or further study.

Foundation Degree programmes at the College are planned to enable progression onto top up courses for all students who wish to take that option. Curriculum content is closely mapped to that of our partners to ensure that graduating students have the relevant knowledge and skills on which to build at level 6. The academic requirements at the next level are a constant theme in lessons and each cohort benefits from visits from partner Universities to give clear information about the top-up in order that students can make an informed decision. Alumni currently studying at level 6 also speak to cohorts about their experience and give advice to students about preparing for the next level. College UCAS advisors support with applications for top up or higher degree courses and one to one careers advice is available to all HE students who may face difficult decisions regarding the continuation of their studies.

One of the strengths of the College is the high grades achieved across all curriculum areas, resulting from the personalised support, challenging course structure and high levels of motivation demonstrated by students at BPC.

Course Title	% of Higher Grades 2016/17
HNC Applied Biology	56% First/Distinction
FdSC Computing	25% First 35% Merit
HND Graphics	100% Merit or above
FdA Business and Management	30% Dist 30% Merit
BSc CGI	40% First/Distinction 30% 2:1/Merit
FdA PA Contemporary Theatre	64% Merit or above
FdEng Electronic Design	100% merit or above
FdEng Manufacturing	100% merit or above
FdEng Mechanical	100% merit or above
BA post Compulsory education	55% First 45% 2:1

The exceptional levels of achievement in FdEng programmes is a testimony to the quality of the course design and the accelerated pace of the learning taking place on those programmes.

SO2 Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives

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The notion of employability and transferable skills is at the centre of the ethos of the College, linking to our HE Strategy. A significant percentage of HE students are already in employment and 100% of students undertake some form of work experience which is directly linked to their assessments. All HE programmes include career management guidance with an emphasis on adaptability, self-sufficiency and economic awareness. Embedding of employability was noted as evident in 97% of higher education lessons. .

All HE cohorts are offered opportunities to access training for self-employment and basic entrepreneurship skills to equip graduates with greater flexibility and self-sufficiency in an increasingly competitive business environment. Dedicated HE careers service, National Careers Service (NCS) provides careers advice and guidance for pre-entry, on course and progression. Personalised UCAS application support is provided for Foundation Degree students by highly qualified and dedicated Careers Advice and Guidance Team.

Collaboration with industry at all levels of the student experience – from course design to final assessment – ensure that students have continued exposure to industry experts and become familiar with the standards and behaviours expected. Live project briefs and work placements often result in the offer of employment and companies regularly approach the College in search of new talent. Many departments have some form of show or final exhibition as the culmination of the academic year. CGI hold an exhibition of student work in their dedicated gallery space to which industry from all over the UK are invited. The Expo in June 2018 saw a record number of students gain placements and/or work. Of the 19 companies who attended, 14 were represented by ex-students of BPC who took just over 50% of those eligible students participating at the Expo; an increase of 4% on the previous year.

All courses have either Project or Specialist Skills or Professional Development modules which encourage students to work in a productive way to 'apply' the skills they have learned in a real live working environment. Work based learning or personal development work is personalised so that students can work in the way which is most appropriate for them and for their industry. Showcasing work in exhibitions, creating an artefact to be used in training or designing a personal web platform, provides students with tools to use to promote themselves and attract career opportunities.

Supporting local industry to meet their training needs and for staff to fulfil their potential has been a key priority. Working closely with stakeholders in the NHS, the College has responded to the twin factors of the reduction in students enrolling on Nursing Degree courses and the need to use their own levy monies by creating a new HE apprenticeship in Nursing Associate. Lecturers and health practitioners at the College in collaboration with Stakeholders and Bournemouth University wrote a new Foundation Degree which is delivered as part of the Health Education England Nursing Associate Apprenticeship Standard .The course gives opportunities to those Healthcare Workers who have not met the academic requirements previously to become professional and regulated practitioners. This also gives the additional benefit of allowing these students to progress to a higher pay grade on completion.

The college Business, Employability, Skills & Assessment (BASE) centre is a dedicated Employer Engagement facility with offices on both campuses. Staff within BASE provide HE students with a variety of services including interview practice, support with CV writing and finding work placements. In conjunction with the Careers Team, Base organise career events and opportunities to meet employers throughout the year.

Many BPC graduates continue to outstrip their peers in terms of academic performance and outstanding vocational skills. The College has a history of prize winning alumni in Engineering including the best Foundation Degree Project awarded by the Institute of Engineering Designers (IED) in 2018. A BPC graduate studying at BU also won 2018 best Masters Project for the IED.

A former College student won Bournemouth University's 2018 Rosemary Pope Award for

most outstanding student from a partner college of the University and the Chartered Institute of Marketing Award in recognition of academic excellence.

SO3 Positive outcomes are achieved by its students from all backgrounds, in particular those from disadvantaged backgrounds or those who are at greater risk of not achieving positive outcomes

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Students can access a variety of support in the transition between academic levels. Workshops and tutorials cover academic writing skills, Harvard referencing, research skills and effective note taking. Students can request additional one-to-one sessions with tutors to further develop writing and analytical skills and study support tutors are introduced to the group during the induction process and work closely with tutors in providing comprehensive and appropriate support. Students facing challenging personal and work-related circumstances are offered flexible routes such as the chance to attend different groups to complete different modules, helping them achieve their goals in a timely manner. Tutorials are set at times which support adult students who are juggling careers and families as well as an HE course.

The Student Experience Team provide holistic support to meet needs presented in academic support, metal health, medical and welfare. This support enables all students to engage with their academic programme. Rigorous assessment of individual needs result in high levels of personalised support interventions designed to promote independence and personal growth alongside pastoral support. Fully resourced Study Centres on both main sites are equipped with a range of assistive technology and HE students benefit from training in appropriate use of these resources to improve levels of independence, developing confidence and resilience to prepare students for the workplace. A thorough analysis of the impact of any interventions informs future planning of support for HE students. The outstanding level of support and the resulting widening participation for students in the region was acknowledged by QAA and the exam boards. *'The course team are highly commended - their care and support of the students is outstanding, both in terms of helping students to reach their potential and supporting students from diverse backgrounds and academic knowledge to achieve their FdA or BA (Hons)'* (EE Report Performing Arts 2017)

Given the educational profile of many HE students and the percentage low/non entry tariff enrolled, the College demonstrates excellent levels of Learning Gain across courses, developing the confidence and resilience of all students during a challenging and rewarding HE experience.