TEF Year Three: Additional data on part-time provision

The TEF core metrics has shown low satisfaction for part-time students on the following areas; teaching on my course, assessment and feedback, and academic support and split metrics show a downward trend in the year two with **significant** improvement and **increase** in overall satisfaction in the year three of the split metrics. The metrics continues to show a significant strength for both part-time and full-time students and 97.6% students attaining **highly-skilled employment and further-study outcomes** regardless of age, ethnicity, gender, disability and level of study.

To determine the low satisfaction on the split metrics, the College conducted a detailed analysis, which showed that the part-time students overall satisfaction declined in Greenwich Community College pre-merger in 2015 and 2016. Significantly compounding the low satisfaction has been the inclusion of data metrics from one of the merged colleges, Greenwich Community College, this was due to part-time students on one of the cohorts who demonstrated a significantly low satisfaction rate against NSS benchmark results (there was no part-time data available from previous years to compare). A full review of this programme was carried out and post-merger, during the federation period with Bromley College of FE & HE, a strategic decision was made to discontinue offering this programme following concerns from QAA HER in Jan 2015. The programme was phased out with a clear focus on ensuring students achieve excellent student outcomes in the final year.

In the Federation period intensive work was put in to address and improve the quality and student experience of all programmes at the College. Revised amended judgements, meeting UK Quality standards with no recommendations was achieved by the College in less than six months, the QAA visit in March 2016[1] "*confirmed that the recommendations and affirmations relating to the quality of student learning opportunities, the quality of information about learning opportunities, and the enhancement of learning opportunities had been successfully addressed and the good practice appropriately disseminated."*

Post-merger, the HE management team continued to monitor the satisfactions rates through focus groups, internal surveys and learning walks to ensure students were retained and achieved positive outcomes. The College continues to build pedagogical approaches to academic support, assessment and feedback for part-time students using Personal Academic Tutorial (PAT), flexible modes of delivery and assessment, flexible and accessible feedback mechanisms (UNITU) and The PAGES (Professional and Graduate Employability and Skills) award to ensure outstanding outcomes for both our full-time and part-time students. This is also evident in the QAA Review Visit in March 2017[2] of the merged college, "*The review team noted that the satisfaction metrics for part-time students are significantly below the benchmark level and on a downward trend. The team reviewed the evidence base presented and discussed this issue with the College. The College acknowledged that the issue arose pre-merger and have demonstrated a positive approach in addressing the matters raised. The review team considers that the College has taken appropriate steps to address the issue*."

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1 http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Bromley%20College%20of%20Further%20and%20Higher%20Education/Greenwich-Community-College-HER-15.pdf

2 http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Bromley%20College%20of%20Further%20and%20Higher%20Education/Bromley-College-of-Further-and-Higher-Education-QRV-17.pdf