Name of Provider: Bury College
UKPRN: 10001005

TEF Year Three provider submission

Provider Context

Bury College is a large tertiary college in Greater Manchester. The College attracts students from a wide geographical area including Bury, Rochdale, Manchester and Lancashire. The College has, for many years, offered a wide range of full and part-time higher education qualifications that meet the needs of students who want to enhance their career prospects, are looking for a career change or simply wish to continue their education to a higher level.

Bury College works in partnership with a range of Higher Education providers including the University of Bolton, University of Cumbria and Pearson. The Higher Education curriculum portfolio reflects the College's tertiary and community nature with qualifications available at HNC, HND, Foundation Degree, Bachelor of Arts and Bachelor of Science in both full and part time modes of delivery.

Bury College's mission statement is defined as: *Developing individual potential. Inspiring excellence. Promoting prosperity through knowledge*. The four key higher education strategic aims for achieving this mission statement are:

- To develop Bury as a university town through the co-ordinated development of new higher education programmes with key partners
- To ensure that Bury College's higher education offer remains relevant to the needs of the community and employers as identified through the external needs analysis report
- To provide opportunities for progression onto vocationally relevant higher education programmes
- To ensure continued high quality provision and further improve the higher education experience for learners.

The profile of students studying at Bury College on university programmes between 2013/14 and 2017/18 is detailed as follows:

Profile of students studying on University Programmes 2013/14 – 2017/18

Category	2013/14	2014/15	2015/16	2016/17	2017/18
Age:					
18-20	85	127	143	166	116
21+	196	144	174	193	175
Disability:					
Student has a learning difficulty or disability	40	39	50	61	42
No learning difficulties or disabilities	233	230	260	287	240
No information provided	8	2	7	11	9
Gender:					
Male	70	48	70	89	56
Female	211	223	247	270	235

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Category	2013/14	2014/15	2015/16	2016/17	2017/18
Students with a widening participation postcode:					
Yes	119	138	150	157	145
No	162	133	167	202	146
Largest Ethnicity Category:					
White British	216 (77%)	210 (77%)	222 (73%)	276 (77%)	233
Asian/Asian British – Pakistani	27 (10%)	24 (9%)	26 (8%)	28 (8%)	19
Total number of Students	**281**	**271**	**317**	**359**	**291**

The age profile of the College's university students has decreased to 40% of the population under 21 years of age compared to 46% in 2016/17. The number of students declaring a disability has also decreased slightly in 17/18 with 42 (14%) of the student population identifying as having a learning difficulty or disability compared to 61 (17%) in 2016/17.

The College has also evidenced a decrease in the percentage of males enrolling in 2017/18 (19%) compared to 25% in 2016/17 and 22% in 2015/16. In 2014/15, 18% of the student population were male.

The percentage of students identified as coming from a widening participation postcode has increased in 2017/18 to 49.8% compared to 44% in 2016/17 and 47% in 2015/16. The second largest ethnicity category is Asian/Asian British – Pakistani which represents 6% of the total Higher Education population in Bury College in 2017/18 (8% 2016/17) compared to 4.9% in Bury and 2.7% for the region.

As part of Bury College's commitment to widening participation, it is an active member of Greater Manchester Higher, a National Collaborative Outreach Programme, which enables the College to develop and deliver a range of activities aimed at learners and teachers in schools and colleges within the local and regional area. As part of this project, Bury College has appointed a Higher Education Outreach Advisor who works with the targeted high schools and internal college students to raise awareness of Higher Education
As part of the planning for transition process for post 16 students, a range of activities take place throughout the academic year to promote progression into Higher Education. Activities include presentations from Higher Education staff on the range of programmes available, support in writing UCAS applications, tours of the new University Centre and a bursary for internal students who progress directly on to a Bury College programme, subject to satisfactory attendance and performance. Students also have the opportunity to access Information Advice and Guidance sessions which will be held twice weekly and facilitated by the Higher Education Outreach Advisor.

The primary area for Higher Education delivery is the newly built University Centre which accommodates both full and part time non specialist delivery. The centre includes classrooms IT suites, a large lecture room and a Social Learning Zone which was designed in partnership with first year undergraduate students. As the Higher Education provision has grown over the previous two years, additional IT resources have been added to this area to meet the demand and in response to student representative feedback**.** The dedicated building also enables the College to establish a Higher Education culture which supports learning and teaching at Level 4 and above. The College will continue to work with the student body via the student representatives, to further embed this culture.

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In February 2016, Bury College was subject to a QAA Higher Education Review which identified the following 5 areas of good practice:

- Flexibility of the admissions procedure and the personalised level of support and information given to applicants throughout the process (B2)
- The personalised and collaborative platform provided by the VLE that gives students greater ownership of their learning experience (B3)
- The high level of individualised pastoral and academic support which enables students to develop their academic, personal and professional potential (B4)
- The comprehensive and systematic representation structures and support which empower students to contribute to the enhancement of their educational experience (B5)
- The consistent, high quality and timely feedback on assessment which facilitates the achievement of learning outcomes (B6).

The review identified the following Affirmations:

- The steps being taken to improve and enhance the lesson observation process and the role of the Learning improvement Leader in the ongoing support and development of staff
- The work being undertaken to establish the Higher Education forum to formalise the dissemination of good practice.

The review made the following recommendations:

- Ensure that the quality initiatives and activities are evaluated at a strategic level to inform the enhancement of higher education
- Strengthen the role of the senior deliberative quality committee to ensure that higher education policies and procedures are effectively monitored and systematically reviewed
- Ensure that self-assessment and quality improvement plans are rigorous at all levels and fully cognisant of key quality reference points.

In order to address the review's recommendations, the College revised the higher education quality assurance procedure with the creation of two separate committees as detailed below:

<u>Higher Education Quality and Standards Committee</u>

The terms of reference for this committee is concerned with the development, implementation and review of the Higher Education quality policies and their alignment to the relevant Quality Code, Framework for Higher Education Qualifications(FHEQ) and the Foundation Degree Qualification Benchmark (FDQB). The committee also oversees the adoption and implementation of strategic quality enhancement processes to support a culture of continuous improvement.

<u>Higher Education Strategy Committee</u>

The terms of reference for this committee is to oversee the strategic curriculum developments which meet the needs of the local, sub regional and national priorities and contribute to the College's Higher Education and Apprenticeship strategic objectives. The committee also has oversight of academic matters relating to programme content development and compliance with the relevant Quality Code of Framework for Higher Education Qualifications(FHEQ) and the Foundation Degree Qualification Benchmark (FDQB).

The College also holds a Higher Education Programme Leaders Committee which was identified in the review as being effective for managing the quality assurance process at an operational level. The committee's primary remit is to share, discuss and contribute to quality enhancement processes to support a culture of continuous improvement.

TEF Metrics

The TEF core metrics use full time as the majority mode of study with 70% following this mode of attendance. Across the six metrics for both full and part time study, the College has four positive flags for part time mode and one negative flag for full time mode 'teaching on my course' which is also has an indicator value in the bottom 10% of absolute performance. The primary reason for the low score for teaching relates to two specific full time courses which were underperforming in terms of student satisfaction. As a result of student feedback and the subsequent initiatives discussed in this submission, significant improvements have been made on these two courses as evidenced by the consistently high internal survey results and, ultimately, the high achievement and progression rates. Therefore, based on this initial hypotheses, the College's TEF award would be Bronze. This provider submission provides additional evidence regarding the investment the College has made in each of the six categories and presents the case for a teaching excellence award which meets the requirements of Silver.

Teaching Quality

Lesson Observations and supporting learning and teaching

The core metrics for teaching on my course for full time learners is 79.1% against a benchmark 85.2% resulting in a negative flag of -2.0 z score. Part time learners have an indicator of 97.2% against a benchmark of 87.6% and resulting in a positive flag of +2.3 z score. The 2016/17 NSS 'teaching on my course' agreement result was 85.32% compared to 84.58% for the region and 84.62% for the sector.

The College has invested significantly into learning and teaching through the formal lesson observation process and the resulting CPD activity to ensure that staff are fully equipped to intellectually challenge their students. The Higher Education lesson observation process between 2012/13 -2014/15 focused on assessing a range of indicators linked to the Framework for Higher Education Qualifications. The observations were announced and ungraded and staff participated willingly in the process. The observations identified that lessons were well planned and that subject knowledge was found to be good. In 2015/16 a revised lesson observation process was introduced which placed a stronger emphasis on the Dimensions of the UK Professional Standards Framework for Teaching and Supporting Learning. The key strengths from these observations include:

- A sense of drive that carried the students forward towards the stated learning objectives and required students to respond in detail to questions and instructions
- The use of activities that required listening, note-taking, research, presentation and active learning
- A sense that students were working with experts in that field.

The 2017 autumn term internal survey results indicate that 84% of YR 1 students found their course intellectually stimulating and 85% of YR 2 and YR 3 students agreed with this statement. The table overleaf illustrates the improving trend between 2015/16 and 2017/18 and specifically between YR 1 results in 2016/17 and YR 1 in 2017/18 which shows 7% point increase. Similarly, there is an 8% point increase between YR1 in 2016/17 and YR 2 & 3 in 2017/18.

2017/18	My course is intellectually stimulating	84% (YR1) 85% (YR. 2 & 3)
2016/17	My course is intellectually stimulating	77% (YR1) 87% (YR 2 & 3)
2015/16	My course is intellectually stimulating	88% (YR1) 90% (YR 2 &3)

The 2017/18 internal survey results indicate that 83% of YR1 students agreed with the statement that their course has provided them with opportunities to explore ideas and concepts in depth whilst 79% of YR2 and YR3 students agreed with this. The table below details the 2017/18, 2016/17and 2015/16 internal survey results.

2017/18	My course has provided me with opportunities to explore ideas and concepts in depth	83% (YR1) 79% (YR. 2 & 3)
2016/17	My course has provided me with opportunities to explore ideas and concepts in depth	84% (YR1) 83% (YR2 &3)
2015/16	My course has provided me with opportunities to explore ideas and concepts in depth	88% (YR1) 90% (YR2 & 3)

In 2017/18, all academic members of staff will be observed against the agreed criteria. As a result of the on-going lesson observation process, a range of CPD sessions have been delivered throughout the academic year and are detailed below:

- All academic staff engaged in the delivery of higher education have taken part in CPD activities related to teaching at Level 4 and linked to the UK Professional Standards. Academic staff have also received CPD focusing on referencing skills and the Harvard Referencing 10th edition
- Research in partnership with a local HEI -The psychology team participated in a joint research project identifying the predictors of wellbeing and resilience. The delivery team will also be involved in a longitudinal project researching loneliness and engagement in social media
- Attendance at a partner annual Teaching and Learning conference.

To support academic staff in the delivery of higher education programmes, the Higher Education Forum, which was identified as an affirmation in the QAA HER, meets termly with a focus on sharing and disseminating good practice across college and developing opportunities for peer observations and professional discussion. This forum has been particularly useful in ensuring that good practice is disseminated between academic staff delivering on part time programmes, which achieved four positive flags, and staff delivering on full time programmes. The meetings are chaired by a programme leader and have the following objectives:

- Disseminate good practice across college to support teaching, learning and assessment
- Create network opportunities around particular themes e.g. finding the level, assessment, delivery and referencing.
- To help facilitate scholarly activity amongst staff
- Staff centred approach to meet the changing needs and demands of the courses.

The college is also participating in a HEFCE funded Catalyst project which includes the development of an intervention training programme to a minimum of 50 staff and students, based on the bystander initiative, to identify good practice in relation to effecting cultural

change in the prevention of anti-Muslim hate crime incidents. The research involving both academic staff and students covers a number of key areas including:

- Desk-based literature review to collate supporting inputs, e.g. relevant facts/statistics/data, to ensure programme is evidence-based
- Partnership working with relevant authorities to ensure appropriate referral routes to local and national support services
- Staff and student questionnaire to identify key areas to be incorporated within programme to foster a zero tolerance culture
- Creation of individual training sessions appropriate to the programme, encapsulating basic theory of bystander intervention, social norms, what constitutes anti-Muslim hate crime, psychology of bystander action, stages of intervention, effective confrontation and being an active bystander.

The programme will cover both the theory and practical skills necessary to intervene effectively. This will include having a focus on experiential learning to help students develop the confidence to intervene together with the necessary communication and behaviours. Role play scripts and scenarios, developed with external experts and students to ensure maximum authenticity and cultural relevance, will be used to practice development of effective intervention skills that will foster motivations to act.

The College takes a proactive approach to enhancing the academic skills of the academic staff and provides financial support for up to 100% of the tuition fees for a Masters programme subject to conditions. In 2017, the College will be supporting 10 staff to work towards a higher level qualification. The College also currently has 7 academic members of staff who have achieved Fellowship status with the Higher Education Academy. The College works closely with a local HEI to prepare staff for the dialogical assessment and also pays for staff membership with the HEA.

Student Engagement

The Higher Education Student Engagement policy details how the College interacts with students on a formal basis at an individual course level and as a collective student body of the University Centre. The policy describes the implementation of the student representative process, the mechanisms used for collecting feedback and the management, staff and student responsibilities.

The student representative process includes all Higher Education students on full and part time courses. It is a requirement for each programme and each level within that programme to have a Student Representative who will attend both the course committees with the academic team and the wider College management team. Meetings at course level focus on the operational issues including programme performance in terms of data reports, student feedback at both module and programme level.

The Director of Higher Education holds annual focus groups with each cohort of students in Semester 2 to review progress against the Continuous Improvement Plan and to ensure the continued enhancement of the students' learning experience. The discussions in each of the sessions centre on the key areas of:

- Teaching on the course
- Assessment and feedback
- Organisation and management
- Learning resources
- Overall satisfaction levels.

As a result of these focus group findings, the College prepares an action plan which addresses the specific issues identified at course level and the cross cutting themes relevant to all courses. The Director of Higher Education disseminates the findings from each of the focus groups to the relevant curriculum teams and their Directors and agrees actions with specific reference to identifying additional resource and CPD requirements. The final action plan is validated by the Higher Education Quality and Standards Committee. The Director of Higher Education will disseminate the action plan to all students via the VLE and through the established student representation communication channels

The effective dialogue between the student body and the College has facilitated the early identification of any concerns and therefore enabled the College to provide an effective resolution. Examples of these concerns include:

- Variations in teaching and styles
- Difficulties surrounding referencing and academic skills
- Requests for course related trips and enhance the learning experience
- IT issues
- Access to learning resources
- Awareness of financial and emotional support.

Subsequent to the identification of these concerns an action plan was prepared, discussed at the Higher Education Quality and Standards Committee and disseminated to the Student Representatives indicating the actions that were taken to address the issues which include:

- Introduction of compulsory study skills sessions
- Dedicated booking slots for Higher Education students in the Learning Resource Centre work rooms
- Amendments to the welcome booklet
- Additional PCs ordered for the Social Learning Zone
- Installation of a food service counter
- Access to the partner HEI resources
- Regular Student Loan Company advice slots during the autumn term.

The 2017/18 autumn internal survey results indicated that 81% of YR 1 students agreed that they have had the right opportunities to provide feedback on their course and 83% of YR 2 and 3 students also agreed with this statement. The internal survey results also indicated that 79% of YR 1 students felt that staff valued students' views and opinions about the course whilst 83% of YR 2 and 3 students agreed with this statement. The table below an overview of 2017/18, 2016/17and 2015/16 internal survey results show a significantly improving trend between 2016/17 YR 1 students and the 2017/18 YR 1 cohort 2% points There is also a 4% point increase between the 2016/17 YR 1 cohort and YR 2 & 3 cohort in 2017/18.

2017/18	I feel that I have the opportunities to put forward my views and opinions about the course	81% (YR 1) 83% (YR 2 &3)
2016/17	I feel that I have the opportunities to put forward my views and opinions about the course	79% (YR 1) 91% (YR 2 & 3)
2015/16	I feel that I have the opportunities to put forward my views and opinions about the course	79% (YR 1) 88%(YR 2 &3)

At an individual course level a number of examples of effectively responding to student engagement can be identified including the development of an alternative delivery model for FdA Early Years Childhood Studies which was offered as a traditional Monday afternoon/evening delivery model. Following feedback from students and employers who had indicated that this model made it difficult for a number of providers to access the

provision, a Saturday morning delivery model is currently been delivered and has proved to be successful.

BA (Hons) Working with Children and Families was developed in response to student feedback from the existing part time FdA Early Years Childhood Studies programme, some of whom had progressed directly from a Level 3 full time programme and struggled to balance full time work commitments with the demands of a part time programme. It was identified that a number of these students would benefit from a greater amount of contact time with tutors, therefore providing more structure to their learning than a part time programme would offer. BA (Hons) Working with Children and Families continues to offer the opportunities for placement within a chosen field but with increased contact with tutors for those students who need greater levels of support to make the transition from Level 3 to Level 4.

Feedback from the student cohort on the BA (Hons) Professional Development in Teaching Assistants (top up) indicated that whilst they were satisfied with the programme they felt that the Philosophy of Education module would be better delivered as a 'long and thin' model over two semesters as opposed to a single 'short and fat' delivery model they had experienced. As a consequence, this module was altered via the minor modification process with the validating HEI, and is now delivered across two semesters

Assessment and Feedback

The core metric full time mode Assessment and Feedback is 69.6 % against a benchmark of 75.4% resulting in a z score of -1.6. For part time mode, the core metric is 97.2 % against a benchmark of 87.6 % resulting in a Z score of +2.3. The core metric for part time study mode is also valued in the top 10% of absolute performance. The 2016/17 NSS scores identified an agreement rate of 80.95% for Assessment and feedback compared to 73.76% for the region and 73.39% for the sector.

The 2016 QAA Higher Education Review identified student feedback as an area of strength identifying the consistent, high quality and timely feedback on assessment which facilitates the achievement of learning outcomes. Feedback continues to be an area of good practice with 86% of YR 2 and YR3 students indicating in the 2017 internal survey that they had received helpful comments on their work. The table below details the 2016/17 and 2015/16 internal survey results.

2017/18	I have received detailed and positive feedback from my tutors on my assignments	86% (YR 2 & 3)*
2016/17	I have received detailed and positive feedback from my tutors on my assignments	84% (YR 2 & 3)*
2015/16	I have received detailed and positive feedback from my tutors on my assignments	85%(YR 2 &3)*

*Question asked to YR 2 & 3 cohorts only.

The most recent External Examiner reports also indicate that the following

'The feedback from this college is particularly commendable and could be shown to other colleges as excellent practice'
EE Report – FdA Early Years and Childhood Studies

'There was much good practice in feedback that was specific and targeted'
EE Report – PGCE 14+, Cert Ed 14+

'The feedback to students is of a high quality and it goes beyond factual comments to suggestions as to how they can improve future pieces of work'
EE Report – BA (Hons) Working with Children and Families

'The students seem to receive an excellent experience at Bury College. The teaching team are committed and enthusiastic and this is represented in the work provided for view'
EE Report – BSc (Hons) International Tourism Management

'The feedback process is rigorously applied. Feedback is considered and the evidence suggests the programme is well organised'
EE report – BA (Hons) Professional Development in Teaching Assistants top up, BA (Hons) Professional Development in Early Years top up

'Feedback is given to learners in the same manner in which they submitted their assessment. When speaking to some of the learners on the programme they stated that the unit tutor also speaks to them individually and goes through the feedback. This is really good practice as it ensures that the learners understand the feedback'
EE Report – HND Hair Management, HND Beauty Management

'Feedback provided by the assessors of Unit 69 is exemplary and should be cascaded through the BTEC team'
EE Report – HNC Engineering

Academic Support

The Academic Support core metric for full time mode of delivery is 78.9% against a benchmark of 81.2% and a z score of -0.8. Part time mode of delivery has a core metric 95.5% against a benchmark of 82.3%, a z score +2.7 and has an indicator value in the top 10% of absolute performance. The NSS 2016/17 results indicate an agreement level of 84.66% compared to 79.97% for the region and 79.91% for the sector.

The College has developed a standardised tutorial schedule which is implemented on each Higher Education course. The tutorials include sessions in the Learning Resource Centre at 'beginners', 'intermediate' and 'advanced' levels, presentations from Additional Learner Support and Counselling representatives in semester 1, career planning sessions and student representative led sessions prior to Student and Staff Liaison Committees which are held each semester.

Students engage with Personal Development Planning via the tutorial system during which students are encouraged to discuss their career aims and what they must do in order to achieve their goals. During the work experience module, students complete an assignment which embeds employability skills including interview techniques and CV writing.

Throughout the programme of study, student's skills are developed to help them understand the roles they may undertake within the workplace they are studying. In the first year of the programme, students focus on making links between their academic and professional experiences whilst in the second year students are encouraged to develop their wider skills. The final year students consider the development of their leadership and management skills.

Academic teams are also expected to make relevant and up to date research available to their students via the VLE. This includes academic journals that relate to the wider application of the academic subject matter.

Students have access to one to one tutorials throughout their studies which provides an opportunity for students to gain a greater understanding of their progress to date and to

receive further feedback on their assessments. The 2017 internal survey results indicate that 81% of YR 1 and YR 2- YR3 students agreed that they had sufficient advice and support with their studies and 81% of YR 1 students also agreed that they had been able to contact staff when they needed to. 88% of YR 2 and YR 3 students indicated that they had been able to contact staff when they needed to.

In response to student feedback, compulsory study sessions were delivered throughout the 2016/17 first semester and were broadly successful in enabling YR1 students develop a greater understanding of the academic skills required on a Higher Education course. In 2017 the College was successful in its bid to HEFCE to secure funding for an innovative project which aims to enhance academic study skills. This project builds on achievements to date, with interdisciplinary teams of HE teaching staff, together with library staff, and undergraduate students working to create curriculum innovation through delivery of Enhanced Academic Study Skills to support the development of skills, knowledge and application across teaching professionals and undergraduates. The project has the following objectives:

- Build on experimental innovation delivered by Bury College by supporting interdisciplinary professional practice in the field of academic study skills – enhancing existing approaches
- Take innovative learning and teaching practices which delivered encouraging results in FE and test them on an undergraduate population (prescribed programmes only)
- Deliver appropriate training and support to HE teaching staff to enable them to better adapt and embed enhanced academic study skills within their teaching pedagogies
- Add to the 'what works' evidence base for specific cohorts of learners, including use of learner analytics, e.g. collecting and measuring data relating to library usage pre/post project.

The Enhanced Study Skills project has been delivered to approximately 100 YR 1 students and has been extended to include YR 2 cohorts where a particular need has been identified. In total 150 learners will have benefitted from this project against an initial target of 50. The 2017/18 autumn term internal survey indicated that 79% of YR 1 and targeted YR 2 students found the project useful and informative. The table below illustrates the difference between the 2016/17 and 2017/18 internal survey results which compared results from the pilot group in 2016/17 with all YR 1 and targeted YR 2 students in YR 2:

2017/18	I found the study skills project useful and informative	79% of all YR 1 and targeted YR 2 students
2016/17	I found the study skills project useful and informative	80% of pilot group

The Higher Education Learning, Teaching, policy identifies the responsibilities of Higher Education students whilst on programme and this is further reinforced within the course handbook which details the College's expectations in terms of attendance. The programme handbook also provides detailed information on personal tutoring arrangements, pastoral support and guidance, academic support and guidance, the role of the tutor, support for students with additional needs and learning support

A key aspect of the strategy to support students is the implementation of the Self Efficacy survey, introduced in 2014/15. The survey, which has been developed as part of a European wide Leonardo Transfer of Innovation project with partners from Portugal, Turkey, Romania and Italy, identifies student's perception of their own performance in terms of their academic goals, confidence in achieving higher grades and ability to access the curriculum. Results from this 2014/15 survey indicated that:

- The majority of students felt that they were on the right course and at the right institution
- Most students had aspirations for achieving high grades
- Most students felt confident about working together and understanding the course requirements
- There were some concerns regarding the ability to afford the course, preparing for assessment and making new friends.

Following the completion of the Self-Efficacy survey in 2015/16, the Director of Higher Education held two meeting with student representatives from HND Beauty Management, BA (Hons) Performance and Professional Graduate Certificate in Education (14+) to discuss the findings and agree a comprehensive action plan which is detailed below:

Questionnaire statement	**Discussion point**	**Identified action**	**Time frame**
I know exactly what career I want to do in the future	Whilst student reps acknowledged that careers advice was available for student via their programme tutors and that this was usually their first port of call, it was felt by the group that students would benefit from having greater access to the College's careers service to enable them to discuss wider progression opportunities that will be open to them after graduation	Student services to have a presence in the Social Leaning Area of Enterprise on a weekly basis to promote careers Students will also be made aware of graduate job opportunities via the TV screens and notice boards	Spring term 2016
Demonstrating what I have learned during my course in the assessment/ exams	Students felt that there was a significant step up from a Level 3 programme to Level 4 particularly in terms of the expected level of language required in written work.	Development of an additional package covering study skills and delivered in the autumn term year 1.	Spring term 2016 for development of study skills package September delivery of study skills package
Reflecting on achievement of my learning goals	Students felt that feedback on assessments was strong but that more time was needed to reflect on the feedback prior to the start of the next assessment	To review timetabling and assessment scheduling for 2016/17 to enable more time for 1-1 feedback and planning sessions.	Summer term 2016 for review Implemented 2016/17

Learning Environment

As part of the on-going review of resources and in response to student feedback, additional resources have been installed in the University Centre's Social Learning Zone and additional IT rooms made available in the main campus. In addition, further library stock, both physical and electronic, has been purchased and the loan period has been increased to 2 weeks.

The 2017 internal survey indicated that 79% of YR 1 students and 75% of YR 2 and YR 3 students felt that the IT resources and facilities supported their learning well.

The College has introduced Themed Industrial Advisory Panels to ensure that the College's links with employers enhances the students' learning experience and ensures that all higher education programmes continue to reflect current developments and skills requirements within industry. Specifically, each of the Themed Industrial Advisory Panels will be established to achieve the following strategic objectives:

- Promote closer academic and industry collaboration that enables undergraduates to engage in real world learning experiences and enhance their employability prospects
- Ensure that the curriculum remains relevant and continues to meet the needs of the industry sector(s)
- Identify new trends and innovations which need to be reflected in existing and new higher education provision
- Provide independent external employer and professional perspectives on curriculum structure and module content
- Participate in regular industry liaison events including guest lectures, presentations, masterclasses and work experience opportunities.

Membership of the panels will consist of the senior representatives from the relevant industry from both the public and private sector, the University Centre's academic staff and management team

The College also has, at programme level, close links with the relevant industries as detailed below:

<u>FdSc Design in Media Make Up</u>

Close links with the industry ensures that students are exposed to all aspects of the industry by working with visiting lecturers; taking part in photo shoots; close liaison with a variety of make-up houses, such as Mac and Illamasque and working with make-up artists in New York and Barcelona. This makes the learning relevant and helps to develop students' employability within the industry through skills development and through networking.

<u>FdSc Sports Science and Coaching</u>

The curriculum is set out to provide learners with an insight into both the Sports Science and the Sports Coaching sector. With this in mind, the programme is designed to provide learners with as close to 'real life' experience as possible. This is supported by a number of guest speakers (Nike- performance analyst, RFL- skills coach and Analyst and North west Triathlete head coach) and visits (Manchester Velodrome/BMX track experiences, Chill FactorE ski taster and disability coaching and golf coaching sessions). As well as the tailored units of assessments each learner completed work experience at Bury Football Club as their academy Sports Scientists. This was set up for the learners to complete fitness testing at various times throughout the year and provide a fantastic insight into the life at a professional football club and working with elite athletes. These experiences have allowed learners to have an insight as to how each individual unit can be taken forward into a particular career and also how the units link together to provide them with an all rounded insight into the two different sectors (coaching and science) and their close link to a practical application.

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BSc (Hons) International Tourism Management

An initial assessment activity takes place in induction and involves a study visit to a historical city which not only develops their knowledge but provides a valuable opportunity for staff and students to bond. The programme includes a range of study visits (Lancaster, Liverpool, Blackpool) and overseas residential activities including New York, Dubai and China. Students have also taken part in International work experience opportunities incorporated into the 3 year course, including Tenerife, Malaga and Rioja.

Student outcomes and Learning gain

The continuation core metrics for full time students is 86.5% against a benchmark of 86.2 with a z score of -0.1. In 2016/17, the overall achievement rate was 72% with a 98% pass rate. In 2015/16, the overall achievement rate was 70% with a 100% pass rate. The table below details the classifications achieved and highlights the fact that 65% of learners achieved either a 1st or 2.1 classification in 2016/17 compared to 46% in 2015/16. A similar improvement in for Foundation Degree/HND/C programmes was achieved in 2016/17 with 14% gaining a Distinction compared to 7% in 2015/16.

2016/17	1st	2	Distinction	11
2016/17	2.1	11	Merit	32
2016/17	2.2	5	Pass	36
2016/17	3rd	2		
2015/16	1st	4	Distinction	4
2015/16	2.1	8	Merit	13
2015/16	2.2	10	Pass	40
2015/16	3rd	4		

Although grades have improved between 2015/16 and 2017/18, protocols are in place to ensure that that there is no grade inflation and that assignment grades are awarded based on academic merit and are internally and externally moderated to ensure parity.

The core metric for full time students progressing into employment or further study is 93.1% against a benchmark of 94.3% with a z score of -0.6. Progression into highly skilled employment or further study is 66.2% against a benchmark of 66.8% and a z score of -0.2.

Part time metrics for progression into employment is 94.9% against a benchmark of 97.5% and a z score of -1.2. Highly skilled employment metrics for this cohort is 78.5% against a benchmark of 66.3% resulting in a z score of +2.8.

The 2015/16 progression metrics confirms this positive picture for progression with 95% of graduates progressing onto employment and further training compared to 94.8% for full time graduates and 98.3% for part time learners. The average salary for a 2016/17 graduate is £17,000 p.a.

Progression Case Studies

To provide greater insight on the success of recent graduates, the following two case studies illustrate the benefits studying a higher education course can provide.

Case Study 1

International Tourism Management student Zoe Kenzitt has secured a place on the 2017 Premier Inn Graduate Scheme which will help her to achieve her career goal of working as an Operations Manager.

Zoe recently graduated from the Bury College University Centre International Tourism Management BSc (Hons) degree. 20 year old Zoe enrolled at Bury College in 2012 where she completed her Level 3 Travel and Tourism and achieved triple distinction stars. Having identified a passion for the travel industry, Zoe was keen to further her studies at the university centre.

The well-established Graduate Programme saw young professionals from across the country compete for a place on the highly competitive training programme. Zoe travelled to London for the gruelling interview process which involved analysing a business case study, creating and presenting a marketing strategy and a 45 minute one-to-one interview. Zoe was congratulated by the judges for scoring one of the highest marks during the one-to-one interview round.

The year long programme will challenge Zoe to complete three months' work as a team member, three months working in a supervisor position, three months appointed as an assistant manager and three months working as an operations manager. Once Zoe has completed the 12 month programme she will be appointed as manager of a Premier Inn. This will involve managing a team, overseeing financial operations and auditing processes.

Zoe said of her time at Bury College University Centre, "My tutors really pushed me to apply for the scheme and I am so glad that they did! I have received great support and found the small tutor group sizes made the lessons more personable. During my time at the university centre I covered areas such as how to complete a business plan which I used during my interview process. I now feel well prepared for progression."

Debbie Matthews, Team Leader of Travel Studies at Bury College added, "The college is so proud of Zoe for all her hard work and dedication. As a progressing student, Zoe has always been keen and enthusiastic. She secured a position at Manchester airport as part of her work experience module and we are pleased that she has now successfully achieved her place on the graduate training scheme. We are confident she will do well and wish her the very best of luck."

Case Study 2

An ambitious Bury College University Centre student is celebrating the launch of her own salon.

Holly Shadwell is opening a brand new salon in Rawtenstall which will offer a hairdressing and barbering service. The award winning 26-year-old hairdresser is looking forward to using her creative skills and management knowledge to build her entrepreneurial empire. Holly is currently completing the Bury College University Centre Hairdressing Management BA Hons Top-up qualification after achieving HND Hairdressing Management. Both courses are tailored towards developing the strategic management skills of individuals and explores how to grow your own business through strategic operational management. Holly believes these courses have prepared her for her salon launch.

Holly said, "I am so excited to be opening my own salon. I have been working in the industry for several years now and many of my loyal customers are following me to my new salon. I chose to study at Bury College University Centre because I wanted to continue my learning and to carry on challenging myself. My tutors have been so supportive and are always on hand to help."

Student Participation in the Development of the TEF Submission

As part of the development of the TEF submission, the Director of Higher Education held consultation meetings with six current student representatives from a range of higher education programmes. The students provided valuable insight into each of the six core metrics from their perspective and stated that they felt that their programmes were well run and that feedback and feedforward on assessments was a particular strength. The student representatives also commented on the teaching styles they had encountered and how this encouraged to enter into classroom discussions with the lecturer and with other students. The wider comments from this meeting have been incorporated into this submission

Conclusion

The close working relationship between the College's academic and management teams and the undergraduates has resulted in high levels of student satisfaction. The 2016/17 NSS satisfaction score was 84.3% compared to 84.11% for the region and 84.18% for the sector. Internal student survey results evidence high levels of satisfaction with 85% of 2nd and 3rd year students in 2017/18, 87% in 2016/17 and 88% in 2015/16.

The undergraduate cohort is primarily from a widening participation background and the College works closely with external bodies to promote the benefits of higher education. The College has performed well in both of its QAA reviews with 5 areas of good practice identified in the most recent Higher Education Review.

The metrics, specifically for part time learners, are positive and where a negative metric exists, significant investment has taken place as evidenced through the robust learning and teaching policy and lesson observation process. The College's Self-Assessment and Review and the subsequent Continuous Improvement Plan ensure that any issues regarding learning and teaching identified through the lesson observations or via student feedback are dealt with quickly and effectively. This has been particularly true of the two full time programmes that were identified as underperforming and are now in line with all other programmes in terms of student satisfaction rates.

The College supports academic teams with extensive CPD activity including funding higher level qualifications, input on academic regulations and protocols, the sharing of good practice through the Higher Education Forum and supporting staff to achieve Fellowship status with the HEA.

A key strength of the College's higher education provision is the depth and criticality of the feedback and feedforward the academic teams provide to their students. This is evidenced through the External Examiner comments, consistently positive student feedback via the internal surveys and the QAA Higher Education Review. The close links with employers has resulted in an enhancement of the learning experience and strong progression rates on to employment of further study for both full and part time learners.

Therefore, in conclusion, the College believes that is justified in its request to be awarded a Silver TEF award. The dedication of the academic teams has created a culture in the University Centre which is both supportive and academically stimulating. Students from non-traditional higher education backgrounds are now able to progress onto a degree programme and eventually onto a rewarding career. A Silver TEF award is a reflection of this dedication to learning and teaching.