Name of Provider: [Bath College]
UKPRN: [10001465]

TEF Year Three provider submission

Provider Context

Bath College is a medium sized Further Education College, providing education and training in Bath and North East Somerset (BANES). It came into existence in 2015 following the merger of City of Bath College and Norton Radstock College. As a result, Bath College has two main campuses. One is based in the centre of the UNESCO World Heritage City of Bath and is the larger of the two sites. The other site is located in Radstock, one of the rural towns located about 10 miles south of the city.

The College is a specialist vocational, professional and technical institution delivering education and training from entry level through to BSc degree level in a wide variety of curriculum areas. We deliver programmes to around 2100 full time students, 200 HE students, 600 apprenticeships and a large number of adult and community provisions. The College is currently rated Grade 2 by Ofsted.

In terms of Higher Education provision, we have partnership agreements with three local Universities (The University of Bath, Bath Spa University and The University of Gloucestershire), whom we work with in three distinct ways.

Our partnership with the University of Bath is the longest serving and currently the most populous of the three. Through this partnership we run a Foundation Degree (FdSc) and BSc (Hons) in Applied Computing which is awarded though the University. We also have an exclusive contract to deliver their International Foundation Year (IFY) programme, the contract for which has just been renewed for a further three years.

Our partnership with Bath Spa University has led to the delivery of an FdA in Education Studies for Teaching Assistants which started delivery in September 2017. Futher curriculum provision is currently being considered.

Our third partnership is the most recent to be formed. We have become a member of the University of Gloucestershires' Strategic Alliance along with two other FE Colleges. Through this partnership we are looking to extend our range of Foundation Degrees, starting with an FdA in Creative Enterprise which is due for validation in the Spring of 2018. FdA is Sports and Applied Science, Health Care, Music Technology and Digital Engineering are earmarked for development. We have also started a work placement programme as a bi-lateral agreement with the University, whereby students of each institution can undertake work placements in the other to enhance learning experiences. This scheme will be rolled out to the other two partner Universities over the next academic year.

Out of 176 HE learners at Bath College in 2016/17, 51 (29%) were enroled on courses through these partnerships. The remaining 122 (71%) are enroled on a mixture of HND/Cs that are delivered via the College and awarded through Excel / Pearson. These numbers provide the basis for the statistics in this application. Current enrolment and HE provision in 17/18 is as follows, and follows the same curriculum model in 16/17.

Course	No.	Awarding Organisation
Business HNC	4	Pearson
Business HND	6	Pearson
Music Performance HNC	7	Pearson
Music Production HNC	7	Pearson
Music Performance HND	4	Pearson

Music Production HND	4	Pearson
HNC Computing and Systems Development (PT)	7	Pearson
HND Computing and Systems Development (PT)	5	Pearson
FdSc Applied Computing year 1	19	University of Bath
FdSc Applied Computing Year 2	16	Univeristy of Bath
BSc (Hons) Applied Computing	20	University of Bath
HNC Construction Year 1 (Part time)	21	Pearson
HNC Construction Year 2 (Part time)	29	Pearson
HND Construction	5	Pearson
HNC Electrical Engineering Year 1 (Part Time)	3	Pearson
HNC Elecvtrical Engineering Year 2 (Part Time)	7	Pearson
HNC Mechanical Engineering Year 1 (Part Time)	12	Pearson
HNC Mechanical Engineering Year 2 (Part Time)	3	Pearson
HND Electronic and Electrical Engineering (Part Time)	5	Pearson
HND Electrical Engineering	5	Pearson
HND Mechanical Engineering	2	Pearson
HNC Sport and Exercise Science	12	Pearson
HND Sport and Exercise Scince	3	Pearson
FdA Education Studies for Teaching Assistants	6	Bath Spa University
Level 5 Education and Training Diploma	15	Pearson

Pearson carry out external examiner/ moderation reports annually, and pertinent comments from these examiner reports are included within this application. An example is:

'It is clear that there is a strong and effective HE culture operating in the centre which is enhanced by the practice in operation at team level.'
Mrs M Bowler Postlethwaite, Pearson EV Report 2017 (**HNC/D Sport**)

Across all HE prgrammes in 16/17 overall acehievement rate was 87%. A detailed breakdown is included later in this application - see **Employment and Further Study (SO1)**

The college underwent a QAA review in October 2015, and this report is publicly available via the college website. The overall judgements for the College were:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and other awarding organisations **meets** UK expectations.
- The quality of student learning opportunities **meets** UK expectations.
- The quality of the information about learning opportunities **meets** UK expectations.
- The enhancement of student learning opportunities **meets** UK expectations.

More detailed feedback and comments have been included elsewhere in this appllcation.

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As the majority of the Higher Education provision at Bath College is not delivered through a partners university, the NSS survey (and thus the TEF Metrics available) only relate to *a minority* small portion of the Colleges' HE provision.

	Denominator	Indicator (a) %		Benchmark	Difference	Z-score	Flag	Year† 1	Year† 2	Year† 3	Splits differ?
Full-time 275 (75%)											
The teaching on my course	142	78.2	!	83.3	-5.1	-1.7					No
Assessment and feedback	142	63.8	!	74.1	-10.3	-2.7	-		-		No
Academic support	142	76.2		81.0	-4.8	-1.5					Yes
Continuation	374	87.4		85.3	2.2	1.5					Yes
Employment or further study	224	95.5		94.2	1.3	0.9					No
Highly skilled employment or further study	224	79.9		73.9	6.0	2.2	+			+	No
Part-time 95 (25%)											
The teaching on my course	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	No
Assessment and feedback	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	No
Academic support	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	No
Continuation	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	No
Employment or further study	81	98.8		98.0	0.8	0.5					No
Highly skilled employment or further study	81	86.4		78.4	8.1	2.0	+			+	No

The College's TEF metrics are disappointing when taken in isolation, but we intend that this application will show a far more positive view of overall HE provision at the College, as well as highlight our strengths (Highly skilled employment and / or further study) and where we have additional evidence (e.g. Assessment and feedback).

Student satisfaction and feedback for the non-NSS HE courses is gathered through 3 Student satisfaction surveys and other mechanisms throughout the year. The results relating to the HE courses are included within this application under the appropriate sections.

The overall development of Higher Education in Bath College is driven by our 'Higher Education Strategy 2015-2020'. This outlines the priorities as follows:
Higher Education provision at Bath College makes a key contribution to our role as the area's leading provider of vocational, professional and technical education. Our college is firmly committed to playing an active role in all local and sub-regional economic development and regeneration initiatives and the provision of higher level skills is essential to growing the local economy. By working in tandem with the strategic priorities of the West of England Local Enterprise Partnership (LEP) and Bath and North East Somerset Council we have a sound grasp of the skills needed to support economic growth in the area and we are committed to ensuring that developments in Higher Education are reflective of what local businesses need. [1]

The College is also involved in The National Collaborative Outreach Programme (NCOP), which is *'a high profile government initiative to address this aspect of social mobility. It is funded through HEFCE with the single aim of improving the progression rate to HE, with consortia working directly with students in years 9-13 from the GAP wards. It is important to note that HE is not just three year degrees at traditional Universities; it is Foundation degrees, Higher and Degree Apprenticeships and Higher National Diplomas and Higher National Certificates, much of which is also College based.'*[2]

The NCOP programme is being delivered locally by University led consortia with 29 across the country. The WIN is one of these consortia, designed to foster a partnership between the Universities of Bath and Bath Spa together with Bath, Weston and Wiltshire Colleges and local schools. The area covered is BANES, North Somerset and Wiltshire Councils (excluding Swindon). Success fo the consortium is measured by its success in improving progression rates to HE, rather than about improving progression to individual institutions.

[1] Higher Education Strategy 2015-2020 Bath College
[2] www.won.ac.uk

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Teaching Quality

Student engagement (TQ1)

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

In College student suveys carried out in 16/17 with HE students:
91% agreed that *'My lessons are taught in a way that help me learn, and I find them interesting'*
91% agreed that *'My lessons are taught in a way that help me learn, and I find them interesting'*
90% agreed that *'I am enjoying my course and would recommend the college to my friends'*

The College provides a high quality 'Higher Education in Further Education' learning experience for students and has developed an appropriate ethos for learning, teaching and studying. We are proud of our track record in developing skills, promoting employability and progression for our under-graduate students. The quality of our provision was confirmed at the last QAA Review which reported that '*the team concludes that it has confidence that… the College discharges its responsibilities effectively…for the management of the quality of learning opportunities to enable students to achieve the intended learning outcomes'*. This has been endorsed by partner HEIs and other awarding bodies such as Edexcel as part of rigorous quality assurance and monitoring procedures.Students leaving the College are highly employable and possess key employment skills as well as the professional and technical skills appropriate to their area of study.Students routinely undertake work placements, secondments and real-life work-related projects and assignments that help to progress organisational aims and develop further business opportunities. Becoming employable is a key part of all Higher Education programmes of study and the College provides outstanding preparation for work.

College timetables are organised so that, in general, HE students attend classes over 2 /3 days a week. HNC/Ds are timetabled over 12 hours a week, and the FdSc and BSc (Hons) over 15 hours per week.Each course has a dedicated course and pastoral tutor who will be the first point of contact to students during their time in college. Timetables are devised so that students can make maximum use of their college time. Specialist rooms are now available for students outside of their contact hours during their days in college to allow them access to resources to continue their studies. This was partially as a result of student feedback via NSS in 2016/17 regarding the FdSc in Applied Computing, and partly due to a new Estates Strategy within the college, which has a remit of ensuring students have access to facilities at appropriate times during the week.

As previously mentioned, the College carries out Student Surveys during tha academic year to generate feedback from students on their experiences in College. In addition to this, the College also garners student feedback through course reps who meet regularly with the Higher Education Manager, through the HE Student Forum. Each student cohort nominates a student representative to carry out this function. Individual courses also carry out SSLC (Staff student Liason Committee) which is a further tool for feedback.

The College has a Learner Involvement Strategy that encompasses a variety of engagement mechanisms across higher and further education provision. The mechanisms relevant to higher education include Staff Student Liaison Committees (SSLCs) and the Higher Education Parliament. Cross-College forums are also available in the form of course representative meetings and the Learner Expert Panel, as well as informal mechanisms that include You Said, We Did and the 'Question of the Month' online feature, coordinated by the Students' Union. These mechanisms are evaluated on an ongoing basis, which is documented in the Learner Involvement Action Plan.

The Higher Education Parliament occurs on a termly basis and its membership consists of student representatives across all higher education courses. The Chair of the Higher Education Parliament is the Students' Union Higher Education Officer and the remit is to identify themes across higher education provision. The Higher Education Officer presents a report on the outcomes of the Parliament to the Higher Education Strategy Group.

The Learner Expert Panel is a cross-College student engagement mechanism, which is held on a termly basis; its remit includes assisting in the recruitment of staff and supporting the teaching observation process. The Learner Expert Panel is made up of volunteers and currently includes three higher education students.

Students contribute to the monitoring, review and continuous improvement of their course by representatives attending SSLC meetings, completing surveys and module evaluations. Outcomes of these are collated and reported within the higher education self-assessment process, which refers to chapters of the Quality Code within the template. QAA reports that *'Students felt that the College listened to them and the issues they raise are acted upon appropriately where possible. '*

External examiner reports highlight this positive student experience in positive engagement:

'Students interviewed praised the lecturers for being helpful and informative.'
Mrs J A Rowley Pearson EV Report 2017 **(HNC/D Business)**

'A meeting was held with the majority of current second year day release students on the Construction pathway. They appeared enthusiastic and were generally very positive about many aspects of their course. A few had progressed from the Centre's level three courses but most had been recruited externally.They described regular opportunities for formal feedback including the work of their class representative and a range of questionnaires. Understanding was shown of the assessment demands made of them and they spoke well of the written feedback on their assignments which they routinely received. They clearly welcomed the availability of a weekly surgery for advice and support and spoke well of the approachability of staff. '
Dr R Otter Pearson EV Report 2017 **(HND Construction)**

<u>Valuing Teaching (TQ2)</u>
Institutional culture facilities, recognises and rewards excellent teaching

The teaching and learning experience at Bath College is measured and monitored through the 'Teaching and Learning Strategy' of the College, supported by the 'Higher Education Quality Enhancment Policy'. These dual documents inform the process of monitoring, reporting, developing and improving student experience of teaching and learning. All staff are observed through short 'learning walks' and longer, more formal, observations throughout the year. The College has an 'open door' policy where it is the norm for managers or peers to informally observe teaching at any time, and staff appreciate this culture of support and encouragement.

The observation process does not lead to formal grades, to keep in line with current Ofsted practice, but aims to given positive feedback and criticism where appropriate, highlight and celebrate the best practice in the college, as well as provide a support mechanism for staff where developmental needs are identified. Higher Education staff are piloting a process of peer-observation this academic year.

QAA noted that *'The College has started to effectively embed the Quality Code into its practices. Implementation is through the Higher Education Strategy Group. Expectations of the Quality Code have been mapped against the College higher education provision, and staff have received appropriate training and development to assist them in this exercise. Department SARs now include the Quality Code's expectations, against which course teams evaluate their performance.''*

QAA also noted that *'Staff showed a good, knowledgeable understanding of the maintenance of academic standards, the Quality Code, and their roles and responsibilities to the awarding bodies and the awarding organisation in relation to the monitoring and review of programmes. '*

Another strand of the Teaching and Learning Strategy is that Staff are encouraged to apply to become learning practitioners. Learning practitioners are staff who can be champions are excellence in teaching and learning, and in particular can:

- Demonstrate a track record of learner outcomes that are good or better.
- Lead by example in the quality of teaching, learning and assessment and demonstrate high professional standards, and support staff as requiring improvement
- Champion good and outstanding teaching, learning and assessment within their departments and sare good practice across the organisation, including CPD delivery.
- Contribute to the monitoring and improvement of teaching, learning and assessment in workplace to ensure it meets the standards set within the classroom.

There are a significant number of learning practitioners who have teaching involvement at HE level, including course learders in Construction.

Bath College rewards and values its staff in a number of other ways. There is a 'Special Thanks' Award that staff can be nominated for at any time. These are published monthly within the College's staff newsletter, which is emailed to all staff.

Higher Education staff are also encouraged to put in proposals for Scholarly Activity. There is a 'pot' of hours available for this type of activity, to help develop an HE ethos among the staff who deliver these programes. Recent examples include Sports staff who are undertaking additional higher level Fitness Instructor and Personal Trainer qualifications in order to support HNC/D Sports students, and Construction and Engineering staff involved in a HEFCE Curriculum project, developing accelerated learnhing routes and distance learning pathways.

QAA noted that: *'The College has made good progress since its last review, with all advisable and desirable recommendations having been met. These include developing a Higher Education Strategy Group; successfully operating examination boards for Higher National programmes, establishing clear policies and procedures for Higher National programmes'*

QAA also noted that *'Staff were able to provide many examples where enhancement has taken place both in general support arrangements for students and also in the curriculum. These include capital investment in buildings and equipment; further development of student representation; development of higher education policies, procedures and protocols; and an enhanced continuing professional development process for higher education teaching staff. A revised teacher observation process has been initiated, as has the further development of online resources for staff and students. Well-established links with employers have also been extended.'*

Bath College has also developed a network of industry links which enhance the student experience including our 'TeachToo' initiative which brings professional and technical experts/practitioners into the classroom to provide unique, current and experiential learning for our Higher Education students. This is based on the successful TeachToo programme developed by the Education Training Foundation (ETF). We value highly this innovative input from our employer partners and we are constantly seeking to develop this further and into new curriculum areas. It has been particularly successful in our Construction and the Built Environment provision, bringing in professional experience from International companies such as Buro Happold into the classroom.

<u>Rigour and Stretch (TQ3)</u>
Course design, development standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their potential

In student surveys carried out in 16/17, 89% of HE students agreed that *'My teachers are constanly challenging me to do better'*

Good practice identified by Pearson in this area include:

'Innovative and vocational assignment giving students real life business expertise.'
Mrs J A Rowley Pearson EV Report 2017 **(HNC/D Business)**

'Evidence from the pre-visit review of assignment briefs supplemented by the review of student work, detailed in the Assessment Sampling section of the report, showed that the assessment process is sound and utilises well designed templates and documentation.Further briefs were examined during the visit. They were all set at a level appropriate for HN awards, well written and used appropriate level language. All were given a suitable construction related scenario - often inviting students to role play a construction individual. Tasks were explicitly linked to pass assessment criteria and hence to learning outcomes.
Clear, relevant additional guidance was provided in respect of these criteria in addition to the Specification's generic guidance for higher grades. Assessment decisions and written feedback were provided on a well designed assessment summarysheet. The summative written feedback was clear and supportive.
The unit's first assignment was considered which required students to role play a person newly qualified with an HNC in construction to prepare a series of numerical solutions to a range of problems based upon the coordinates of the control points for a proposed housing development. Students were able to provide evidence to satisfy the requirements of ACs 2.1 and 2.2 relating to solving a range of surveying problems. The assignment was designed to ensure that each student worked from individual data. The series of analytical problems were explicitly linked to ACs. One merit criteria and one distinction criteria were identified as being the most likely to be satisfied by answering the assignment. Clear, relevant additional guidance was provided in respect of these criteria in addition to the Specification's generic guidance for higher grades. Assessment decisions and written feedback were provided on a well designed assessment summary sheet. The summative written feedback was clear and supportive.
Dr R Otter Pearson EV Report 2017 **(HND Construction)**

To ensure that courses are valid and that standards are rigourous, the College produces course reviews or annual monitoring reports (AMRs) for all HE programmes. Each of these acts as a self-assessment report and, where available, contains information about issues raised by external examiners or external verifiers. Course reviews and AMRs have a development plan monitored to ensure progress against targets. The College applies a quality assurance to HE provision providing consistency and comparability with the College's FE quality assurance cycle. The HE Quality Cycle is also designed to mesh with that of HEIs to ensure both the awarding body and the College are able to have confidence that quality issues are raised and addressed appropriately.

The Quality Cycle for HE programmes takes account of the codes of practice for higher education whilst also applying relevant features of the Common Inspection Framework for FE. In 2015, QAA identified the College as exhibiting good practice in:*'the detailed and analytical annual monitoring and review process at programme and college level which provides a sound vehicle for quality enhancement'.*

The College is subject to a number of different processes to approve and review the validity and relevance of programmes:

Edexcel approved programmes – provision approved by Edexcel is subject to regular scrutiny via External Verifier and External Examiner reporting. Visits are made to the College to ensure the validity and relevance of programmes as well as ensuring quality processes are being complied with. From time to time, Edexcel undertakes a national review of the continuing validity and relevance of programmes and the College contributes to this as and when required. In addition, programme delivery teams scrutinise the relevance of programmes from year to year and make amendments to module delivery to meet the specific needs of the local community to ensure professional and technical relevance.

Bath Spa University – the College participates in an annual review which results in an Annual Monitoring Report, issued by the HEI which in turn, identifies actions to address issues which are subsequently monitored by the University. In addition, the University Quality team regularly meets with Senior Managers from the College to assist in the monitoring of quality and validity. This process is supplemented by an Annual Partner Review which considers a number of pre-

determined areas including the on-going validity and relevance of specified programmes in order to assess their longevity and fitness for purpose.

University of Bath programmes – on a rolling cyclical basis, programmes offered by the College in collaboration with the University are subject to a Degree Scheme Review (DSR). A DSR is a developmental periodic review of a programme of study, undertaken with the aim of enhancing the programme while providing a robust mechanism by which the University can assure itself of and record the quality of the programme. A DSR offers an opportunity for the College to step back from the day to day running of a programme, and to reflect on its current position and future development. The DSR is informed by the production of a Programme Evaluation Document which covers the scope of the Review.

QAA reviewed these processes and found that *'The process is clear and robust, from initial ideas and discussion, right through to final approval for an award to be offered. Link staff from the awarding bodies are involved at all stages of the process, and this effective communication is valued by staff from both the College and the awarding bodies.'*

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

In student surveys carried out in 16/17, 97% of HE students agreed that *'I know what I need to do to complete my programme of study (sic)'*

The College has a 15 day turn around policy for HE students to receive feedback and marks on assignments and coursework. For courses that are with partner Universities these greades and subject to moderation and verification procedures. Pearson based courses have internal verification processes to ensure that grades are valid and that feedback to students to accurate and reflects awarding organisation standards. The high quality of assessment and feedback has been regularly commented upon by external examiners.

'There is a fairness and consistency of assessment decisions across different units and different lecturers showing an effective team process and understanding. The schemes showing criteria for grading are compliant with Pearson expectations ….. overall the quality of feedback and helpfulness to students is clear and present.'
Mrs J A Rowley Pearson EV Report 2017 **(HNC/D Business)**

'The quality of feedback, both written and verbal given to learners, is effective as confirmed in discussion with learners. The quality of feedback to students is effective and timely, as confirmed by student discussion. The communication between staff and students was effective and there was provision for students to raise matters of a pastoral nature, if required. The degree of student support provided by the centre received favourable student comments and there were no areas upon which students expressed concern.'
Mr C Newcombe Pearson EV Report 2017 **(HNC/D Engineering)**

'The feedback on assessment decisions was detailed and supportive and encompassed advice and guidance to the learners in regards to areas for improvements. This assessment requires the students to produce information in relation to their planned work experience. Appropriate overall feedback has been provided to the students on areas of strength and areas to improve for future assessments and to the gaining of the higher criteria EE agrees assessor decisions.'
Mrs M Bowler Postlethwaite, Pearson EV Report 2017 (**HNC/D Sport**)

Learning Environment

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

All of the HE provision is based at the City Centre Campus where there are dedicated learning spaces for HE students. Main library space at CCC comprises of: Physical book/magazine stock/dvds, 26 PCs, 8 iMacs, 20 laptops, 2 MFDs (printing*, scanning, photocopying), A variety of study space: individual study tables, tables, and casual seating/low tables . There is a dedicated HE social study space (the Hex) with 14 PCs, study tables and casual seating. This is adjacent to the Library so students in this space can freely use Library resources and access Library staff. Library staff are available in opening times to give support on how to: access information both from physical and online resources, use the library catalogue, and navigate the VLE (Moodle) to access various resources and self-help guides (online resources/guides available 24/7, on and off campus).

There are a wealth of online resources available including:

- ~20,000 print books and 52 magazines in main library (including resources at SVC campus; items from other campus can be transferred for next working day)
- 5,700 eBooks available 24/7 via Library Catalogue (Heritage Online)
- Library Catalogue is available 24/7; links on VLE and college website
- Other online resources available 24/7 via VLE:
- Academic Search Elite – giving online access to a range of full-text journal articles
- Sports Discus - giving online access to a range of specialist full-text journal articles
- Anatomy & Physiology online – supporting sports and health studies
- IHS Technical Indexes – supporting engineering and construction studies
- Issues Online – dealing with a range of contemporary social issues
- Vogue Archive online
- Planet eStream – secure platform storing media content including TV and Radio documentaries to access when researching for assignments. 24/7 access available via VLE and college website.

Additional support for students comes in the form of:

- Study skills section of VLE, including self-diagnostic of individual study skills and signposting to self-help in developing study skills
- Various online guides available via VLE including: how to access eBooks, subject guides and Harvard Referencing guide
- Classroom-based research and referencing sessions available from Library staff at request of teaching staff
- Use of Turnitin similarity checking software through VLE to provide formative feedback when developing skills in paraphrasing and citing references

QAA also reported that 'The review team found that students are generally satisfied with both the academic and tutorial support available to them and that they specifically value the support from their tutors with current and recent industrial and vocational experience. Students spoke favourably of the specialist facilities available, which, along with good teaching, industry contacts, live briefs and work placements and experience, enable them to develop their academic and professional skills. This was also the case for employed students and apprentices studying part-time at the College. Students were also satisfied with access to University resources. The College achieved excellent scores for resources in the National Student Survey (in 14/15); this includes IT, library and specialist equipment, with a three per cent improvement on the previous year to 89 per cent.

'Physical resources include all classrooms having interactive whiteboards and computer access is available in the classrooms and in the learning resource centre. The is a VLE where staff and students can access the assignments, courses work and resource materials and assessment feedback.

Mrs J A Rowley Pearson EV Report 2017 **(HNC/D Business)**

'A meeting was held with the majority of current second year day release students on the Construction pathway. It was clear that they were aware of the availability of further study

opportunities both within and outside the Centre which were actively being pursued by some students. The group confirmed the impression gained from other aspects of the visit that available physical resources like IT, library/learning centre, classrooms and equipment were adequate for successful course delivery.'
Dr R Otter Pearson EV Report 2017 **(HND Construction)**

There are specially equipped Engineering laboratories and workshops (partly funded by Rotork) for the Engineering students. In addition there is specialise CAD software (including REVIT), Festo (a simulation package for pneumatic and hydraulic testing) as well as in house specialist employer software that is available for student use. There are also specially equipped Computing studios and software, inlcuing abilities to create Virtual Reality environments.

'There were no resource issues at the centre in relation to the three programmes under consideration. Modern laboratory equipment, supported by appropriate Software/computing facilities, is an effective and integral part of the learning process at the centre.'
Mr C Newcombe Pearson EV Report 2017 **(HNC/D Engineering)**

'The centre has very good facilities including well-equipped recording studios, practice rooms and Mac suites. Classes are timetabled over four evenings a week allowing flexibility for students and access to the facilities both during the day and evenings.'
Dr Penri-Evans Pearson EV Report 2017 **(HNC/D Music)**

'Excellent teaching and learning resources accessible on all platforms to the learners e.g. Ebooks, and fully accessible sports centre including a gym.User-friendly VLE (Moodle) is used effectively by staff and students for teaching and learning with course materials such as notes and links to credible websites. The course leader and team are pro-active and the current staff team continue to make excellent progress in terms of building resources and with the organization of the course.'
Mrs M Bowler Postlethwaite, Pearson EV Report 2017 (**HNC/D Sport**)

<u>Scholarship, Research and Professional Practice (LE2)</u>
The learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and/or professional practice

The QAA review team identified the following feature of **good practice** at Bath College. *'The employer engagement in Music Production courses, which gives students access to people working successfully in the industry and to cutting edge facilities, enabling them to develop their academic, personal and professional potential (Expectation B4).'*

A visit organised to 'Mercedes World' in Surrey where the students experienced innovation and marketing concepts in terms of commercial viability.
Mrs J A Rowley Pearson EV Report 2017 **(HNC/D Business)**

HE students undertake work experience placements as part of their programmes, exposing them to professional practice in their chosen fields. QAA states that *'Students reported that they valued their work placements. Music students and staff highly valued their work-related experiences with leading edge sector providers. At the time of the review, HND Sport students were taking part in productive one-to-one work experience planning meetings. Staff confirmed that all students had been able to find placements. The Sport lecturers facilitating placements for the first time on the HND/C have prepared back-up placement opportunities. Students are given contact details of a member of College staff should there be issues while on work placement. '*

'Thank you for noting as good practice the use of assessments with real world context and that you consider this approach pf linking assessmens to work with real world clients to be very innovate. I also welcome you noting as good practice that the range of units offer the student's skills in new cutting edge areas and that this significantly enhances their employability profiles'

Name of Provider: [Bath College]
UKPRN: [10001465]

Dr Florin Bisset (University of Bath) writing to Dr Morgan External Examiner for **FdSc and BSc (Hons) Applied Computing**.

The College has effective policies and procedures that underpin the management of work placements and learning experiences facilitated by external parties.

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

In student surveys carried out with HE students in 16/17:
98% agreed that '*My one to one tutorials are really useful in helping me progress*'
95% agreed that '*My teacher gives me really helpful advice on how to improve*'
90% agreed that '*My teachers regularly set and review targets with me to help me progress*'

All students progress at Bath College, including the HE students, is tracked and monitored through an on-line software package called Pro Monitor. Students have access to their information via Pro-Portal. Pro Monitor contains all the students personal information, as well as 'live' information on attendance, target–setting, progress made against targets, final grades and 1:1 tutorial disucssions. It also contains details of any additional support requirements and what arrangements for these are put in place. There is also an area for confidential records to be kept.

Pro Monitor ensures that two main objectives are achieved. The first is that the is a central, accessible and trackable place for all student information and progress. The second is that students have direct access to their own data and can see progress and areas for improvement very easily. The use of this system, and its advantages, has been commented upon in several external reports in 2017. The overall retention rate for the college in 87%, and of the learners who are retained, all, bar 2, achieved the qualification.

HND Business students are able to chose which units they study. This enables the course to be tailored to the individual, allowing a much more personalised provision to be offered. This is a contributing factor to the 100% retention and achievement on this programme in 16/17, and this practice has continued into 17/18 and been extended to the HNC Business course.

HNC/D Engineering students also have a bespoke programme. The timetables are constructed in order to give students individualised timetables and choice of units. This is often steered by their employers (all these students will be in employment). HND Sports courses are personalised by working with Team Bath to offer following courses for students to enhance their qualification. There include Level 2 Fitness Instructor, Level 3 Personal Trainer, Level 4 Strength & Conditioning and Level 3 & 4 Sports Massage Therapy.

'There are regular tutorials in which students discuss their progress. There are weekly catch-up meetings and informal pastoral support is given by the tutors, who keep track of meetings via ProMonitor. Current students were very pleased with the course and felt it had given them a good understanding of the industry. Students felt well supported by staff and were aware of learning support available.'
Dr Penri-Evans Pearson EV Report 2017 **(HNC/D Music)**

'There is a clear audit trail supported by the staff teams own records and minutes of meetings. Students have to access to their grades via Pro Monitor. The students can also edit their goals and targets which is good motivating factor for progression for HE students. Furthermore punctuality and attendance is tracked on the system and support staff contact the students with unsatisfactory punctuality and attendance rates.'
Mrs M Bowler Postlethwaite, Pearson EV Report 2017 (**HNC/D Sport**)

Student Outcomes and Learning Gain

Employment and Further Study (SO1)
Students achieve their educational and professional goals, in particular progression to further study or highky skilled employment.

Success rates for HE courses are as follows:

Course	Student Numbers	Success Rates
Overall	**164**	**87%**
BTEC HNC in Music	11	82%
BTEC HND in Music	10	90%
BTEC HNC in Business	10	80%
BTEC HND in Business	5	100%
FdSc Applied Computing (Year 1)	13	92%
FdSc Applied Computing (Year 2)	24	88%
BSc (Hons) Applied Computing	14	100%
HNC Computing and Stsyems Development	4	100%
HND Computing and Systems Development	3	100%
BTEC HNC Building Services (PT)	20	83%
BTEC HNC Construction and the Built Environment (CIBE)	18	89%
BTEC HNC Mechanical Engineering	3	100%
BTEC HND in General Engineering	1	100%
BTEC HND in Mechanical Engineering	1	100%
BTEC HND Electrical and Electronic Engineering	1	100%
BTEC HNC Sport and Exercise Sciences	6	50%
BTEC HND Sport and Exercise Sciences	8	75%
Diploma in Education and Training	19	94%

A good example of students achieving progression goals is Construction. For some Construction students, the HNC or D is sufficient for them to be able to gain employment in industry. For others, progression from an HNC directly to a degree in Building Services is their preferred progression route. As an example, from the 16/17 HNC cohort, 25% are going to University (21% are going to UWE and 4% are going to Coventry University). 29% progressed to the HND at Bath College and 46% progressed into employment. As the only provider of HNC/Ds in Construction and the Built Environment within the region, the College is well placed to assist students find good employment, and the range of employers (below) is huge.

QED Engineering
NC Designs
Buro Happold Engineering
CarillianAmey
Design Installation Services
AC Mechanical Services CTP
ENGIE FM Ltd
Hoare Lea
Daikin UK
SE
Kier Construction
Ridge and Partners
NHS UHB Trust
Ilec - Imec Building Services
SSE Enterprise Rail
Briggs and Forrester
HWM Building Services
Hydrock Ltd
DIS
Taranis Engineering
VH Bristol Estates Department
CBG Consultants

Other students are well prepared to continue beyond to level 6. For example, the majority of HND Business students progress to University. From the 16/17 cohort, 6 out of 8 students progressed to final years at a range of Universities (UWE, Cardiff Metropolitan, Kent University, Bournemouth University, University of Gloucestershire and Manchester Metropolitan). The other student got a job with Hargreves Lansdown.

Similarly, most HND Sports student progress to top-up year at University. For the 16/17 cohort 75% progressed to level 6 with destinations including: South Wales University (Applied Sport Science & Sports Coaching), University of Gloucestershire (Sport Studies & Sports Coaching based units), Cardiff Met University (Sport Science), University Marjons Plymouth (Sport Science & Sports Coaching), University of Plymouth (Sports Coaching Science) and Hartbury College (Sports Coaching and Sport Studies).

For HND Engineering, around 50% of learners take up the opportunity to progress to Level 6. Currently, this top-up degree is the BEng Enginering at UWE. The other 50% remain in employement (all HNC/D Engineering students are in employment on commencement of the programme). Like Construction, Engineering hav an impressive range of employer destinations including

Ministry of Defence	Seabank Power	McBraida
Schneider Electric	Jetwat Associates	Rotork
Tyco	Network Rail	South West Water
Magnox	West Country Welding	Façade Hoists
Dey Signal	Univerisity of Bath	BMT
University of the West of England	Saint Gobain	

"Studying HND Sport and Exercise Science has enabled me to try a range of different aspects within sport which has guided me into furthering my career with sports massage. It has allowed me to develop my sporting knowledge and confidence."
Jack Targett **HND Sports and Exercise Student 16/17**

"Completing the HNC in Sport and Exercise helped me fulfil my ambition of working in football. The teaching team helped throughout, both with college work and outside advice"
Josh Hurst **HND Sports and Exercise Student 15/16**

'*Thank you for all the work in supporting me over the last two years*
Ria Jefferson-Gleed **HND Business Students 16/17**

'Students are well prepared by the College assessment process for Level six studies. Students seen during this visit expressed the support that they get from the teaching and academic staff on their programme in terms of their academic studies and career progression.'
Mrs M Bowler Postlethwaite, Pearson EV Report 2017 (**HNC/D Sport**)

We are particularly proud of our BSc (Hons) results and progression into employement. 6 (43% of the cohort) achieved a First class degree. All students that have remained in the UK have gained employment including: Further Education Teaching, Head of Web (Bath Actuarial Consulting Ltd), Analyst for J.P. Morgan, Porgammer at Bath Spa University, Analyst for Computershare and I.T.Engineer.

Employability and Transferable Skills (SO2)
Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives.

QAA: '*The overall finding is that the College has clear strategies and effective practices for developing and promoting employability skills and activities for its students.'* QAA also noted that *'Bath College sees employability as being of strategic importance. Employer links are strong in most courses, providing opportunities for students to gain practical skills and increase their employment prospects. Local employers are engaged with, and supportive of, the College. The College has clear strategies and effective practices for developing and promoting employability skills and activities for its students.'*

The QAA review team identified the following feature of **good practice** at Bath College.

'The employer engagement in Music Production courses, which gives students access to people working successfully in the industry and to cutting edge facilities, enabling them to develop their academic, personal and professional potential (Expectation B4).'

QAA also noted that *'Employers have become increasingly involved in enhancement, and were able to cite a number of examples where they had contributed to the process. These included advising on changes to module content and recommending appropriate resources. Guest speakers and visiting professionals provide additional input, including 'live briefs', which the students greatly valued.'*

HNC/D Engineering students are expected to join the Insititutes of Mechanical or Electrical Engineers (a principle reason for students studying these programmes). Employers expect this level of engagement and commitment from students. Employers also provide regular feedback to the College on the design of its programme and support the bespoke nature of the curriculum as discussed earlier. Like Construction, the range of employers is large, and include Rotork, Saint Gobain and Tyco

HNC/D Business students are encouraged to investigate business start up. Local employers are involved as business mentors to support ideas and business start-up ideas. An example is Café Society and Bath Coffee house supporting an HND Business student start up a Coffee House.

There are a wealth employer links and input in the HNC/D Sports course including:

- Bath City football club – through academies students complete fitness testing sessions, training sessions and have used them for analysis and research tasks
- RUH – supply guest speakers and offer visitation days for therapists, dieticians and physio's
- Bath Nutrition & wellbeing centre – provide guest speakers and work experience place
- Various gyms – The Gym (Bristol), Better Sports Centre (Bath), Fit Guru (Twerton) and Fitness First (Bath) have all been very supportive for work experience placements
- Bath Rugby – allowed work experience places and tours of facilities

'The centre has good working relationships with Team Bath and local sports clubs and employers. Students have the opportunity to access extra courses to enhance their CV and employability prospects. Students welcomed the opportunity to study extra qualifications as part of their programme via Team Bath. Student's welcomed the opportunity to be able to study work experience as part of their HNC.'
Mrs M Bowler Postlethwaite, Pearson EV Report 2017 (**HNC/D Sport**)

<u>Positive Outcomes for All (SO3)</u>
Positive outcomes are achieved by students from all backgrounds, in particular those from disadvantaged backgrounds, or those who are at greater risk of not achieving positive outcomes

Endorsed by Offa, the Colleges Access Agreement covers all those Higher Education courses for which the fee exceeds £6000 for each academic year. The agreement sets out the College's obligation to widening participation and sets milestones and actions to achieve this obligation.

To assist those students who may be disadvantaged primarily from a financial perspective, the College offers financial support mechanisms such as the bursary.The College ensures that equality and diversity is promoted at all stages of a programme including initial marketing, information advice and guidance to facilitate a diverse student body, including those with additional learning needs. The proportion of students from black and minority ethnic backgrounds exceeds the local demographic profile by over 50%.

The College is committed to listening to students to improve the provision for those from under-represented groups. All students with disabilities receive support in the application process and

throughout their course to ensure reasonable adjustments are made to meet their needs. Dedicated study facilities are available for students with disabilities. In addition the College uses its 'Recruitment, Selection and Admissions to Higher Education' policy and procedures to ensure fair access to all learners.

Higher Education (HE) Bath College offers HE support through the Additional Learning Support Team and is largely funded through the Disability Student Allowance (DSA), which is a part of Student Finance England and applied for by learners at the same time as applying for their HE course. Examples include students who received Exam Access Arrangements at school and would like to enquire as to whether they can apply for similar arrangements via their awarding University.

The College hosts a wide range of student services to support students wishing to attend, or attending the college. These include distributed learning centres and a library, careers and progression advisers, accommodation officer, counselling service, a multi-faith chaplaincy, a mentoring service and funding advisers.

Case studies of students who have overcome additional barriers in order to achieve include

- A mature student started the HNC/D in Sports course at 26 as single parent with son suffering from Diabetes. Originally applied for Level 2 Sport but encouraged to apply and complete bridging piece of work for HNC Completed HNC and HND despite high external commitments and now works part time as a fitness sintsructor as well as running her own PT exercise programmes.
- Another student is currently completing the HND in Sports, having completed the HNC in 2016. He was forced to drop out of the HND last year as he is a father of three and has had financial problems. Through college support and guidance he is now on course to complete the HND to high grade level, as well as studing GCSE's and is applying for university Level 6 top up programmes.
- An Engineering Student with Aspergers was an internal progression from level 3 and required additional support from the college, and successfully achieved the HNC.

HE students requiring additional support are graded according to the College's policy on Student Support. There are three levels of support, identified as Bronze, Silver and Gold, depending on learner's additional support needs. These could be identified on application, at interview or on programme. Students may be aware that they have additional learning support needs before enrolment but for some, lecturers and assessors might need to help to identify specific issues if they are struggling. This might be particularly applicable to adult learners, who have been out of education for some time. The different levels of support are as follows:

Bronze
Bronze level of support would be the additional strategies employed by lecturers to provide the reasonable adjustments that a learner might need. It is expected that part of the support provided would be that they receive the appropriate advice and guidance to be studying on the course most suited to their ability and interests.
Silver
The Silver level of support would include everything described at the Bronze level and would also include support for assessment as identified by the University or appropriate awarding body.
Gold
In addition to support provided as described at Bronze and Silver levels, the Gold level of support would usually be for learners who had an Education, Health and Care Plan (EHCP) at their school or college. These learners are likely to have applied for and been granted DSA funds.