Brooklands College

Name of Provider: Brooklands College
UKPRN: 10000950
TEF Year Three Provider Submission

CONTEXT

Brooklands College is a medium-sized General Further Education (GFE) College, with two main sites; one situated close to the town of Weybridge in Surrey, the other in the centre of Ashford, eight miles away. The College was judged as Good in November 2017, and met all expectations in the Quality Assurance Agency for Higher Education (QAA) Review June 2013. The QAA review team identified the following features of **good practice** at Brooklands College.

- The involvement of employers in the planning and design of courses (Expectation B1).
- The proactive engagement with awarding bodies and other Colleges to develop staff and enhance learning opportunities for students (Expectation B3, Enhancement).
- The comprehensive academic and pastoral support available to assist students in their learning and personal development (Expectation B4).
- The extensive range of learning opportunities provided to students both within and beyond the core curriculum on the higher national public services courses (Expectations B3 and B4).

The College has over 10,000 students who study on a broad range of programmes that cover 14 of the 15 sector areas. The College has a relatively small but growing HE provision with over 120 students. The College is committed to the growth of HE and evidence demonstrates that our students prefer to study in their locality rather than commit to the pressures of a large student loan. Our HE provision is situated on the Weybridge campus to enable our higher level students to have good access to our student support and study facilities. We aim to provide an outstanding student experience and to ensure, that higher level skills are developed, to enable progression into a chosen career or further study.

Our extensive range of Level 1 - 3 programmes feed directly into our HE provision offered across five curriculum areas; Media, Engineering, Public Services, Childhood Studies and Music. Internal progression accounts for the vast majority of our higher education students.

The Level 3 curriculum is in the process of being developed with significant changes to our Design, Computing and Media curriculum. These have been consolidated into one curriculum area with the curriculum enhanced to ensure a broader offer across the Digital Industries, for example; Gaming and Creative Media Production. As an outcome our internal students will have the opportunity to progress to a higher level programme which will extend their employment opportunities (Surrey is a growth area for Gaming).

Going forward, the College is committed to providing a broader offer of higher level programmes either a prescribed or non–prescribed offer, responsive to individual need. This will enable a flexible and modular approach and where possible, it is our intention to move away from the traditional delivery models and introduce an accelerated model and/or modular approach. Students will learn and progress at their own pace, dependant on their career aspirations. Where possible we will blend prescribed and non-prescribed with lower fees to make it more attractive and accessible to our student community.

The College works in partnership with Oxford Brookes and Kingston University to provide courses in Engineering, Early Years (EY) and Special Educational Needs (SENIP), while offering Pearson Higher National Certificates/Diplomas (HNC/HND) in Public Services, Creative Media and Music.

The area around the Weybridge campus is generally affluent, but a few areas served by the College are less prosperous such as Ashford. The largest local employment sectors are Engineering, Digital Industries, Care and Construction. Communities served by the College are

mainly white British and this is reflected in the makeup of the College's higher education cohort with 84% of the overall student population falling into this category.

The ratio of full-time to part-time students is 67%:33% in the College and the metrics reflect this. Most full-time students are aged under 21 (56%), with a more even distribution in the part-time population as might be anticipated (under 21 36%, 21-30 37% and over 30 27%). Students, who enter higher education at Brooklands, complete their course and achieve well.

Core metrics state that the College is good at ensuring that students progress into employment or further study with 84.9% full-time and 89.3% part-time students falling into this category. The part-time data places Brooklands in the top 10% of absolute performance. In slight contrast, is the part-time metric regarding those above the median earning threshold or entering further study. This is impacted on by the population of students studying Music and Media who are in the main self-employed.

In the Curriculum Strategy (2016-2021) the College has committed to developing new provision to better serve both the community, employer needs and to target the skills deficits such as Engineering, Policing, Digital Industries and Science. These areas are responsive to local market intelligence and through our close work with the Local Enterprise Partnership (LEP).

During 2016/17 the College was restructured and a new post; Head of Progression (HE and Professional Development) has been introduced. The manager has key targets to grow HE and Professional courses over the next three years and into the longer term. The manager will lead on ensuring that we have a coherent higher level offer adaptive and responsive to employer and student needs, and responsive to our higher skills agenda.

The College has an excellent reputation for Motorsport Engineering and a partnership with Oxford Brookes University for the delivery of our Foundation Degree and BSc programme. The College is also involved in the delivery of the Level 3 Engineering Apprenticeships for McLaren. It our intention to extend our higher level offer even further with the introduction of a Master's Degree in Motorsport Engineering and Degree Apprenticeships with McLaren, in recognition that Engineering is of local and national importance.

The College has excellent links with Surrey Police Force and we already offer an HNC/HND in Public Services. Our longer term strategy is to offer a Policing Degree and to offer a suite of Higher Apprenticeships to include Teacher Training and specialist qualifications in Special Educational Needs (SEN). Currently we offer a Foundation Degree in SEN in partnership with Kingston University and it is our intention to broaden the offer. This will provide a unique offer, consolidating our already well established links with local special schools and community outreach centres.

The College has a three year implementation plan to ensure the realisation of our higher skills agenda and growth strategy. Progress is reported at senior management level and challenged at Governor Body meetings.

Brooklands College is leading on an Institute of Technology (IoT) bid which is designed to ensure that the requirement for specialist skills is delivered for businesses in "Innovation South". It will build on the evidence presented in the Industrial Digitalisation Review, increasing UK productivity and building on the success and opportunities available to businesses in Innovation South.

The bid as a consortium includes; University of Surrey, University of Reading, Royal Holloway, University of Portsmouth, University for the Creative Arts, University of Winchester and University of Chichester.

This is underpinned by Innovation South (SIA) which unites five LEPs, and over 100 organisations from the region's private (SME and corporate) and public sectors. This collaboration will maximise the adoption of digital technologies and the necessary skills to drive innovation and productivity across the South.

The curriculum will boost provision at Levels 4 and 5 to support the application of the digital technologies, including degree/higher apprenticeships, CPD etc. The IoT will develop clearer understanding of career paths by facilitating progression pathways from within the consortium from Level 3, including T-Levels, upwards.

College Partners:
Brooklands College, Crawley College, East Surrey College, North East Surrey College of Technology, Guildford College, Farnborough College of Technology, Basingstoke College of Technology, Sparsholt College, Andover College, Southampton City College, Highbury College, Havant College, South Downs College, and Brockenhurst College.

Employer Partners:
Microsoft, McLaren, Hitachi, IBM, Risual, Infor, Canon UK & Canon Europe and supported by a wider business community engaged in Innovation South.

Course design and external accreditation contribute to the employability of graduates from the programme. The Motorsport External Examiner states in 2016/17:

> *'I consider that the complete structure of the programme, its delivery and assessment all contribute significantly to the employability of the graduates from the programme. All of this will be enhanced now that the programme has been accredited by the IMechE and the IET and the alignment to the UK Spec Learning Outcomes is confirmed.'*

Teaching Quality
Brooklands has a history of quality learning and teaching at many different levels and a regular cycle of assessing the quality of teaching learning and assessment at all levels of qualification. In 2016/17 this took the form of Learner Walks at three points of the student journey. These integrated opportunities for Learner Voice allow for a responsive approach to areas for development and in-year change. These Learner Walks provide assurances that the quality of learning and teaching continue to improve and that areas for further development and intervention are identified swiftly.

In 2017/18 the process has been further enhanced with a greater emphasis on the professional development of teachers. Each curriculum area has a Development Coach who provides targeted support relative to the outcomes of each teacher self –assessment. One Development Coach is dedicated to working with the teachers who are engaged in higher education teaching. Professional dialogue is encouraged between the Development Coach and the teacher, and research and case studies are used to inform improvements to teaching practice.

Ofsted (November 2017) said that teachers talk positively of improvements made in their teaching practice because of observation and the action planning that follows.

The Integrated Quality and Enhancement Review (IQER) 2013 felt that

> *"The strong partnerships with its degree-awarding bodies and other local Colleges facilitate enhancement within the College. Regular and planned engagements with University partners support the College in delivering teaching that is comparable to that of its degree-awarding bodies. Local initiatives with other further education Colleges, including participating in a network for peer observation of teaching, has led to opportunities for the wider sharing and dissemination of good practice. There is also strategic interaction with employers in the development of the curriculum and decision making on new courses (see good practice under Expectation B3).*

The College makes use of its own internal student surveys in year, as well as local views obtained during lesson drop ins. The metrics support this local information indicating that 97.5% part-time students rate their educational experience as very good overall at 2%pts above benchmark, (teaching 97.5%; assessment and feedback 92% academic support 96.7%).

The full-time population shows a slightly different picture with 71.1% saying that teaching on the course is good and 79.7% positive about support received. This is a small population consisting mainly of internally progressing students. The College acknowledges that there is a need to ensure that transition to higher level study for this student type is further supported.

NSS Results 3 Year Trend vs Internal Survey 2016/17

Question	13/14	14/15	15/16	Core Metric Part-time: Full-time Split 2015/16	Internal College Survey Mid 16/17
Teaching on the course is good	93%	90%	74%	78%:98%	94%
Assessment practice is good	85%	82%	76%	71%:92%	91%
Academic support	89%	89%	83%	79%:93%	91%

The NSS results show a trend which is explained by the demographic of the student base when looking at the core metric split into part-time and full-time students, with part-time students responding more positively than full-time in the final year although these responses still fall in line with sector averages.

The 2015/16 out-turn relates in particular to the full-time student expectations and is an area for development which the College is addressing by ensuring clear expectations prior to the course. In addition work is continuing on challenge and development of Level 3 students to ensure they are fully prepared for the change in level of study.

The internal College survey for 2016/17 demonstrates the impact of work on this to date with the positive change in aligned responses seen.

External Examiners and Awarding Bodies are positive about assessment practice as cited below

> *As stated in previous years, in my experience, a major current development in learning and teaching is the timely and extensive provision of feedback to students. It is clear that the Programme Team has taken this on board and the amount and quality of the feedback to students is clear to see from the student portfolios presented for inspection.*
> *A commendable point from previous years has been the provision of one-to-one feedback for the students, as evidenced by this request on more than one coursework submission'*
> *(External Examiner Motorsport 1617 report).*

Public Services HN says

> *'The HN Pubic Services programme is well established at this centre.*
> *'The assessor feedback that I have seen is developmental and supportive. The quality of teaching and learning is evidenced in the learner work'.*

The College takes steps to ensure that students have appropriate opportunities to engage in the assurance and enhancement of their educational experience. Opportunities for students to engage in quality systems include:

1. Questionnaires, including module evaluations
2. Student representative system
3. Student Conference
4. Higher Education Forum

5 College Student forums
6 Involvement in Periodic Subject Reviews and Validations
7 Meet the management
8 Annual reviews with partner universities.

As an outcome of student feedback, we have;

- For the Public Services students created a dedicated HE room with quiet study area;
- For Engineering; dedicated classrooms with specialist software relative to their industry;
- The re-configuration of the Library layout to include more quite study areas and bookable rooms in addition to the HE Study suite.

Additional sources of feedback module evaluations and changes to delivery and content have been made in response to these for example; with the Kingston franchise curriculum and assessment, (Children's Special Educational Needs, FdA, Early Years FdA and Early Years/Early Years Management & Leadership, FdA), where students had said that they felt they needed more time to assimilate knowledge and understanding and so move onto true consolidation and synthesis of theories. As a response there has been a change in delivery from four to eight weeks, coupled with the integration of linked modules which has allowed for complex concepts to be explored in depth.

The IQER 2013 stated that the Higher Education Working Group (HEWG), whose remit includes monitoring the learning experience of higher education students and identifying strategic staff development needs, is effective in systematically reviewing the provision of learning opportunities. Minutes of the HEWG reveal discussions around the performance of individual courses and curriculum areas through the receipt of comprehensive Self Evaluation Documents (SED). Student views are used to inform the review of learning and teaching through feedback surveys, the results of which are analysed and addressed through the self-evaluation process and corresponding quality improvement plans.

The work with four other Surrey Colleges to collaborate and share HE specific initiatives and Continuing Professional Development (CPD), is continuing to allow a wider sharing of HE practice, supplementing the partnership Higher Education Institution (HEI) activities. In July 2017 Brooklands participated in a Shared Scholarships event with staff presenting research resulting from a successful bid.

Student experience is further enhanced as a result of additional staff collaboration which includes sharing of technical facilities and staff expertise, (Engineering), discussion groups on academic practice and assessment at higher levels at Kingston University, an external HE day with the HE Surrey group as part of the shared scholarship programme where the College presented a research paper on development of professional dialogue, other topics discussed included assessment practice, involvement of appropriate support for research practice, and awareness raising around the Prevent agenda.

Going forwards work is occurring to shadow HEI staff in action, this incudes sharing practice and HE specific CPD with Royal Holloway University allowing Brooklands staff to be exposed to HE teaching in an HEI environment first hand.

The College ensures that the assessment criteria and submission of student work is adhered to in line with the requirements set out in partnership agreements (HEIs) and as stated by the awarding bodies (Edexcel, Cambridge), to ensure best practice. Assessment practice and policy is communicated to students in Course Handbooks, at induction and at appropriate intervals throughout the course, for example as assignments are set. External reports (External Examiner (EE) and Standards Verifier (SV) visits and sampling), evidence good practice and where possible the SV for direct provision attends assessment boards.

The HN Public Services SV (2016) said:

'Learner handbook includes details of assessment and marking processes. Guidance is provided on formatting work to be submitted. A well organised and effective sampling process. The centre have obviously got the quality standards in place, and put a high expectation on the learners undertaking this qualification. The evidence produced by the learners is excellent, and this qualification promotes many good practices amongst its target groups. The quality standards in place here are excellent, and the assessment standards all easily meet national standards'.

Brooklands has in place systems that ensure the assessment of students is robust, valid and reliable (internal verification, external examining and verification and Impact Assessment and meets requirements of external awarding bodies and HEIs as evidenced by commentary and judgements in the reports issued. The College has in place processes to approve the validity and relevance of programmes (Course Approval panel) ensuring that they not only meet a local and National demand and enhance employability in a focused manner, but also that resources are in place to support high quality delivery.

Whilst all of the HE programmes offered are carefully designed so that delivery provides a phased approach to building skills, the College is aware from full-time student feedback that further work preparing incoming level 3 students, especially those progressing internally would be beneficial. To this end the College Self Evaluation Document (SED) identified this as an area for development in the forthcoming year, with work to prepare current Level 3 students for the rigours of study at a higher level.

Employer involvement in informing curriculum design and skills needs is very good Ofsted 2017 said:

'Leaders and governors have created very positive and beneficial working relationships with local employers to make sure that local qualification and skills needs are met'

Providing work placements remains a priority for the College as a whole and there is an on-going commitment by the stakeholders in this provision to further develop links with employers. In this, feedback from industry was gained to ensure that the currency and quality of the programmes is maintained. The relevance of curriculum to industry is borne out by the destination metrics with 95.3% of students progressing to employment or further education.

The selection of specialist units for higher national awards is based both on staff expertise and local trends in employment to provide tailored qualifications which meet the professional needs and aspirations of students. The QAA Team (Review 2013) considered the involvement of employers in the planning and design of courses to be a feature of good practice.

Within the Engineering Foundation degrees and BSc top up there are a variety of employability enhancing initiatives including, an integral work based learning module, with work experience as a part of this. Part-time students also share practice with their peers via seminars and project planning and as a result are better prepared for industry. The Motorsport EE (2016/17) said:

'by undertaking a Project with a clear relationship to a commercial application, the students are demonstrating that they are ready to work. This is further enhanced by the requirement to complete an oral presentation as part of the Project, a key skill in relating their ideas to future colleagues.'

Where it is not a required part of a course, (for example in Public services, Media and Music HNCs and HNDs), there is a high level of industrial expertise contributing to course experience in the form of guest speakers, industrial assignment working briefs, attendance at and organisation of National events. The impact of this can be seen in the DLHE metrics where 95.3% part-time and 94.4% full-time students entre employment or further education.

The Higher Nationals Public Services and Media make very effective use of the extensive employer and university links by integrating guest speakers and visits, (Rhubarb TV visits and projects to Normandy) as well as integrating the Public Services students to the planning and leadership and mentoring of the further education students to develop their coaching and leadership skills in a realistic environment.

The SV for Public Services says:

> *Alongside this the learners appear to be given the opportunity to take part in a range of activities to support their learning. The team have relevant expertise in the sector, and are obviously using this to provide a good learning experience to those on the programme'.*

Learning Environment

The College is student centred and fully accessible. It is committed to providing full support services to enable students to maximise their time with the College and optimise outcomes. Pastoral, tutorial and academic support is available for all including extra resources, financial and pastoral for identified widening participation and first generation HE students
We will support a student's application by providing:

- clear and accurate information about programmes, qualifications and entry requirements
- referral to additional advice and guidance services whenever appropriate
- an opportunity to see the College(s) and the facilities available for the student prior to committing to a programme of study.
- scheduled interviews for those students resident in the UK who wish to be admitted to a full time or substantial part time programme of study

The high level of support for students was identified as an area of good practice in the IQER 2013 and this continues to be the case. The learning support team work very closely with curriculum and students to provide the best possible support tailored to allow students to achieve their full potential on programme. This takes the form of assisting with:

- Help with UCAS and Student Finance England (SFE) applications
- Interview preparation (including attendance if specific needs require)
- Pre-entry study skills support for students entering higher education
- Tailored one-to-one support – face-to-face or online
- Study Skills workshops
- Support for Disabled Student's Allowance applications

Support also encompasses extra study skills and employability programmes to support the social mobility of learners.

Induction is tailored to student needs with a mix of both generic activities and course and subject specific ones. This allows for the formation of an HE College ethos. Those students from franchised provision attend induction at the relevant institution and so become part of the wider HEI student community from the start of the programme. Activities include welcome to the College, Library induction and talks from the careers and work placement teams in a phased manner at different points throughout the student journey to varying suit needs. Information around further support and safeguarding are also delivered, both College wide and programme specific to allow for better contextualisation and awareness to be raised.

In addition students attend lectures and associate College events at the HEI throughout the course of the year and to maintain these links Students take lectures at Kingston University at the start of each year of their Foundation Degree courses (first and second year). This day of related lectures at Kingston University allows them to experience the institution and its environment. In addition past Foundation Degree students who have progressed onto the top up option come in to talk to

current second year Foundation Degree students as part of the induction process. This allows a clear view and taster experience of potential progression routes to be had from the start of the course and in good time for UCAS applications.

The College works to ensure that fees remain attractive and competitive within sector to ensure widening participation.

The College's Admissions and Recruitment policy is underpinned by the commitment to a fair admissions system, whereby applicants are considered solely on the basis of their merits, abilities and potential, and are not discriminated against as a result of gender, colour, ethnic or national origin, age, social background, religious or political beliefs, sexual orientation or family circumstances.

Brooklands' Policy and associated procedures comply with relevant equality and diversity legislation affecting the admission of students and take account, including the precepts of the QAA's Code of Practice, Section 10: Admissions to Higher Education and Supporting Professionalism in Admission's (SPA's) Good Practice guides.

The College commits itself to operate its admissions system in a way that is transparent and justifiable with procedures that are fair, clear, explicit and consistently applied for all students on all programmes.

All College marketing material is accurate, kept up to date, be available at the correct point in the recruitment cycle and be available in formats accessible to all enquirers and applicants. This information assists potential Students in their decision-making process. (QAA Code of Practice Precept 3)

All applicants will be given the opportunity to:

- Visit the College
- Be informed about pastoral and academic support services
- Know the cost of their chosen programme and sources of financial support

The presence of a Marketing Manager as part of the HEWG greatly assists a responsive approach to HE marketing needs. The 2013 IQER stated that

> '*The HEWG, whose remit includes monitoring the learning experience of higher education students and identifying strategic staff development needs, is effective in systematically reviewing the provision of learning opportunities. Minutes of the HEWG reveal discussions around the performance of individual courses and curriculum areas through the receipt of comprehensive SEDs Student views are used to inform the review of learning and teaching through feedback surveys, the results of which are analysed and addressed through the self-evaluation process and corresponding quality improvement plans.'*

Student Outcomes and Learning Gain

Brooklands College's mission is to be an outstanding provider of education and training for every member of our community, every day.

Student employability and career progression are an integral part of the College's HE offer. Established links with a network of employers enables the College to integrate employability directly into the delivery of the curriculum, and to support students in accessing work-based learning opportunities. This is complemented by personal support tailored to the needs of the individual and intended to enable students to fulfil their professional potential.

The centralised student careers and employability teams work closely with curriculum staff to integrate these aspects to programmes; CV building, mock interviews, trips to other universities

and Colleges and visits to competitions and employers all help to enrich student experience. Appropriate work experience is encouraged and Public Services students work as mentors within the College as well as organising and hosting National Competitions.

All courses work extensively with employers and industry contacts to ensure not only that content and assessment are relevant to current practice (working briefs in Media and Music with employer involvement in pitches), but also that timeframes and hence pressure are challenging and mimic those students would encounter in the working environment.

Foundation Degree Motorsport requirements have work placement as an integral part of the course in both year one and two, (two, two-week blocks in Year 1 , and one, two-week block in Year 2). These are assessed as part of the Engineering Applications modules. In addition to the course requirement all assignments contain a 10% association with work based learning. The recent accreditation to IMech status ensures that current industrial links and relevance is maintained within the programmes, by ensuring links and contacts that can be used to further professionalise staff and students, and continue to enhance the industrial relevance of programme content.

College achievement is good overall with franchised provision being excellent at 91.7%, with overall retention for franchised provision at 93%. The direct provision of HNs in Music and Media have suffered from low recruitment and retention; these are programme areas where the College has already identified a need to review its offer and is implementing new provision to better suit the local need within Digital Industries in the forthcoming year.

Course	**Overall Success Rate**
Fd Motor Sport (Oxford Brookes)	80% (FT) 83%(PT)
Motorsport BSc top up	92% (FT) 100%(PT)
Early Years FdA (Kingston University)	92%
Children SEN FdA (Kingston University)	100%
HNC Public Services	100%
HND Public Services	78%
HNC Creative Arts and Media	33%
HNC Music	33%

The most recent Destinations of Leavers from HE data is good with 94.4% full-time and 95.3 part-time students entering into employment or further education. The proportion entering highly skilled employment is lower and this may be accounted for as a result of the course provision in the creative areas of Music and Media where many students become self-employed and so fall into a lower income bracket.

Collection of destination data is carried out in line with requirements, and used to inform planning and improvements. It is the intention of the College to develop more formal means of tracking longer term destinations through an alumni programme. Previous students are already involved in visiting as guest lecturers (Public Services, Media and Access students), discussing how the courses informed their success and to provide positive role models for existing students.

Students report that the time they spend visiting and shadowing also assists them to apply concepts to a realistic working environment and so gain a greater understanding of problems faced and how to solve them.

The staff this year have a dedicated Industry Day identified on the College calendar where time will be spent by staff acquiring up to date experience in relevant industries. This will refresh delivery and allow students to be better prepared for their next steps post course.