TEF Year Three - provider submission

Provider Context

Our Vision

Our vision for Higher Education is to be the leading provider of Technical/Vocational and Academic education which is sector-relevant, flexible and affordable. At the heart of this vision is a desire to provide an outstanding educational experience through a highly responsive, economically valuable curriculum that is underpinned by innovative and excellent pedagogical practice. The national HE context has undergone significant change in recent years, with increased competition and rapidly changing technologies and expectations together with the opportunities in current and emerging legislation. Our direction of travel over the next four years, is informed by our six strategic aims designed to capitalise on the potential articulated through the white paper - *Success as a Knowledge Economy: teaching excellence, social mobility and student choice.* This, together with the *Post 16 Skills Plan* and the findings of the *London Area Reviews* creates the opportunity we believe to achieve significant and well-planned growth during the life of this strategy. HE is a catalyst for change in our local community, through enabling economic regeneration and creating opportunities for all. We believe that providing high quality, accessible and affordable HE remains the key to our continued growth and success.

We believe in providing high quality, accessible, employment focused higher education.

Our current position

In May 2012 the Quality Assurance Authority (QAA) confirmed that the academic standards and awards the College offers on behalf of its awarding bodies and the quality of student learning opportunities fully meet UK expectations. With an existing base of strong student satisfaction and significant success in widening participation, we value the crucial contribution we make educationally, economically, socially and culturally. With clear dynamic leadership, highly professional staff who really care about what they do and how they do it, a commitment to continuous enhancement, together with a responsive and collaborative culture, we believe we are well placed to drive further growth and excellence. HE is delivered through the academic departments, predominantly at the Hammersmith and Fulham College but also at our Ealing Green College our subject areas are as follows;

1. Motor Vehicle and Engineering
2. Graphic Design
3. Computing and IT
4. Hospitality and Catering
5. Business
6. Health and Social Care
7. Teacher Education 16+

The College works in partnership with Pearson Education and Canterbury Christ Church University

Planned Changes

For the principal stakeholders, our students, we fully recognise that the economic outcomes of their study will be crucial as such we will seek to develop our programme portfolio in line with sector recognised and degree title programmes. As the market adjusts to differing demands for subjects and the emergence of new professional roles and as we head to 2020 we have plans to increase the availability and accessibility of vocational HE. This will be focussed on the needs of the local and regional population as well as business and industry. The key feature of our work will be to develop existing and new strategic relationships with awarding partners, this will ensure that we have the opportunity to develop high value and vocationally relevant degree title programmes. These relationships will be underpinned and enhanced by our existing strategic and high-quality relationships with key employers and industries in West London, many of whom we currently provide professional training and apprenticeships. This will ensure that our programme portfolio has currency and real value to both students and employers. Equally, we will work closely with the London Enterprise Panel (LEP) and align our programme portfolio to the key skills needs described in *London 2036 an agenda for jobs and growth*. Using these key external drivers and collaborations we will achieve our full potential as a College of high volume, high quality HE provision. We will do so by developing a University College by 2020 and, reflecting the opportunities outlined in *the London Area Review* we will additionally develop an Institute of Technology in during the life of this strategy. This will allow us greater autonomy as an organisation and as such put ourselves in an excellent position to meet the diverse learning needs of our students, industry, employers and the wider community.

Teaching Quality

The Learning and Teaching strategy was developed in consultation with staff, and in particular, through feedback with students. Staff are strongly encouraged to develop teaching strategies which actively set out to challenge the orthodoxies in their subject or discipline; to go beyond traditional modes of teaching and course content with a view to reconceptualising disciplines and develop students' ownership of their subject, their learning and their development.

The ultimate aim of Ealing, Hammersmith and West London College is to produce graduates who are:

1. Highly employable, exhibiting economically valuable graduate skills and the attributes of autonomy, criticality, creativity, resilience and who are excellent communicators;
2. Ambitious yet idealistic and committed to ethical behaviours;
3. Respectful of and value cultural differences;
4. Able to access a wider range of employment and professional opportunities;
5. Confident and competent to take on management roles in the workplace, the home and the community;
6. Able to compete for senior and specialist roles within their vocational area;
7. Entrepreneurs who are able and willing to innovate seeking ever more effective ways of working within the sector.

To these ends we embed employability and entrepreneurship into our teaching, learning and assessment activities, together with a wide range of professional skills. This includes the use of; field trips, expert speakers, 'live' engagement with employers and using real-life project briefs as assignments and assessment tasks. This leads to high levels of positive progression into further study and highly skilled employment, DHLE data being very positive for the college.

Moreover, these activities are highly valued by students who consistently seek career advancement and economically valuable courses.

Pedagogical Approach

The pedagogical approach at WLC is informed by two of central strands; the first being based on its mission statement and the strategic objectives of the College for HE, the second is based on student feedback that has been collated over several years. The College expects that all staff members to strive for excellence in their job role this includes its tutors and curriculum staff, accordingly we expect staff to develop effective reflective practice that embeds a culture of continuous improvement. Our approach to delivery is directly and explicitly focussed on the development of students' graduate skills that are underpinned by profound and current subject knowledge. For that reason, the College's work in relation to learning and teaching is based on the three key literacies;

a) Academic

The College recognises the learning needs of its students in relation to their development of academic literacy we see this as a critical skill in enabling students to engage with, and articulate, their knowledge and understanding of their subject. Central to this is the role of the lecturer in facilitating students' capacity to find their own voice within the discourses of their subjects. This will include developing the students' capacity to understand the use and value of engaging with the wider material that forms the discourse of their subject and how this can be utilised to develop and inform critical thinking and praxis. Equally, students are enabled to understand the iterative nature of representing and communicating their thinking whether this is through writing, oral presentation or work-based products. Central to these delivery paradigms is the tutor's role is promoting creativity and problem-solving together with tenacity and divergent thinking skills.

b) Employability and Professionalism

The college sees student employability as far more than the acquisition of a particular job. It aims to empower our students to reflect on their own individuality within their chosen career, to behave ethically and to strive for excellence and praxis in their profession. Employability and professionalism is based upon the Higher Education Academy's broad definition of employability as: 'a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.' The College ensures that our graduates stand the very best chance of securing the type of employment they want, and that they are in very high demand by employers. In order to achieve this, the College will provide students with holistic educational experience that develops in our students a range of knowledge, practical skills and attributes that will equip them for the future in whatever field they choose. The College develops opportunities for leadership and management through its curriculum design as well as by developing research skills and communication skills together with the ability to manage their own intellectual, personal and professional development.

c) Learning

The academic success and personal development of our students is dependent on their taking personal responsibility for their learning and taking up the opportunities offered by the environment in which they work and study. A key consideration of the staff is to foster

independence of thought together with the capacity to challenge their own thinking and that of others in order to develop confidence as co-creators of knowledge. Through our teaching we enable students to reflect on and understand their own learning processes as an autonomous undergraduate who strives for excellence within meta-learning experiences.

These priorities are enabled through the nature of Higher Education in a Further Education setting which allows for smaller class sizes. This is a key feature of ensuring our commitment to widening participation where the maximum class size is 18 students, and this enables us to embed the three key literacies identified above through our pedagogical practice. In particular, higher levels of staff contact hours support students are critical in supporting students to transition from level three to undergraduate study. We find that making a purposeful and confident start to their studies at HE levels where students can develop as meta-cognitive learners who can develop high level professional skills. We offer an induction that is designed by students in conjunction with the teaching team and is delivered incrementally over the first 6 weeks of teaching. Several aspects are 'refreshed' in the second semester and students place significant value on this.

The College has taken a whole institution approach to actively support and monitor students' engagement with their studies, the progress of HE students is monitored alongside FE students and swift and effective support is put in place to support students where necessary. This ensures good levels of student retention and achievement and builds a supportive and nurturing student's experience as they progress through academic levels within the College.

Personal tutors support students and ensure that they access pastoral support promptly and efficiently. To this end there is designated HE Student Services support, IAG and a Disability Coordinator. There is additional specialised support for higher education students; where disclosure, referral and poor levels of engagement and success trigger interventions to support students. Progress with learning is monitored through the VLE and where students are experiencing difficulties there is immediate intervention and a recovery plan is put in place that seeks to support the student. Mid-year analysis of student retention in the current academic year indicates that student retention is at 95%.

Feedback: Student feedback and learning experiences

A critical self-awareness to challenge and evaluate all our activities is fundamental to our on-going quality enhancement and development. This is the fundamental approach to teaching at WLC; it is supported and enriched by learning and teaching strategies that enable students to become active and autonomous students who take responsibility for their own learning as creators and co-creators of knowledge and ideas, not passive recipients of teaching. Student' feedback indicates that face to face teaching creates the best educational environment. Specifically, students value teaching that;

1. Is challenging and clearly focused on the learning outcomes of the programme and modules;
2. Clarifies the learning expectations of set tasks whether they are formatively summatively assessed.

3. Draws on the professional experience of the tutor particularly at high levels or specialist work;
4. Sets high expectations, is explicit and unambiguous;
5. Recognises the specific learning needs of non-traditional students;
6. Draws on the learning inherent in the students' workplace;
7. Uses assessment tasks that are clearly related to advanced level vocational practical skills of the workplace;
8. Clearly communicates and embeds the principal academic thinking skills of synthesis, critical analysis and evaluation that underpin their discipline.

In view of this feedback we deliver learning in a clear, explicit and professional way which is based on deep and current subject knowledge. We employ the approaches outlined above making a judgement of what best suits the needs of the students and the requirements of a programme.

Assessment and feedback to students

Assessment is an integral part of the learning process and the College Assessment Strategy sets out clear parameters for the provision of feedback, and the expectations that teaching staff have of students in this regard. The College encourages students to use tools such as Turnitin to facilitate an understanding of the nature of plagiarism and to provide them with an opportunity to self-police in advance of the submission of coursework and other assessed material.

Informative and successfully developmental feedback is strength and reflects the FE in HE setting and initiatives to support learning. Individual and peer feedback is used to support learning in response to formative and summative assessment and a central tenet to College teaching practice. The record of formal submission and feedback is via Turnitin, providing students and staff a chronological and accumulative picture of student development and achievement and this is enhanced by group and individual feedback as part of the trajectory of the teaching programme. Good feedback practice is further supported by the use of Pro-Monitor, where students can participate in peer and 360-degree feedback and agree learning targets.

Student feedback is a key measure on the impact of teaching, student feedback is sought through end of module reviews, 3 on-line surveys each year (NSS style questions) and student fora which takes place 3 times each year. Students also attend Course Boards and the Higher Education Group, Annual Course Reviews scrutiny panels. The outcome of student feedback in quality assurance has already led to a review of all key quality assurance and enhancement strategies, the development of social and study spaces to reflect their learning and social needs. This supports emerging independent learning and collaborative working with peers and staff.

Learning Environment

Resources:

The college enjoys a large well-equipped campus in central London where there is ample accommodation made available to students. This includes; a HE learning and social space, a large bespoke HE learning room fully equipped with computers and a wide range of software, this is supported by designated member of learning centre staff who is available to students

for both learning and IT support. The college, being a 'Google college' has embraced virtual learning, all students are allocated a chrome book for their use throughout their courses and this facilitates flexible and effective learning. This is a key requirement for non-traditional students who have many external priorities and frequently have both employment and family commitments. Students report very positively on their access to and use of IT. A College capital bids process allows departments to acquire specialised resources and this forms part of the curriculum planning process, enabling flexible, informed course delivery to be tailored to the needs of student and subject.

In response to student feedback, a joint action plan was developed with the Student Forum, proposing the development of:

1. Social and learning spaces to diversify learning opportunities and form a cohesive HE student identity.
2. HE Library Support to be put in place to cover all opening times
3. A one stop shop for all on-line resources to improve students access to them.

Research and Scholarship

All staff involved in the delivery of HE programmes will begin the process of gaining HEA Fellowship status in 2017/18. There is an additional expectation and support for a minimum of 30 hours of professional development each year and HE staff attend and are encouraged to participate in HE specific staff development activities, organized by the Quality Team. A two day an annual teaching and learning conference provides a forum for cross departments and the college.

Student Outcomes and Learning Gain

Programme Title	16/17	
	No of students	Comp. rate
Health and Social Care Management	18	89%
HND Vehicle Operations Management	34	85%
HND Graphic Design	4	50%
HND Computing	7	86%
Foundation Degree Business		N/A
HND Business Management	14	79%
HND Hospitality Management	3	100%
HND Travel & Tourism Management		N/A
MBA Staff		N/A
MBA Hospitality Management		N/A
Cert in Education	4	75%
PGCE	18	94%
Overall Completion Rate		86%

At WLC we have high levels of student retention and achievement in all but a few localised areas. In the year 2016/18 86% of students achieved their full qualification. This is largely brought about by the development of the three literacies identified in section Teaching Quality above. We recognised the learning needs of many non-traditional learners who also speak English as an additional language and we endeavour through our universal practice and support mechanisms to equip students with both the skills to learn and the motivation to do so through the development of their graduate professional skills.

Employment and Further Study:

WLC students, who initially enrol on HND programmes, frequently seek to stay with the College to continue to further study, the advantages they cite are the vocational relevance to their learning, the supportive learning environment as well as personal necessity to remain close to family and employment commitments. Unfortunately, this is not possible at this time as we do not offer Top-Up degrees, through our on-going partnership work we planning to deliver Top-Up degrees in the forthcoming year. For non-traditional students, this is significant progress from

vocational learning to higher level study. The DLHE survey demonstrates consistently good levels of progression to study or employment, this reinforces the value of the learning environment at the college and their preparedness for higher levels of study, together with the pastoral and academic confidence building that takes place at the college in their formative years. Similarly, their earning potential is significant and above national averages. IAG is a critical aspect of ensuring good levels of student progression and students' educational and personal goals are scrutinised and understood by staff both at their earliest engagement with the college and throughout. Students are encouraged to participate in English and mathematics GCSEs as a key aspect of their progression opportunities.

Employability and Transferable Skills:

Learning seeks to be vocationally relevant and academically rigorous with a clear focus on the students' long-term employability, as such all students participate in work placement. This is closely monitored, and the assessment tasks seek to exploit the inherent learning as far as is possible. In the year 2016/2017 all students on work placement were offered employment at an appropriate level by the end of the course. Many students took up this opportunity and have used this a s a key facilitator to their advancement to both further study and graduate employment. The College is very committed to maintaining a practical, vocational and professional approach to leaning and teaching and this is outlined in the learning and teaching strategy.

The College is a partner many local, regional and national initiatives, and works closely with the LEP initiatives specifically our engagement with employers seeks to:

1. Enable employers to become more productive and efficient by offering a responsive, flexible and value for money service;
2. Offer a range of apprenticeships and training opportunities through higher, advanced and degree apprenticeships;
3. Support employers to develop and extend the skill sets of their existing workforce
4. Address the high-level technical skills gap in London;
5. Contribute to the number of job-ready candidates graduating from the college