Name of Provider: Barnfield College
UKPRN: 10000534

TEF Provider Submission Barnfield College, January 2018

Provider Context
Campus locations and provision

NSS and the recent 2016 QAA report findings and the TEF findings submission and response to University of Bedfordshire if relevant. We have many examples of localised excellence, which we have included as they serve to reflect an institution-wide approach and to give a broadly balanced submission across each of the criteria. Teaching quality and the learning experience is also monitored through the Bedfordshire Unit Survey (BUS). Surveys take place during the teaching of the unit so that any issues can be identified and resolved before students finish. Access and HE Student Survey Spring 2017 (137 responded and all had positive outcomes), also informs this process and records through meetings with students representatives and Course AMR reports evidenced within the AMPR which includes external examiner responses.

Barnfield College is a medium sized Further Education College located on two sites in close proximity in the north of Luton. The largest (New Bedford Road) is located in the ward of Barnfield, North Luton and is made up of a collection of buildings ranging from the original 1970's design to the newest 2012 built Higher Education Centre. This site houses business support services a range of curriculum areas. The smaller site is called 'Enterprise Way' and is a converted 1970's warehouse and is home to the curriculum areas of Business, Computing and Construction programmes. The College understands the need for improved facilities and has acquired a site in Central Luton with a New Build aiming to be open for all students in September 2021. A Majority of students live within a three-mile radius of the college. Some students travel from a wider area predominantly from Dunstable and Bedford. 27% of our studensts are part-time, HE or Apprentices. Four of our HE cources are 2 year delivery, the remainder are HNc or HND allowing students to leave after year 1 should they wish to go onto employment.

The College is a long standing partner of the University of Bedfordshire which validates our FdA and Cert Ed / PGCE programmes. The University of Bedfordshire obtained Silver award in the first ever Teaching Excellence Framework (TEF) published (Thursday 22 June). The college is in close proximity of the University's Luton and Bedford campuses. The college works with Pearson's as an awarding body for our HNC and HND provision.

In November 2014 Barnfield College was inspected by Ofsted and awarded an overall grade 4 with no recorded strengths. This was one of the worst inspection results in the country at the time. The new board of governors set about separating the College from the multi academy trusts and appointing a new Principal who joined the College in February 2015. Following the development of a new strategic plan and restructured College the Ofsted inspection saw in 2016 wholesale improvements in every area of the College operation and awarded and overall grade 3 (Requires Improvement.). To date the College has improved student outcomes, improved learner numbers and improved learner progression to positive destinations and is waiting inspection.

The local and wider community

Our number of local students is positive in TEF data terms. Barnfield College is one of three colleges in the locality of Luton and Dunstable; the others are Luton 6th Form College, and Central Bedfordshire College which is a small Further Education College. The Colleges data shows the diversity of its student population across a range of factors including ethnicity. Around 90% of Luton school leavers at 16 remain in education with 6% accessing this education or training outside the town. Luton has an estimated population of 216,800, an increase of 2,100 between 2015 and 2016 which is a growth rate of 1 per cent. This is faster than the national growth rate of 0.8 per cent. The population has risen by 11,000 since 2012, an increase of 5.3 per cent in 4 years. Luton has a younger population than the national average with 22.3% of the population having a level 4 or above qualification, though this is a positive figure within the Luton population, it is 4.9% below the average

for England and Wales and 3.4% below the East of England, demonstrating the opportunity for HE growth within the College.[1]

As the local airport is expected to expand rapidly in the coming years population growth is expected to mirror a rise in jobs and businesses. In June 2015 the number of people claiming jobseekers allowance in Luton was 2.1% compared to a national average of 1.8% and East of England average of 1.3%. The town includes several areas of deprivation with Biscot, Dallow, Northwell being the most deprived. Luton has considerably higher levels of deprivation than its neighbours in Bedford and Central Bedfordshire. Luton is in the top 20% nationally of most deprived local authorities. As an FE and HE provided we offer access to education courses and Level 1 through to Level 3 so are able to meet learners needs to gain access to Higher education though none traditional routes. Age and entry qualifications are positive metrics for us to show value of our provision to our community and our continuation records are positive.

Prior attainment of Students is much lower than seen at other Further Education Colleges and so additional support through student engagement and identifying students at risk at interview, though induction and use of Pro-Monitor with FE good practice supporting good practices at HE level. As to our EDI objectives, these are being refined by the EDI committee for 17-18 (the committee meets monthly), but are as below:

- Work collaboratively with Stonewall and other organisations so that the college is developing and implementing best practice in advancing areas of LGBTQ (lesbian, gay, bisexual, transgender, queer/questioning and intersex);
- Ensure staff receive appropriate training and promote EDI by engaging staff and employers in activities to raise awareness of diversity;
- Reduce non-disclosure of ethnicity and disability to below five percent;
- Responding to data to lower equality gaps in student achievement

The College restructured its management team in 2015 and significantly altered and reduced its staffing profile while investing in curriculum staffing structures. We only have one year of data available and not a three year average like many organisations and following the changes in Higher Education Management in June 2015, policies and procedures were reviewed, to ensure they are suitable for Higher Education provision and designed to assure that the College can efficiently manage reporting requirements (e.g. HEFCE and HESA). Addressing expectations set out in the QAA Quality Code. Development of these policies and procedures is overseen by the Higher Education Academic Board (HEAB) reporting to the Senior Leadership Team.

QAA visited in Oct 2015 and one area met with expectations. The new quality procedures implemented by the new management in September 2015 could be evidenced as having had impact, however when QAA revisited in 2016 the results below being achieved.

Good Practice:
The engagement of students in internal and external interdisciplinary learning opportunities (Expectation B3).
The engagement of the Health and Safety Manager in due diligence reviews of placement providers (Expectation B10).

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.

[1] https://www.luton.gov.uk/Environment/Lists/LutonDocuments/PDF/Planning/Census/2011%20census%20data/LUTON%20BOROUGH%20PROFILE.pdf

'Students report that discrete skills, including teamwork, problem solving and interaction with one another offers insight into employability skills and awareness of personal capability. Students also report that their courses prepare them for placements and stimulate ambition for further study or career direction' Quality Assurance Agency HER 2015 states after a visit in December 2016[2]

Our aim is to devise a seamless provision to meet the needs of sector shortage areas by working in partnership with other higher education providers. Level 4, 5 and beyond provision at Barnfield College will be a partnership between the validating Provider/University, employers though placement and Apprenticeships and with clear progression opportunities to level 6. Courses at HE level aim to extend students' skills and knowledge to ensure that they are able to progress into the world of work in a professional or managerial capacity though vocational training.

The Subject Area Lead continue to monitor the effectiveness of these procedures. Higher Education aims to strategically align with the college STEM research generated through STEM in development, creating an Integrated Coherent Strategy (Barnfield 2017), Barnfield invested in research to inform the college development for growth through moving forward we can develop a curriculum offer that supports the development of a broad range of employment and research opportunities locally, regionally and sub-regionally.

Quality and links to student voice.

The key dates for the quality review are published on the College quality calendar. The HE management team presented to the Senior Leadership Team an identified need to stabilise Higher Education in 2015, with the purpose of focusing on quality rather than growth. The Senior leadership team have oversight of the HE review and quality process through the Higher Education Academic Board (HEAB) and through the approval of documents, prior to going to board or stakeholders. Documents are held on the quality section of SharePoint. Programmes are reviewed annually to identify areas for improvement or enhancement or identify required adaptations. In the 2015/2016 Academic Year the College introduced a separate HE Self Evaluation Document the Annual Monitoring Programme Report (AMPR). The purpose of introducing this process was to map Self Evaluation activity to QAA and awarding body identified themes, embedding learner voice and External Quality feedback. The AMPR is approved by the Head of HE and reviewed by the Head of Quality before going to the HEAB and reported to the Senior Leadership Team (SLT) and College Corporation. Quality is also reviewed through the Key Performance Indicators and the QIP, which identifies actions and is also brought before the HEAB for review by the Senior Leadership team. Results and actions of the NSS are also reported to the academic board.

The Annual Programme Monitoring Report for Higher Education is the major review document for all the HE provision. There is an on line AMPR for Pearson's and AMRs for the University of Bedfordshire at course level informing this document. The College also follows the awarding body quality time line while the HE quality dates are held within the Barnfield College Calendar. The AMPR will incorporate referral grades from October entries. There is across all Higher education programmes a standardisation of induction and for all HNC and HND programmes a template for HE Programme Record and HE College handbooks all of which contain students voice. Complaints procedures and process are available through the VLE, Programme records or handbook. To match with standards expected by QAA and awarding bodies and to allow new management time to identify good practice and embed the new quality systems growth was stabilised until the quality process embedded. Now seen to be effective through the quality reporting system Barnfield will look to expand the HE numbers and courses available.

The AMPR is collated from unit reports for each subject area, written by the tutor delivering that specific unit. These unit reports feed into the course reports that course leaders compile as a

[2] http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Barnfield%20College/Barnfield-College-HER-15.pdf

summary by the end of June. The course report will summarise any unit report issues and will identify good practice, they may respond to external examiner feedback as well as student voice collated throughout the year as part of student rep-meetings, questionnaires and written feedback sheets. Student voice is explicit within the reports and students quotes from the meetings and student reports help populated review. Minutes of team meetings will also be informing the course report. Success data will be reviewed in the course report prior to any referral boards.

External examiner feedback is collated as part of the College, University and Pearson quality review process and each subject area will be appointed an external examiner that has come into the college to check all quality and gain student feedback, as well as checking that the internal quality process is rigorous and adheres to all Pearson or the University regulations. Student voice has also been collated by examiners and this has been fed back as part of the reporting process. All Course Leaders are required to respond to this information and produce and external examiner response form in which they identify strengths and weaknesses as well as actions that will be monitored throughout the year. Meeting minutes from two exam boards are used to compile sections of the APMR and to give the Subject Area Leads and Head of Department an overview of process.

A Course Annual Monitoring Report is completed for September for each course and this is compiled by all lead tutors in all subject areas. Information from all reporting mechanism is contained in this AMPR for HE. All of these quality processes feed into the Higher Education Academic Board, which is responsible for the oversight of HE delivery at the College. The Higher Academic Board as a means of ensuring senior leadership oversight of the Higher Education quality cycle and feeds on to Governor Level where there is student representation (2016 was a HE governor).

There are Exam Boards twice a year to which Pearson External Examiners and University link tutors are invited. In 15/16 and in 16/17 all Higher Education courses were considered to meet all academic standards by all of the External Examiners for the Pearson courses and areas of good practice have been identified. Key strengths identified across all HNC and HND programmes were support from staff, excellent facilities and good employer links and access to University of Bedfordshire LRC for all FdA, HNC / HND students, teachers as practitioners in their field. As well as collaboration between different subject areas. The University courses were considered to meet all academic standards and areas of good practice have been identified. One course however did receive further actions for the next academic year. FdA Network management and actions have been identified and the quality of feedback monitored for the next academic year, though improvement from 15/16 to 16/17 was noted at the exam board and the grades were awarded at the exam board. No grades were blocked by external examiners. New team of lecturers as a result of the implemented actions: Subject Area Leads auditing the VLE, staff training in September prior to teaching and again prior to assessment, Link tutor training and auditing. 17/18 training has again taken place and new staff have been appointed with level 7 expertise. Areas of good practice were identified also. Barnfield recognises that teaching and academic support are a concern for full-time students and so the college has been proactive in addressing these needs.

Regular HE meetings and exam boards are held internally for both Pearson and The university programmes so that common issues across all of HE can be addressed. An example of this in practice was the identified need to strengthen research skills and academic writing. In 15/16, a series of cross college HE lectures on a Wednesday afternoon provided additional support skills. Student voice however informed a review of this for 17/18 and instead students will now have an additional resource space in the Learning Resource Centre and have additional access to the University of Bedfordshire LRC. They will benefit from a shared experience through the HE conference and this process will be reflected on for 2018/19. It is hoping that this improvement will be noted in the NSS which though it received a low score of 69.79% (Sector average 85.15%) by the spring 2017 Barnfield college questionnaire: Resource Centre (Library) supports my learning needs scored 85.72% (Answered: 133 Skipped: 4).

The University of Bedfordshire validates the FdA programmes and we work closely to ensure standardisation across all level 4 and 5 programmes. Staff attend external moderation events and

exam boards at the university. Newly validated or revalidated units and courses are co-written by Barnfield College. The College works closely meeting with the Centre of Academic Partnerships. Employers, external and internal academics and students are involved in the approval process, commenting on both the outcomes and the degree of 'stretch', and on the extent to which appropriate support mechanisms are built into curriculum design to enable students to succeed. Organisation and management received in the NSS 85.42% (sector average 75.27%).

All HNC / HND programmes have Pearson as an awarding body and follow all Pearson guidelines and regulations. Pearson paperwork is used to standardise the processes of teaching, learning and assessment. There is an IV process in place for all subjects including lead IVs and a moderation event for all subjects. This enables all tutors to meet together in order to share and IV briefs and assignments as well as to feedback on assessment and grading. This takes place in early September and records are held on SharePoint. A positive result of this process, newly designed specifications have been introduced to staff before the new formats have been released for their area. An assessment subgroup checks on quality procedures throughout the year, devised of SAL for HE academic staff across subjects and student representation it monitors IV and quality of formative and summative assessment. It has been used to identify areas of staff CPD and share good practice.

Student review processes form part of the APMR through Student representative meetings that are logged and are part of course reports as well as subject AMRs. The college Access and HE Student Survey (through survey monkey) is also used to identify issues and to report on good practice.

Students are able to offer feedback on teaching and learning specific to Units through completing semester reviews on student representative forms, which are analysed and held by the course leaders, collating both quantitative and qualitative feedback. Unit reviews are considered at course team meetings as part of the cycle of Annual Programme Monitoring and reflected upon by individual lecturers to improve practice. An example of an action is the moving of assessment dates for contextual units within art and design in response to student voice. The impact of this is measured through tabled actions and annual review.

The quality assurance process is managed by the Vice Principal Transforming the Curriculum and Learning. Heads of Department initiate procedures within their departments to collate and agree Sector Subject Area (SSA) SARs and then draft Quality Improvement Plans (QIP).

Self-Assessment Reports use data provided by the college's own Management Information Systems (MIS) – data from software such as Pro-Achieve and EBS – to inform judgements. Additional data from student surveys, formal lesson observations and external verifier reports were also used. The SAR activities have been initiated and are intended to be on going through the year as part of the College's quality monitoring cycle. SARs were subject to a formal validation process in November 2015 onwards involving a range of internal and external participants i.e. the Principal, Governor representation, student representatives, the presenting Head of Department (HoD), senior managers. The annual Self-Assessment Report (SAR). All staff are involved in reviewing and reporting on performance in their area of activity while receiving training on the new common inspection framework and the UK Quality Code for Higher Education.

QIPs are constructed and are reviewed and graded towards achieving the stated objective or target. In addition, the Vice Principal's and Head of Quality & Teaching Academy attend review meetings with departments to validate the progress made towards QIPs.There is a QIP specific to higher education. Using a red, amber, green, system the QUIP for HE was approved. There were no red actions.

Future Aims of Higher Education Curriculum

HE programmes will be developed in all strategic curriculum areas where student and employment need has been identified, and we are able to demonstrate that we are able to offer a high quality learning experience.

Reclaiming Excellence, Barnfield College 3 year development plan (2015). The College operates a TOPS (business planning) structure to develop new courses. The senior leadership team is presented with a 3 year plan for HE curriculum development informed by local employers, community and educational data, discussion with the curriculum teams, Barnfield's commissioned research STEM in Development, creating an integrated coherent strategy (Barnfield 2017): and The South East Midlands Local Enterprise Partnership (SEMLEP), reports including the SEMLEP Growing People and Skills Strategy published November 2017.[3]

All of which inform the process and of an identified need. For example, FdA in Cyber Security has been written by the University of Bedfordshire and Barnfield is awaiting validation to run this programme. This course would be developed to complement the existing FdA computing and CISCO training programmes the college already offers. This would utilise staff, building on existing professional practice, benefitting from shared resources and wider staff expertise, keeping costs low whilst still delivering an enhanced service and allowing progression for our own level three programmes. The links with the University of Bedfordshire would continue to be developed and inform practice and students would again have access to their Learning Resource Centre. Their employment engagement events could also be offered to the linked FdA programme and student could benefit from talks and mentoring from the MA students at the University and through the Link Tutor support. This formalised process reviews, through key stages that there is clear need locally both in education, employment, that there are resources and progression routes, making the courses cost effective.

HNC and HND and Fda have a unique profile embedding work experience as the heart of their delivery. This meets the needs to students of whom 79.9% value work experience and also data linked to employment (SEMLEP: The proportion of jobs held by people qualified at a higher level (level 4 and above) is projected to increase from 36 per cent to 47 per cent between 2012 and 2022). The structure of FdAs and HNC / HNDs will be employer focussed, with live briefs and employer contact running throughout the academic year, matching the Barnfield College Reclaiming of Excellence 3 year development plan.[4]

Barnfield College will also develop standalone Units in professional practice aimed at businesses and those wishing to return or access education while in employment. The long term growth of adaptable HE courses is developed to meet market needs and to match employment growth in the South East Midlands area, including small to medium businesses, wholesale and retail trades (+9,000). Providing support to those entering self-employment and establishing then growing micro firms reducing failure rates of SMEs which is currently 2% higher in Luton than the National Average. Pathways could link management training with specialist skills to engage with the logistics sector through analytics, finance sand on line a marketing and promotion as well as 'e' and 'mobile' commerce which we deliver as part of the professional practice in all Art and Fashion courses understanding the value of social media in this area.

The HE tem is also working with the Apprenticeships team to share knowledge of employer needs and with an aim of growing the HE Apprenticeship offer. There is a demand for HE study in Business and Finance as evidenced by the Market Analysis Progression and Transition Board (PTB) Year 10 - CAREER GOALS UK survey [5] found that over half of businesses recruiting big data staff found filling these positions difficult. In addition, according to the Tinder Foundation 6.2m people are without basic digital skills by 2020. [6] Student's Long-term carer goals noted that in 5-10 years' time they would be in a professional role that requires university training 31.4%. (The highest response)

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3 http://www.semlep.com/modules/downloads/download.php?file_name=744

4 http://www.barnfield.ac.uk/wp-content/uploads/2017/12/3YDP-Reclaiming-Excellence.pdf

5 https://www.luton.gov.uk/Jobs_and_careers/Lists/LutonDocuments/PDF/Luton%27s%20skills%20and%20employability%20strategy%202016-2020.pdfA

6 https://www.goodthingsfoundation.org/sites/default/files/research-publications/the_economic_impact_of_digital_skills_and_inclusion_in_the_uk_final_v2.pdf

or where students have ambition for running their own companies 14.5% (second highest response) which vocational higher level study can support through flexible delivery of single unit, full time or part time study. This also responds to the three year development plan for Barnfiled College to: Create and maintain inclusive skills based curriculum that is focussed on meeting the needs of students, the curriculum and employers. (Reclaiming Excellence – The Three-Year Development Plan).

The Universities UK and UK Commission for Employment and Skills Report Forging Futures (2014)[7], noted that the problem with targeting graduate-level talent, to meet the skills shortage is that every other sector is fighting for the same people. Progression routes from Sustainable Construction & Infrastructure at level 2 and the existing Barnfield Colleges level 3 courses would mean that students can develop Higher Level skills and qualifications from none traditional academic STEM routes, but instead from a vocational route. This single unit delivery would be units devised through Pearson but written by Barnfield College making them unique standalone qualifications. Construction managers network meeting. Luton Town hall: 12/9/17

Teaching Quality

The teaching on my course NSS score 89.06% (sector average 84.62%). With the wider participating group in Barnfield Colleges: Access and HE Student Survey (Spring 2017) response being noted. Q25 I am given clear and timely advice on how to improve my work 95.46%, Q30 I am given opportunities for independent working 98.8%. Q29 Lecturers explanations are clear and easy to follow 95.42%, Q24 I am satisfied with the level of support I am getting in my tutorials 94.57%.

All HE programmes at Barnfield College provide an opportunity for students to progress from L3 through to L5 and beyond. At level 4, students are given the opportunity to develop their academic skills, theoretical knowledge and reflective practice to ensure that they are ready for the next stage in their development. As they progress to level 5, they develop their skills in critical analysis and evaluation as well as becoming autonomous, independent learners. Philosophical enquiry is built into all HE programmes to stretch and challenge learners and develop their critical thinking and problem solving skills with staff CPD in Philosophical Enquiry being held at the College in 2016. Students consistently perform at a high level across all subjects, with those on Initial Teacher Training and Child and Family Studies achieving outstanding success rates over the past 3 years. Subject Benchmark Statements form and are explicit within the units and courses delivered at the college and are referenced through the University of Bedfordshire and Pearsons documentation as relevant. Professional practice skills are embedded into teaching.

Staff are committed to developing the wider skills of communication, presentation, teamwork and networking, enabling students to approach employers. Organisations come into the College as part of strategy of enhancement (forming part of their curriculum planning), resulting in learners moving into professional ventures quickly and developing a good CV of work related experiences. One example is HE learners delivering a Level 3 taster day (FE to HE), students plan every aspect with some wishing to progress onto teaching as a result. Curriculum planning has also created opportunities for learners to widen their experiences by taking them into new contexts. This responds to the enhancement statement, which recognises the benefits for learners if they are given access to new environments (not just in learning but also in wellbeing). For example, the FdA Child and family studies groups have taken part in symposiums, working with other partnership Colleges.

Lecturers are managed by Subject Area leads who report to Heads of Department, reporting to Vice Principals and Principal. A majority of teachers delivering on HE programmes have a Masters' level qualifications with the remainder expected to be working towards this. CVs of all staff delivering on

[7] Forging futures: building higher level skills through university and employer collaboration. A joint publication from the UK Commission for Employment and Skills (UKCES) and Universities UK (UUK) examining the ways in which universities and employers can work together to improve higher level skills.21 (Sep 2014)

HE programmes are sent to the relevant awarding bodies for approval prior to commencement of teaching.

Current practice is maintained through CDP events, with staff remaining as practitioners in their field alongside their teaching though part-time contracts or practice led research. Examples of this are Fashion tutor has her own Asian bridal label and students assist in her Fashion Show, Sport staff work as external coaches, Artists have exhibitions of their work assisted by level 4 and 5 in the curation and FdA Beauty and Spa management staff have undertaken MA study and update skills through attending product training. In the context of our vocational delivery, we value our recent and current practice. The FdA programmes accordance with the University of Bedfordshire has each Unit descriptor specifying the relationship to current research or professional practice of staff.

Barnfield College maintains a strong focus on raising the quality of teaching and learning across all curriculum areas. All teaching staff are expected to have a teacher training qualification. They are supported within the college to undertake a Cert Ed/PGCE qualification if they do not hold one. Staff on teacher training programmes are given 3 hours' remission of teaching to attend the Cert Ed/PGCE and are supported by mentors within their department. There are currently 6 staff trainees on year 1 of the programme (21%) and 10 on year 2 (50%). Heads of department are aware of the requirements of HE teaching staff qualifications prior to interviewing and through our PGCE training funded by the college, we are able to train subject specialists with level 7 qualifications in teaching to ensure that student scan benefit from Industry and subject expertise.

It has been noted at the university that the FdA Child and Family Studies students at Barnfield College are prepared well for their final top up year and consistently achieve high percentages of first class degrees and 2.1s. In 2016-2017, 6 students (40%) achieved first class honours degrees; with the remaining 60% achieving a 2.1.The achievement of Barnfield College students was considerably higher than that of students at the partner colleges.

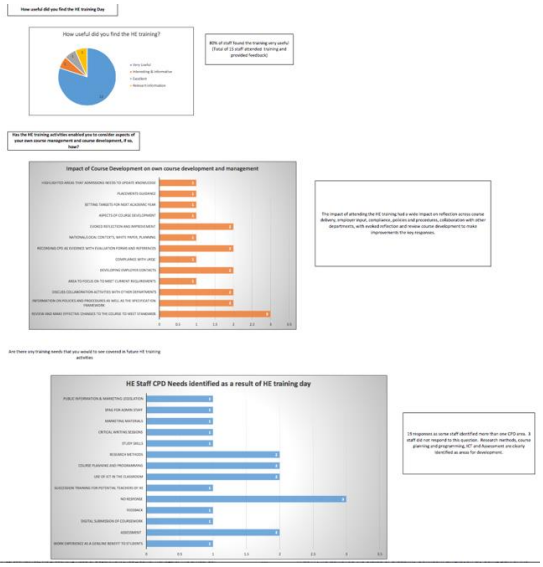
The college achieves positive outcomes for students in Assessment and feedback 89.06% (sector average 73.39%) noted in the NSS whilst the above demonstrates there is no grade inflation as the students are marked alongside those of other providers, second marked by comparable Colleges offering delivery and work is seen by 1 External Examiner for all the University and colleges provision and the review of unit statistics and discussion regarding any identified issues including high and low grades is monitored. Learning walks to observe staff informally follow themes on PREVENT, links to employment and career progression and Equality and Diversity (how does this benefit the students. EQUAL OPS. Grade profiles of staff delivering on HE programmes show 87% of the teaching is good or better. The whole college profile for all teachers is at 77% good or better.

Staff Development training and recruitment

The College currently recognises and rewards staff in a number of ways; Yearly staff awards to recognize new and long-standing members of staff, Yearly summer BBQ, Pay for PGCE and any courses essential to carry out role. Staff are encouraged to share good practice at weekly Friday staff briefings and training events. Specific HE training takes place during CPD weeks. Examples of HE training includes the 2/6/2016 focused on the updating of review including Enhancement and Internal Policy and procedure. 28/8/16 HE, whole staff development day ran sessions with internal providers on External reference points, Peer observation process and Sharing of good practice. Results were monitored.

Name of Provider: Barnfield College
UKPRN: 10000534

Staff conference/QAA training results of monitoring.



17/18 we held a Higher Education Conference for Staff (Oct 2017) on the theme of STE(A)M informed by The World Economic Forum research on the Future of job skills.[8] This prepared staff for the Staff and student HE conference 6/12/17.

The team of Advanced Learning Practitioners deliver bespoke sessions to teams or individuals as the need arises. Staff development needs are identified through the use of a Teacher Improvement Plan, lesson observations and appraisals. The Advanced Learning Practitioners provide training and engage with staff on a regular, informal basis, supporting and encouraging reflection and self-evaluation. We have a HR policy, Teaching and Learning which embeds CPD. Staff can also attend CPD at the University, and the college can provide PGCE / Cert Ed training.

CPD on standardisation includes the college working closely with the University and the awarding body, carrying out double marking, moderation and standardisation of work across the partnership/department and attending partnership-networking events. Regular HE meetings and exam boards are held internally for both Pearson and The university programmes so that common issues can be addressed and training needs identified. Staff attend external moderation events and exam boards at the university which students are made aware of. The HE Subject Area Leads and Head of Department for HE also attend external TEF and HEFCE external events.

Our recruitment practices are reflective of our Equal Opportunities policy In May 2015; Barnfield College was awarded the Two Ticks accreditation. This is a recognition awarded by Jobcentre Plus to employers who make certain positive commitments around employment, retention, training and career development. 41.2% of staff are from Ethnic Minority backgrounds. We have an employer assistance programme open 24hrs, stress questionnaires, free health checks with a gym and hairdressers, beauty treatments and restaurant on site for staff to use outside of their timetables day. If you state your disability in the equal opportunities section of the application changes or reasonable adjustments to the job, conditions, hours or environment that you may find beneficial, can be made and in 2017 we achieved the Investors in Diversity Standard at Stage 2.In 2017, we achieved the status of Disability Confident Employer. By being part of the scheme, we are ensuring that disabled people and those with long-term health conditions have the opportunities to fulfil their potential and realise their aspirations. The majority of HE staff at the college hold significant roles alongside their teaching, with 5 being Sector Area Leads (SALs) and Advanced Learning Practitioners (ALPs).

The college pays for specific training on Data analysis, Coaching and Management training held at college for all ALPS and SALS, to help develop their managerial skills to better support the lecturing

[8] http://reports.weforum.org/future-of-jobs-2016/

Staff and 10 training sessions on First Line Manager Training (January - March 2018). A Subject Area Lead for HE and an ALP also teach and assess at the University of Bedfordshire benefitting the college through their observation of parity of level and experience. Two Staff are allocated time to undertake external Examiner roles at other institutions. Visiting tutors may be used to bring Industry expertise and guest speakers inform delivery.

The course leader for teacher education is also a QTLS reviewer promoting and supporting the ETF Professional Standards within the teaching sessions. This sets high expectations on trainee teachers and equips them with the underpinning knowledge to develop their teaching skills and practice. The course leader is currently undertaking the Advanced Teacher Status programme with the ETF in their pilot cohort, showing a commitment to the Professional Standards and their teaching in order to support and mentor others.

Planned Future Continued Professional Development

Development for all HE teachers at Barnfield College will be to work towards HEA status. There is also a proposal awaiting SLT review to give HE staff remitted teaching time for scholarly research activity and employer engagement. This is in line with the enhancement strategy and the college's aims to grow HE provision, supporting staff in attaining high qualification or upskill. HE SAL and HoD devised a peer observation process in response to the QAA report on the HE ethos in Colleges [9] This system of peer observation specific to HE has been formulated for HE observation and was noted in QAA.

The Extended Project Qualification was piloted in 2017 for Level 3 students with English and Maths and sits within the HE department as we believe the EPQ will develop higher level skills and prepare students for HE. In 2018, it will be launched at the University of Bedfordshire, students will benefit from supervised library access if taking this additional qualification, aiming to raise students EPQ excitement and aspiration. Training for staff to facilitate an increase in numbers of students gaining this qualification will take place prior to September 2018.

Learning Environment

Learning resources was the only area to gain less than the sector average, though as it was considerably lower (15.36%) it had an impact on the overall satisfaction rate. Responding to student comments within the NSS and the low score in this area, the library resources (e.g. books, online services and learning spaces) have supported my learning well 68.75 % and I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to was 81.25% both below sector average.

In partnership with the University of Bedfordshire, the Higher Education team have secured access for all higher Education learners to the Learning Resource Centre at our Partnership University of Bedfordshire for no extra cost to the College or for students. This means that all Higher Education learners have exceptional resources to engage with as they have h had significant investment in the learning environment supported by an Academic Reading and Resourcing Strategy, which ensures resources and spaces are effectively targeted and appropriately utilised. The College survey by the Spring of 2017 saw a marked improvement Resource Centre (Library) supports my learning needs Answered: 133 Skipped: 4 85.72% (slightly above sector average). Via Moodle they can use may resources from home too. Staff are focused on maximising student potential through helping find the best sources many of information and delivering workshop activities on developing academic study skills such as essay writing, note taking, time management, referencing and getting the best out of the LRC material. The LRC collection encompasses books, journals, newspapers, multimedia and online resources including e-books. Laptops are available.

[9] http://www.qaa.ac.uk/en/Publications/Documents/Capturing-HE-ethos-college-higher-education-practice-13.pdf

The learning environment at Barnfield College has been designed to meet the needs of students and support curriculum delivery with specialist rooms and equipment to support the delivery of higher education modules. Resources for FdA Beauty and Spa facilities are current and meet industry requirements and the External Examiner notes that client feedback is outstanding with regard to the practical treatments received by the external public operation base, reported though emails to the Salon supervisor, Lorraine Knight. The students are work ready when they leave the programme as they complete 30 hours work experience work in a real salon situation and supervise their peers. Media has a TV studio and works closely with the construction students to develop and produce sets. External examiners for art, design and music have noted in their separate reports the excellent quality of resources at the college. The college has a dedicated Higher Education Centre, offering a transition from FE into HE, comprising of a lecture theatre, bright modern classrooms and a common room with private study areas for HE students. Within the main college campus, the LRC has developed an HE Library Hub, a quiet study area within the LRC for use only by HE students.

Academic support scored in the NN 87.5% (sector average 79.91%) Barnfield HE Survey: 94.57% Academic support for learners is provided through one to one tutorials with teaching staff. Students set targets, which are monitored and reviewed on a regular basis. BREO is the learning platform used for the ITT and FdA programmes and Moodle is used for the HNCs/HNDs. Students are provided with information and training to help them access and utilise these systems. Ongoing support is provided by teaching staff and IT technicians as required. Laptops are available for student use in both the HE Centre and the LRCs at both campuses. The LRC team maintain resources as requested by the students and teaching staff. Students can access learning materials through BREO/Moodle, allowing students remote access to materials if they cannot attend college.

The College and NSS note low survey scores and the need to improve computer access.) I can access a computer on site whenever I need to - Answered: 131 Skipped: 6 67.94%). Responding also to comments in the NSS as part of the actions, Full time staff have Laptops so that electronic registers and tutorials can be uploaded in a timely manner, and Laptops in the library have Creative suite for Art, Design and Media Students to more easily access outside of timetabled hours. Students can access the computers at the university 24 hours a day and in the holidays. Computer access will be reviewed through the digital Strategy Group as part of the 2021 new build. The IT resources and facilities provided have supported my learning well scored only 60%. Drilling down to specific student needs. Laptops in HE centre checked, cleaned up and checked for battery life. BCC launched in September 2017 aims to make it easier for students to access materials via phone. Media students voiced through team meetings that that the old MACS did not run quickly enough for HE needs. Request for new HNC and HND Media computers has been placed and this should ensure more MACS for music and Art as they can be added to their existing facilities as the memory requirements for these areas is less. A Media students was on the Digital Strategy board and the Capital Bid was approved and the resource needs have been met (Nov 2017). The Colleges Digital Strategy Group informs investment and HE Staff and students informs this process and a HNC Media student was part of this group for 16 17. [10]

Open drop-in sessions are provided by the Additional Learning Support (ALS) department are available to all students on Wednesday afternoons regardless of identified need. This is where students can get help with academic writing and individual support. The HE team also has access to a specialist English teacher who provides support with academic writing, referencing and research. Students who need help applying for additional funding for particular needs can access support through the ALS dept. As from December 2017, team meetings have identified need for additional academic tutorial support. In response, the SAL for HE will have open tutorial slots available to all HE students from all courses to provide additional support.

Tutorials are recorded on the college's intranet through the ProMonitor system. Students are trained and supported to use this system to set their own targets within their electronic ILP, which can then

[10] The VLE is supported by other online learning tools which together are badged as Bedfordshire Resources for Education Online (BREO) . MOODLE is the Barnfield College VLE

be monitored and reviewed, by both staff and the student. Any student deemed 'at risk' due to attendance or personal issues will be monitored through ProMonitor and supported by the course team according to their need. There is a designated safeguarding team with the student services dept. The University's 2Q assessment feedback process was developed in conjunction with its students in 2011/12 and requires staff to provide focussed feedback around two areas: how well the students did against the provided assessment criteria (feedback) and how they might improve the completion of similar tasks in the future (feedforward). Staff may go beyond this, and many do, but the provision of lengthy feedback is generally discouraged so that students are clear about the areas they need to focus on in future work.

Students are made aware of how to access support through this team at induction and given safeguarding cards. Course team meetings are used to identify and track any student who is at risk and support is then provided by the relevant department. The college holds internal HE Exam boards to ensure consistency and standardisation of practice across all HE courses. Student concerns will be recorded at these meetings and tracked to ensure support is put in place. Any concerns brought up during the Exam board regarding attendance or referrals of work will, through chair's actions, result in a letter being sent to the student offering tutorial support in the first instance and requesting a meeting with their tutor at an agreed set time. Fashion and Art student benefitted from a New Laser Cutter facilites and requests from the University of Bedfordshire about collaborative access to the Barnfield College Art and Design workshops facilities confirms the excellent resources. Art, Design and Music students benefit from 3 full time technicians that provide support in specialist areas, providing support for learners in achieving their personal objectives outside of structured lesson time. The excellent Art Design, Music and Fashion Workshop Facilities were noted by the External Examiner. Fashion and Fine Art students requested improved studio workspaces, the college responded promptly with rooms divided and a bigger room.

No matter which site the main study is delivered in, HE students will be able to access the Higher Education Building. This facility has quiet study areas, sofas to relax in and laptops that you can access. It also has a specialist Lecture Theatre providing an experience more like that of a university and can accommodate around 100 students should there be a requirement through a sliding door system allowing for flexible space. Students have access to Laptops in the HE block and in the Library at both campuses. The Library at the University is available to students 24 hours.

Meeting student needs.

The College has been striving to create unique points of entry in order to provide education throughout the year. Rather than one October start date, Barnfield has now created an entry into Higher Education in January, thus ensuring that it has further opportunities to serve the needs of the community and provide the necessary higher-level skills that are needed. This will be expanded and there is currently an emphasis to consider how units of study could be delivered throughout the year so that learners could gain skills to support their own work environment and professional status.

Employer engagement

Communication with local employers has also been used to shape the structure of Higher Education programmes. Staff profiles are both industry related and academically positioned so that they can provide support with educational and professional aspects of programmes. This means that links are already established with professional industries and a working knowledge of vocational areas is evident throughout course content and structure. Example: SAL for HE currently sits on the Luton Cultural Educational Partnership board to discuss cultural developments in Luton.

The College is working to build up a bank of employers that can help to secure work experience for learners, so that they will develop a professional CV of relevant work experience by the time they leave all Higher Education programmes. This will help learners move into the world of work with professional attributes that relate to their field of study. The College can benefit in placement knowledge developed as part of the FE delivery. An Area of Good Practice Identified by QAA was:

The engagement of the Health and Safety Manager in due diligence reviews of placement providers (Expectation B10). The FdA in Beauty and Spa management for example can make use of structured placement delivered through training by experienced tutors who have skills through previous FE placements can ensure that students work based learning is meaningful to employer and employee raising graduate skills levels and ensuring skills needs are met. Students benefit from existing resources for level 3 and 4 and 5 study while the course leader is trained to level 7 and is able to develop in the HE student a theoretical, academic yet vocational experience.

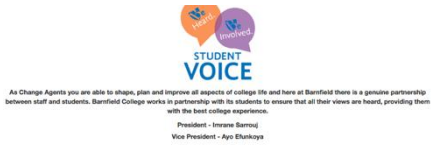
'Students report that discrete skills, including teamwork, problem solving and interaction with one another offers insight into employability skills and awareness of personal capability. Students also report that their courses prepare them for placements and stimulate ambition for further study or career direction' QAA
Some of the key strengths we believe are; The College has an Employer Engagement policy, Employer Forum. We run apprenticeships at HE level. We have a guest speaker programme and ran Interdisciplinary Art, Media, Music exhibitions and Fashion shows linked to the local arts employment sector, working with to Luton Culture. FE to HE day where by students deliver a taught session to lower level students gaining teaching and mentoring experience. HE STE(A)M (6/12/17) conference, responding to research on the future of employment and rise in demand for creative thinking skills. Interdisciplinary approach as noted by QAA.

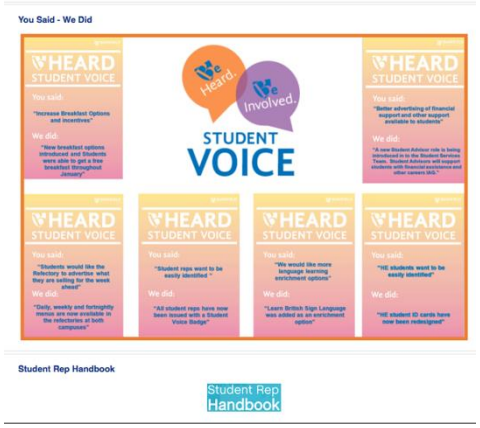
Student Voice

There is a specific HE section within the Student Involvement Strategy June 2017.docx
The HE students and HE student voice are active in student involvement at Barnfield and follow the lines of this strategy. Higher Education Representative Meetings have taken place centrally and have been organised by the Student Services department who attend Higher Education meetings and exam boards. HE had a student representative on the Higher Education Academic Board in 2016 though this has been revised due to monitoring its effectiveness. NSS also informs the Higher Education Review at Barnfield though the number of students required to participate means that NSS is used to help formulate the survey monkey HNC and HND and PGCE questions, so that there is common practice on student feedback across all Higher Education provision (FdA, Cert Ed/PGCE, HNC and HND) while still taking the responses as indicators of student voice.
Response in questionnaires has been positive:
Q17: The college listens to student views through student representative's meetings and surveys (Access and HE Student Survey Spring 2017) had 86.15% agreeing or strongly agreeing.
The NSS results were also positive Student Voice scoring 81.25% as oppose to 69.18% Sector-wide Agree

HE students elect their student representatives (student reps) independently from the whole student cohort and have a member sit on the Student Partnership Council in the position of Access and HE Communications Officer. The HE student representatives join the FE student rep meetings however also have their own meetings where the HE student Voice is the focus, which occur once a term. The AHECO would also represent the HE student body at the termly HE Academic Board meeting. Student representatives are provided with training and a student representative handbook.

HE Student Reps are also asked to attend a termly course review and complete a brief Mid-Year (February) and End of Year (May) Review to help the college monitor and evaluate our provision to ensure we are continuously improving and developing to deliver an excellent learner experience. They are asked to report on Unit delivery to inform the tutor review process and are held on SharePoint. Small issues can be resolved at HE meetings. The main issues were the Students wanted separate badges and this was responded to effectively. Student representatives on FdA programmes also attend Portfolio boards at the University. Students can see the response on Moodle and on BREO.





Barnfield continues to review the effectiveness and impact of student voice. Improvements trialled in 16/17 included a HE Governor with HE representation at board level, involved in the overview of HE through attendance at the HEAB, Attendance at the QAA visit, HE on digital strategy group meetings to help develop all IT college resources and to feed in at HE student level into changes in Digital policy .One action in response is: Student Voice has changed badges so the HE learners can be easily identified.

Student Outcomes and Learning Gain

The College is continually looking at ways in which learners can work in an interdisciplinary way and this has worked well in HNC and HND which all share a common professional practice unit. QAA singled this out as an area of Good **Practice**: The engagement of students in internal and external interdisciplinary learning opportunities (Expectation B3). The Barnfield college questionnaire to Q14 Barnfield College has prepared me to progress into my chosen career path was 91.54%(Answered: 130 Skipped: 7) Q22 Overall I am happy with my course at Barnfield College (Answered: 132 Skipped: 5) 94 %
An Enhancement Statement has been written to widen learning and personal development of all learners, which embeds cultural, and employer engagement and an interdisciplinary approach to learning at its heart. The was presented to the HEAB and was the focus of HE staff development in 2016/17. Enhancement formed part of the rationale for HE STE(A)M (6/12/17) conference.
Project based learning, peer-driven and/or mentored learning, vertical learning strategies, shared workshops, and taster days, offer powerful mechanisms to deliver cross-curricular provision, but more importantly the chance to offer new effective learning experiences. Barnfield has a commitment to continually make sure that opportunities are sought for students in order to increase their subject knowledge as well as gain important experiences that develop them as individuals.

Learning opportunities NSS score for Barnfield college was 87.5% (sector wide 83.55%). I have had the right opportunities to work with other students as part of my course 75% (Sector average 84.44%). The HE team have started a number of initiatives to raise these scores and develop a HE

Ethos and culture within the college with the HE common room and Hubs in the LRC. The College also has a HE graduation ceremony bringing the HE students together for a celebration of their achievements. The NSS scores, meant that we could identify the need for this approach to work beyond the 15-17 Pearson qualifications and that the Guest Speaker and Lecture series did not provide enough opportunity due to timetabling (student voice). In 17/18 the Higher Education Conference for staff and students STE(A)M 4/12/17 meant HE students including Cert Ed,PGCE and apprenticeship students benefitted from cross-curricular exposure. It aimed to bring all courses together academically in activities, through the lectures and socially though the lunch provided during which, LRC centre and the IT team had a stand to provide help and advice. It is hoped also that this conference will respond to NSS feedback on the Learning community which had a response only .89% above sector average and which therefore we have identified as being at risk. The theme was formed through staff research into Oxford and Harvard Universities application processes and employer skills needs for 2020, recognising the need for enhanced creative thinking in support management and business skills. Staff from the University of Bedfordshire were also invited to attend. The activities included, developing a CV and creative thinking, skills need in 2020, a PHD student discussed their research methods and another guest speaker discussed creativity linked to lifelong learning. All those who attended received certificates and success will be monitored through feedback sheets compiled at the end of January 2018. Students or staff from every course attended.

Learners work with industry to gain higher level skills in critical thinking, writing, project development and presentations, which relate to a specific subject area. In line with the Enhancement Statement, learners will be supported to develop industry links and gain valuable work experience in order to become more confident and competitive within the market place. Trips and field studies (Berlin 2016, Barcelona2017 and Florence2018) will enhance learner's experience of programmes and give unique experiences that help to contextualise their own studies and provide a framework for personal development. The university marking system accessed through BREO means that FdA students can benefit from an online 'classification prediction' tool helps students to understand their achievements and identify how to further develop.

Conclusion,

New courses will continue to build on employer engagement in order for there to be a relevant focus and development of skills needed for the employment sector. Barnfield is committed to following its own clear path (3-year strategic plan) and evidence shows that the transformational changes implemented since 2015 have significantly improved the quality of our students' experience through the December 2016 QAA review. We are confident about our future, but not complacent, the number of exciting initiatives underway such as the new building, greater volume of HE apprentice numbers, new qualifications and standalone Units, improved links with business, and our continued strong partnerships with the local University, employers, cultural organisations and forums with Student voice always at the heart of what we do.