Name of Provider: Bishop Auckland College
UKPRN: 10000720

TEF Year Three provider submission

Provider Context

Our Vision: *Shaping the future*

The Bishop Auckland College Group will continue to grow by responding to local needs with specialist provision that builds prosperity and supports local economic regeneration, delivering excellence and efficiency in everything we do.

Our Mission: *The passion that drives us*

Enjoy, learn, achieve, progress: Developing advanced skills for a bright future

Bishop Auckland College is the main post-16 technical and professional education provider in south Durham. There is one 11-to-16 school in Bishop Auckland and two others with sixth forms; these, along with 12 other schools across south Durham (of which three have sixth forms) constitute the key feeder schools for Bishop Auckland College. The closest competing colleges of further education are Darlington College to the south and New College Durham to the north.

The declining population demographic for 16 year olds has been a key issue for colleges, as numbers have declined dramatically over recent years. However, analysis of census data for the schools within the Bishop Auckland College catchment area demonstrates that this trend is soon set to reverse dramatically, with the smallest cohort size in the 2018/19 academic year, and then increasing substantially thereafter.

Assets and opportunities…

There are considerable assets and opportunities within south Durham. A major economic regeneration and job creation initiative is now well underway in Bishop Auckland, led by Jonathan Ruffer, an investment banker and evangelical Christian philanthropist. A series of initiatives known as 'The Auckland Project' includes redevelopment of Auckland Castle, creation of a Christian heritage centre, an art gallery of Spanish old masters, a mining art gallery and several hotels and restaurants. In an allied development, the spectacular open-air live show, 'Kynren', depicts 2,000 years of British history through the lens of the north east.

Through our role on the 'Brighter Bishop Auckland Partnership' and also the College's 'Auckland Academy' partnership with The Auckland Project, Bishop Auckland College is fully integrated into this exciting and transformational regeneration of Bishop Auckland. Providing apprenticeships and workforce development training, and with the involvement of many students and staff in various aspects of the work, Bishop Auckland College is playing a leading role in this shared commitment to job creation and economic development.

Much economic activity is also centred in Newton Aycliffe, which is the location of the second biggest business park in the north east region. Other centres of economic activity include the former west Durham coalfield towns of Spennymoor, Shildon and Crook. Apart from public sector employment, which is still dominant despite austerity cuts since 2010, key sector concentrations are in manufacturing, health including care, retail and distribution and education. Tourism is a key target sector for growth, exploiting the considerable rural assets available within south Durham and also visitor attractions and distinctive town centres such as Barnard Castle.

Responding to the skills needs of this diverse industry base, Bishop Auckland College and its subsidiary company, South West Durham Training, are together the key destinations for technical and professional education, including apprenticeships, in south Durham. In 2016/17 the Bishop Auckland College Group trained around 1000 apprentices of all ages, working with 250 employers in sectors closely matching local labour market needs. Apprentices are, in the main, employed by micro and small-sized businesses (0-49 employees), again closely reflecting the profile of the local industry-base. Overall, 87.6% of businesses in County Durham are micro enterprises (0-9 employees), and 98% are micro or small businesses.

…but challenges remain

Despite obvious advantages and opportunities locally, there remain nonetheless pockets of extreme disadvantage and deprivation within this semi-rural area. The Indices of Multiple Deprivation 2015 position the North East LEP area (which includes County Durham) as 10th in the ranking of multiple deprivation for the 39 LEP areas; however, this masks pockets of high deprivation at district level, particularly within south west Durham. The College's most immediate catchment area lies within the top 10% on the national Indices of Multiple Deprivation, with health deprivation and unemployment being the key factors influencing the ranking.

The rate of unemployment within County Durham, at 6.3%, is higher than the national rate of 4.7% (Nomis, March 2017 data), and the north east as a region has the highest unemployment rate nationally, at 7.1%. Nonetheless, there has been a 2.7 percentage point reduction in the unemployment rate for County Durham since the previous refresh of the Strategic Plan.

The North East LEP reports progress (January 2017) towards achieving its strategy for becoming a fast growing economy, having achieved 3% annual growth in GVA and 53,700 new jobs since September 2016, with job growth of 6.6% in comparison with 5.4% in England; hence, there are positive signs that the gap is being closed. A further positive factor is that 63% of employment growth has been in higher skilled jobs. Despite this, economic exclusion in some parts of the region remains persistent and some of the jobs being generated are low paid and insecure; this is a particular challenge in south west Durham.

The proportion of 16-18 year olds who are not in employment, education or training stands at 4.3% (January 17), which compares unfavourably to the national figure of 2.7%. Bishop Auckland College works in partnership with a number of agencies (e.g. Department for Work and Pensions, Jobcentre Plus, Durham County Council, Durham Works) to develop provision that effectively supports adults and young people into employment or further training. Innovative programmes such as 'Kickstart' and Sector Based Work Academies continue to be highly effective at re-engaging different groups and enabling positive progression outcomes.

Qualification levels are also low, with the proportion of people qualified at level 2 or above standing at 71.7% in County Durham (December 2016), compared with 73.7% for the north east region and 74.3% nationally. The differential is even more pronounced at level 4 and above, with only 30.2% of County Durham residents qualified at higher levels compared to 38.2% nationally. To address this, Bishop Auckland College has developed its higher education strategy to increase the number of people from the most deprived areas who progress into higher education through its Collaborative Outreach Programme work. This in turn will increase the skill and qualification levels of those at risk of becoming trapped in the cycle of low value, insecure employment.

Higher education has been a key element of the College's work since 1993, and is central to its ambition to act as a catalyst for change in the local communities through enabling economic regeneration and social inclusion. The College values higher education as a key driver for economic

and social progression, and views it as personally transformational. The College continues to have ambitious plans to increase the availability and accessibility of vocational higher education that will therefore meet the needs of the local and regional population as well as those of business and industry; this is defined within the College's Higher Education Strategy.

The College has a long-standing strategic partnership with the University of Sunderland. The relationship with, and recent accreditation by, Pearson to deliver HND programmes has offered significant potential for further enhancements to both the curriculum and the student experience.

The QAA carried out a review on the college in March 2016 and formed the following judgements about the higher education provision at Bishop Auckland College.

- The maintenance of the academic standards of awards **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.

Good practice

The QAA review team identified the following features of **good practice** at Bishop Auckland College.

- The wide range of staff development opportunities and the support provided to engage in these, which enhances student learning opportunities (Expectation B3).
- The requirement for Learning Zone Facilitators and the E-learning Facilitator to possess a teaching qualification, which supports students' academic development (Expectation B4).
- The thorough internal verification and moderation processes that support assessment decisions effectively (Expectation B6).
- The detailed programme and module review processes for University of Sunderland awards, which make a significant contribution to the maintenance of academic standards and quality enhancement (Expectation B8).

Recommendations

The QAA review team makes the following **recommendations** to Bishop Auckland College.

By September 2016:

- Clearly articulate the framework for the academic governance and management of higher education provision through the senior deliberative quality committee (Expectation A2.1)
- Establish clear procedures for the identification, storage and amendment of all definitive course records (Expectation A2.2 and Expectation B1)
- Revise the Learner Involvement Strategy to incorporate students as full partners and to ensure the sustainability of the current higher education student representative structure (Expectation B5)
- Provide training opportunities for all student representatives (Expectation B5)
- Make annual assessment plans available to students at the start of their programme (Expectation B6)
- Make external verifier reports available to students on Pearson Education programmes (Expectation B7)
- Ensure that annual course reviews of Pearson awards make more evaluative use of key performance indicators and evidence (Expectation B8, Expectation A3.3)

The University awards (Part time provision) are all 'mature' programmes and the College has had a single partnership relationship with the University since 2006. The programmes have been continually developed through engagement in periodic review cycles and this is undertaken in line with University processes. The University has a well-established committee structure which oversees

the approval and management of its collaborative provision. University provision is led by the Programme Leader from the University, and supported by the University Partnership Liaison Officer and Associate Programme Leaders at the College. University programmes have clear quality assurance processes in place, which are supported by the University Quality Handbook and associated regulations.

Teaching Quality

The College Strategic Plan 2017-21 sets out the 5 strategic priorities which will lead to excellence in its field. The second of these priorities, rightly, focusses on teaching, learning and support for students.

Strategic Priority 2: Exceptional staff, exceptional learning, exceptional support

Exceptional teaching, learning and support mean that students are engaged, inspired and enjoy learning.

Our journey to date

- "…leaders demonstrate a clear ambition that Bishop Auckland College will provide outstanding provision for all learners" *Ofsted Inspection, April 2016*

- "Student Services…can rightly be considered one of the 'jewels in the crown' of Bishop Auckland College" *Matrix Accreditation report, 2016*

- Robust quality assurance processes confirm that the vast majority of teaching and learning is good or outstanding

In student and staff surveys (2017):

- 95% of students at Bishop Auckland College said that "*The teaching on my course is good*"
- 99% of students say they are being well-supported
- 100% of staff agree that the equality and diversity and safeguarding policies have a positive impact within the College

Strategic Priority 2: Exceptional staff, exceptional learning, exceptional support

Exceptional teaching, learning and support mean that students are engaged, inspired and enjoy learning.

At our most recent Ofsted inspection in April 2016, Bishop Auckland College was rated 'good' overall with 'outstanding features' identified in apprenticeships and adult learning. Whilst our staff are absolutely dedicated to the success of our students and the quality of our provision is high, we cannot rest on our laurels; our relentless focus on quality improvement must continue in order for the Bishop Auckland College Group to achieve its aspiration of ensuring that everything we do is of a truly exceptional standard.

Whilst our primary purpose is to equip students with the skills needed to gain qualifications, progress in work and enjoy prosperous futures, we also care deeply about the wellbeing of our students. With an increasing incidence of mental health issues amongst students in colleges nationally, we understand the critical importance of excellent targeted support systems and of helping students to be happy and healthy, to develop skills in resilience and to manage what life

throws at them. For these reasons, support for student wellbeing lies at the heart of College life.

To address this strategic priority, these are the actions we will take:

Exceptional staff

- Drive innovation and improvement through the sourcing of exceptional practice amongst other colleges and partners.
- Continue to support the growth and development of staff through investment in high quality CPD opportunities.
- Encourage and support staff to achieve QTLS status and engage in evidence-based research practice; continual reflection and innovation must be at the heart of teaching practice.
- Seek to identify and 'fast-track' leaders of the future, whilst investing in the development of leadership talent at all levels of the organisation.
- Set clear and stretching performance targets within a fair, supportive and transparent performance management framework.
- Ensure standards of governance reflect those of truly exceptional colleges.

Exceptional learning

- Maintain an underpinning culture of **relentless aspiration** amongst students and staff, rejecting mediocrity in everything we do and valuing the richness of ideas that diversity brings.
- **Create confident independent learners**, experienced in their use of advanced learning technologies and study skills.
- Provide **exceptional learning resources and staff** who take a pride in achieving the very highest standards.
- **Nurture talent in all** with personalised learning plans and support that quickly 'wraps around the student' when needed.
- **Develop skills for jobs.** This includes work placements for all full-time students, maths and English for those without good GCSE passes and the development of generic and transferable employability and enterprise skills.
- Place **assessment strategies at the heart of learning**, with routine embedding of maths and English skills and rigorous feedback to direct further learning.
- Empower students to become **responsible and active citizens** by engaging them in the wider community work, leadership and quality improvement of the College.

Exceptional support

- Further develop the 'whole College positive approach to mental health' by increasing awareness and helping staff to recognise the signs of mental health issues, in order to support students managing the unexpected and coping with traumatic life events.
- Further extend student support systems to establish best-in-class practice in promoting emotional resilience and mental wellbeing of students.
- Extend programme of activities to enable students to make informed choices about general health, relationships and sexual health, healthy eating and physical fitness.

- Strengthen local partnerships by working together more closely to enhance our mental health support services to students.
- Increase the focus on building the digital resilience of young people – the social, emotional literacy and digital competency required to positively respond to, and deal with, any risks they might be exposed to online.

We measure our performance against the following targets:

2.1 Achieve good/outstanding judgements for each set of learning area observations in the Learning Area Review quality assurance process

2.2 90% attendance and 98% punctuality to be achieved across College and for each age group and all learning areas

2.3 95% of students on study programmes complete a purposeful work placement

The College's Teaching and Learning Strategy 2014-17 articulates key priorities in support of the strategic goals, which include creating confident independent learners, providing exceptional learning resources and staff, nurturing talent in all and developing skills for jobs. The strategy for teaching and learning for each award is set out in programme handbooks.

Quality of teaching and learning

The 2016/17 self-assessment report judges the standard of teaching, learning and assessment (TLA) across the whole organisation as 'good' with the very large majority of sessions observed graded as 'good or better'. The observation and quality review process frequently engages the services of external consultants to be members of the observation team, ensuring objectivity and that the relevant most current vocational expertise is present in assessing performance. A key element of the process is the developmental feedback provided to teachers following observation and the subsequent action plan and support to ensure the planned development takes place. This development is designed to support a teacher from good practice to outstanding as much as from satisfactory to good.

A dedicated professional development programme, consisting of individual and team coaching has strengthened teaching and learning practices. Students' responses in the external QDP survey about the quality of teaching and learning were very positive with a vast majority confirming, "The teaching on my course is good" (top quartile of similar providers nationally).

The College's Teaching and Learning Strategy 2014-17 places strong emphasis on staff development to enhance student learning. The College has a weekly Teaching and Learning (CPD) hour attended by all teaching staff. Staff undertake a range of industrial engagement activities to refresh their knowledge of current industrial practice and all teaching staff undertake a minimum of two days' industrial updating per year. Staff are allocated four professional development days to facilitate this alongside other CPD activities. All professional development activities are recorded on the College's central professional development software and staff reflect on their activities and plan for how they will impact on future teaching. Every member of teaching staff has an individual teaching and learning development action plan which they use, alongside support from managers and advanced practitioners, to identify their individual development needs, plan for how these needs will be met and reflect on progress against the development. Alongside weekly CPD sessions, Advanced Practitioners support the development of teaching, learning and assessment practices for all staff involved in teaching or supporting student learning. The annual graded observation process during 2016-17 was inclusive of all teachers. It provided senior staff with a measure of teaching and assessment performance across all types of provision using an ungraded observation process. The College sets performance targets for grade profiles of teaching and learning observations across learning areas.

Name of Provider: Bishop Auckland College
UKPRN: 10000720

The College recognises the importance of Action Research in supporting teachers to develop their practice through the OTLA project. OTLA Projects focus on provider and practitioner defined problems, often linked to a current theme important to the sector. They centre on developing evidence based solutions to improve teaching, learning and assessment to outstanding.

Project One: '**Developing an action research-based model for college wide professional development**'

- **Project Summary -** This "umbrella" action research project encouraged 21 staff across three sites and nine vocational and subject areas to trial improvements to their classroom and workshop practices. Staff identified personal improvement priorities and then collaborated in Action Learning Sets in implementing and evaluating change. The project was designed to support groups of teachers to regularly meet and share practitioner research outcomes as the foundation for a culture of organisational improvement.

- **Rationale for the project -** Prior to the project, a significant number of recently-qualified teachers did not register for QTLS following achievement of their DET (PG/Cert Ed programmes) and were not building on the significant personal progress realised through their initial teaching qualifications. Local institutional research (Mattinson, 2017) indicated that many staff did not use generic CPD (Scales 2012), to actively address issues that they identified as personal priorities. Through this project, both new and established staff engaged in a college-wide transformational approach to improvement. The majority of the staff have an active role in our HE provision.

- **Approach and Methodology -** An Advanced Practitioner organised a series of six sessions during the Summer and Autumn terms in which 21 staff from 9 sections identified areas of common interest, and Action Learning Sets were formed around four themes – use of ICT; peer assessment; encouraging learners' planning to achieve success criteria, and raising expectations. Recently-qualified teachers drew upon personal development points from their DET to inform their chosen "change activities", whilst experienced teachers reflected upon feedback from supportive walk-through observations. The teams of participants met at fortnightly intervals to plan and evaluate progress through their action research activities, and were also supported through regional OTLA CPD and research-writing events.

As a result of this project we have implemented an action research-based model, college wide, during the weekly mandatory T&L development workshop from September 2017. This gave staff the autonomy to reflect on their own practice and research an individual development priority. Each week they were able to share ideas with peers, develop their skills and knowledge, implement change activities and then reflect upon their success. This was revisited prior to Christmas Break to measure progress.

Examples of HE lecturers Action Research include identifying learner starting points through a range of resources in terms of lessons and assessment. This has allowed a more tailored and bespoke learning experience and has allowed staff in Business to improve levels of support. Health and Social Care conducted Action Research on the use of a 'News Wall' including current affairs and events in order to broaden the scope of learner research as well as exposing learners to key themes around Safeguarding and Equality and Diversity. Anecdotally, feedback from learners has been very positive and the 'News Wall' has continued to be updated into the current academic year.

Project Two: led by Darlington Borough Council Learning and Skills in partnership with BAC '**Empowering teaching and learning communities to promote equality and celebrate diversity**'

- **Summary -** A local authority community learning provider and its neighbouring further education college, shared common concerns about the limited confidence of staff, when

addressing and promoting equality & diversity issues, through their teaching practices. Leaders in each provider developed new ways of working, (often building upon existing policies and structures), to enable staff to work in communities of shared practice which had demonstrable influence on their learners and their localities. Key developments revolved around establishing forums such as Padlet and "Toolbox Talks" to aid sharing of issues, and organising events to empower staff to confidently promote diversity.

- **Approach and Methodology -** the core project team was headed by the local authority team lead and included twelve representatives from both institutions. The project aimed to improve staff knowledge, skills and attitudes in the promotion of diversity; the aspiration was to improve teachers' confidence, through building on enhanced knowledge and sharing approaches which would develop participants' teaching skills. Improving staff confidence relied on a strong participative institutional ethos to create communities of practice; thus the process of encouraging students from across varied subject areas to attend the first college 'Pride Event'; and "Toolbox talks", were designed as opportunities to bring to the fore the discussion of fundamental issues in the Local Authority provision. The project research approach involved colleagues investigating their local practises and was initiated by a collaborative CPD event led by a facilitator. This participative approach was consolidated by CPD activities that sought and valued learner contributions at all stages, as they were the ultimate recipients, (and evaluators), of the project's effectiveness in raising staff confidence. Eight case studies illuminating the cycle of planning, implementation, individual and collaborative evaluation leading to wider adoption of approaches can be found in the full Project report.

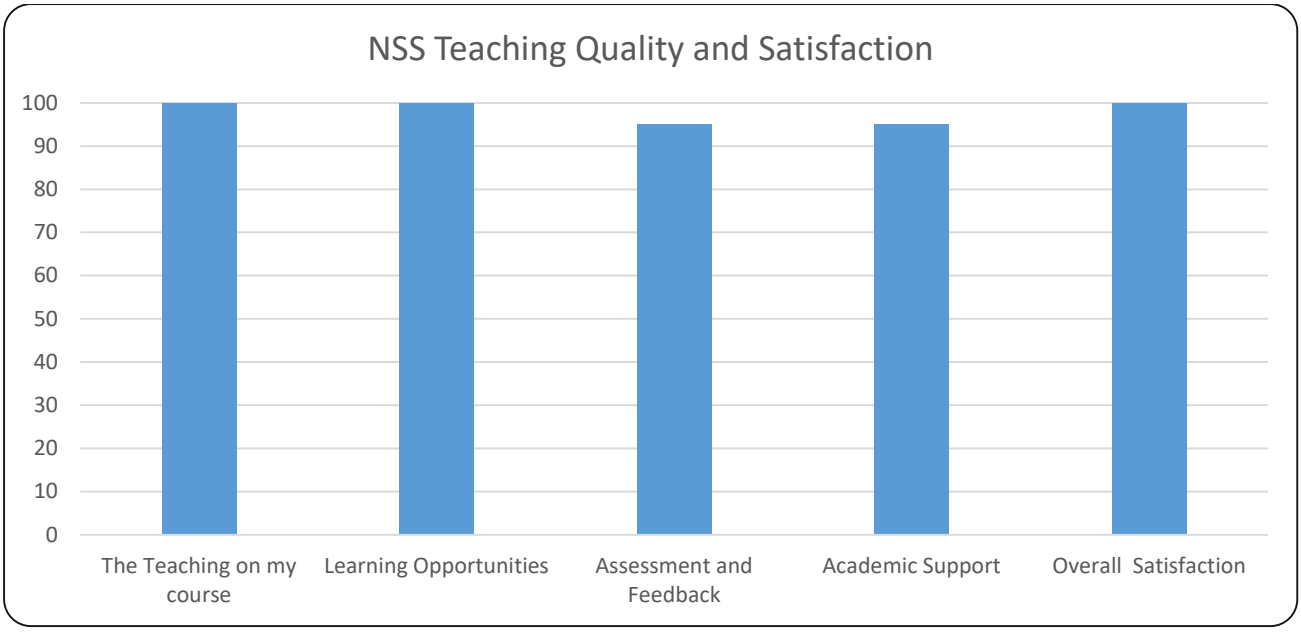
The concluding part of the project was a regional dissemination event at 'Ramside Hall' in Durham on Monday 18th December 2017. FE colleges and skills providers from across the North-East and Cumbria came together to disseminate their project summaries and outcomes, sharing experiences and good practice.

Student Opinion

'The quality of teaching and the level of support I have received during my time at Bishop Auckland College has been fantastic, both on a personal and academic level. Lessons were always well prepared and well-structured and feedback on my work has always been timely and developmental to allow me to improve. The course has also provided me with the opportunity to develop my skills as a counsellor and is structured in a way to embed skills practice within my timetable. I have been a part of the ever growing Counselling Service provided by the college to provide support to students which allowed to complete my placement and improve my skills and employability. Next step for me is to top up to the BA in Counselling and Psychology.'

(NP, FD in Counselling)

NSS results for all part time courses confirmed that student satisfaction is extremely high across all questions; these results have been maintained and improved upon, over a number of years. 100% achieved for The Teaching on my course, Learning Opportunities and Overall Satisfaction, and 95% scored for Assessment and Feedback and Academic Support.



Higher Education Management Meetings

There are a number of standing agenda items reported on at the termly meeting. These form the foundation of the leadership and management of the College's higher education portfolio. Membership of the Working Group includes a member of the College governing body, Principal, senior managers, curriculum managers, marketing, quality assurance and students. The minutes of these meetings are reported at Corporate Board ensuring scrutiny at the highest level and reflecting the importance of higher education within the College.

Retention, achievement and success rates are discussed to ensure early identification of any trends and students at risk of not achieving as well as highlight best practice. Actions relating to data collected from our internal QDP Surveys are also discussed with key developments highlighted. The Annual Programme Monitoring Review is validated at the working group prior to completion and submission with awarding bodies. The Higher Education Self Evaluation Document (SED) is discussed and reviewed during the HE Quality and Standards Working Group meetings. Topics include; Effectiveness of Leadership and Management, Quality of Teaching and Learning, Personal Development, Behaviour and Welfare of Learners and Outcomes for Learners

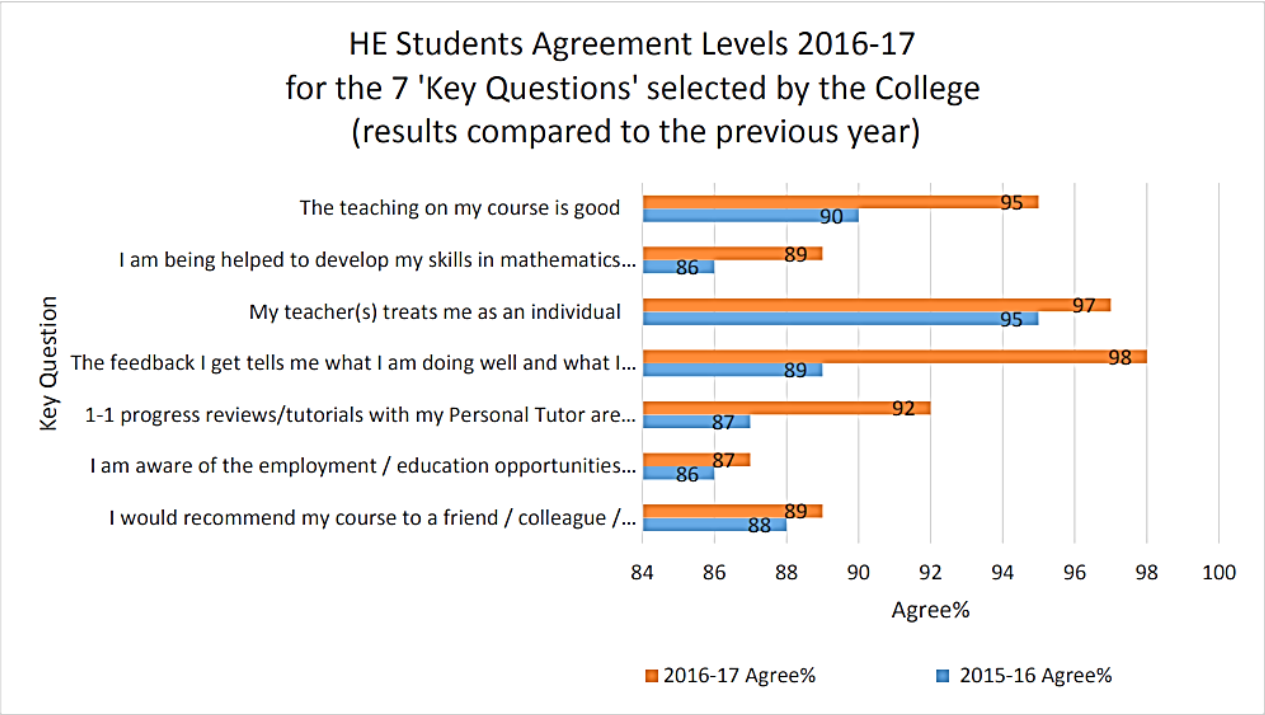
The HE Enhancement Strategy is monitored and reported on at this key management group for higher education in the College. Student representation at the group and feedback through class representatives and focus groups ensures that enhancement is high on the agenda and any specific focus is relevant to student needs. A key element of the Enhancement Strategy and also an area of strength for the College is the provision of work placement opportunities. In particular, Fd Counselling students provide the College counselling service for young people and HND Sports students have accessed extended international experiences through the support of teaching staff.

Programme Boards
This involves a review process for individual programmes has 3 key review points across the academic year to monitor progress, report on grades and identification of concerns at programme level. This is overseen by HE Manager, with academic standards and quality updates delivered within the board. The meetings have provided excellent opportunity for standardisation and has included training for new staff on quality, identification and storage of definitive course documents and assessment and feedback.

All programme monitoring for our UoS provision is completed by Associate Programme Leaders in conjunction with the relevant faculty of the University. The University's Academic Quality Handbook

informs much of the management of franchised programmes with programme leaders at UoS and Associate Programme Leaders having operational responsibility to maintain expected assure and enhance academic quality. Outcomes from module and programme studies boards, module and programme assessment boards, programme reports and external examiner reports are reviewed at programme level and the HE Quality and Standards Working Group at BAC.

The graph below illustrates the outcome of improvements made to teaching, learning and assessment. In addition to the NSS survey the College has highly developed systems and processes for capturing the learner voice and acting upon it. There are three QDP surveys carried out through the year; at induction, mid-year and completion. In addition to this regular focus groups take place and each group of students nominates a class representative to communicate their views. The focus groups are chaired by the Principal; again ensuring awareness at the highest level and the impetus to bring about change.



Student Opinion

'Over the last sixteen months I have been an HE student at Bishop Auckland College (BACOLL). I have been incredibly fortunate to have had two excellent tutors and mentors. The course content is in depth and demanding as any university course should be, alongside my full time employment and family! As I near my final year, I am a confident trainee who thrives in teaching with a great deal of confidence, all credit to the quality of teaching at BACOLL. I and my peers in the class have become very good friends and supportive colleagues to one another, helped by the location of the College and through valued support from our tutor. The class size is perfect, allowing sufficient time for discussion, feedback and academic support. Work is quickly marked and turned around. The College, HE suite facilities and staff are excellent and as a HE university representative, I am directly involved in furthering the course improvements and facilities via regular meetings with the Principal and other reps.

I will be seeking employment in the teaching sector as a lecturer with a highly valued qualification, having stretched myself academically and through the support and belief my

tutors have had in my ability to be an outstanding teacher. I have found BACOLL to be a perfect institution to study in a friendly and welcoming environment.'

(CD, PCET/CERT ED Teaching in the Lifelong Sector.)

Learning Environment

Staff in the Learning Zone provide a high quality service based upon a range of print and electronic resources and other learning materials to support students in their studies. The service provided includes not only access to a wide collection of books, but also help with how to access and use your computer, Moodle (VLE) and Webmail accounts. The addition of ClickView has allowed lecturers to explore flipped learning and develop video based assessment into lectures and sessions. Other services include Study Skills Workshops, 1-2-1 sessions, Reading Lists, Factsheets, Assignment hand-in and more.

Programme Leaders arrange regular meetings to help students reflect on their progress, signpost support services and share opportunities within their programme. Personal tutoring is a theme in annual programme review, so programme teams can assess impact and learning areas identify good practice or issues to resolve.

Academic staff take an active role in the development and ongoing review of University programmes. Academic staff are also involved in a range of partnership meetings to support the ongoing design and development of awards validated by the University. These have resulted in a range of modifications and enhancements to programmes. Examples include implementing changes to assignments on the counselling programme, which has resulted in reducing the number of assignments issued and increasing the quality of feedback from teacher education students requesting more direct opportunity to visit the University, which resulted in the introduction of the 'Super Saturday'. This provides students with the opportunity to go to the University to participate in a range of sessions, including topics on Action Research and educational policy. They also benefit from the enhancement of the Reflections, Action Planning and Target Setting (RAPTS) booklet which plots the trainee's development over the year to now include clearer criteria for observations. This latter development arose out of discussion between the University and other partners. The counselling course team has also been involved in the mapping of the professional body (British Association of Counselling and Psychotherapy) competencies for dissemination across the partnership. Moderation meetings with partner college and University academic staff are also an opportunity to share good practice.

Results from our HE Mid-Year survey indicate excellent satisfaction around Personal, Behavioural, Safety and Welfare questions. We were very pleased with the results obtained and feel this shows that the environment in which learners study allows them to succeed, enjoy lessons and feel safe while at College. Having included internet safety, PREVENT and Abuse in workshops within the annual Student Conference, the results reflect the success of this approach. Teachers also promote a variety of welfare and safety themes throughout both theory and practical lessons.

Students behave responsibly & show respect	95%
Can recognise abuse, discrimination, harassment & bully	100%
Know action take if abused, discrimination, bullied, harassment	99%
I understand how to use the internet safely	100%
I feel safe in College	98%

NSS results for part time university provision indicated strongly that learners feel part of a community of staff and students with 95% of students agreeing this was the case. Similarly, 92.5% of learners agree with the student voice is valued and that they had the right opportunities to provide feedback on their courses. HE Focus Group meetings are held every term as a mechanism for planning and monitoring enhancement across all HE provision. Student representation from each course and year group along with key staff, (The Principal, the Director of Finance and Planning, the HE Manager and the Library and Resources Manager), meet to discuss feedback from courses and identify action around planned improvement and enhancement. Feedback is acted upon quickly, with learners receiving minutes and updates on actions via email.

Student Opinion

'During my time studying Higher Education at Bishop Auckland College, I have received all of the guidance and support needed from my tutors in order to successfully achieve my aims and complete my work to a high standard. I feel as though the tutors who have taught me, have sufficient experience and knowledge to create a learning environment that has helped me to realise and fulfil my potential. I have also been given the opportunity to complete extra qualifications during my study, which, alongside voluntary opportunities and practical delivery, have helped improve my overall employability. The units I have studied have also helped to further develop my knowledge of Sports Coaching and Development as they are compelling and keep me intrigued and engaged throughout the year.'

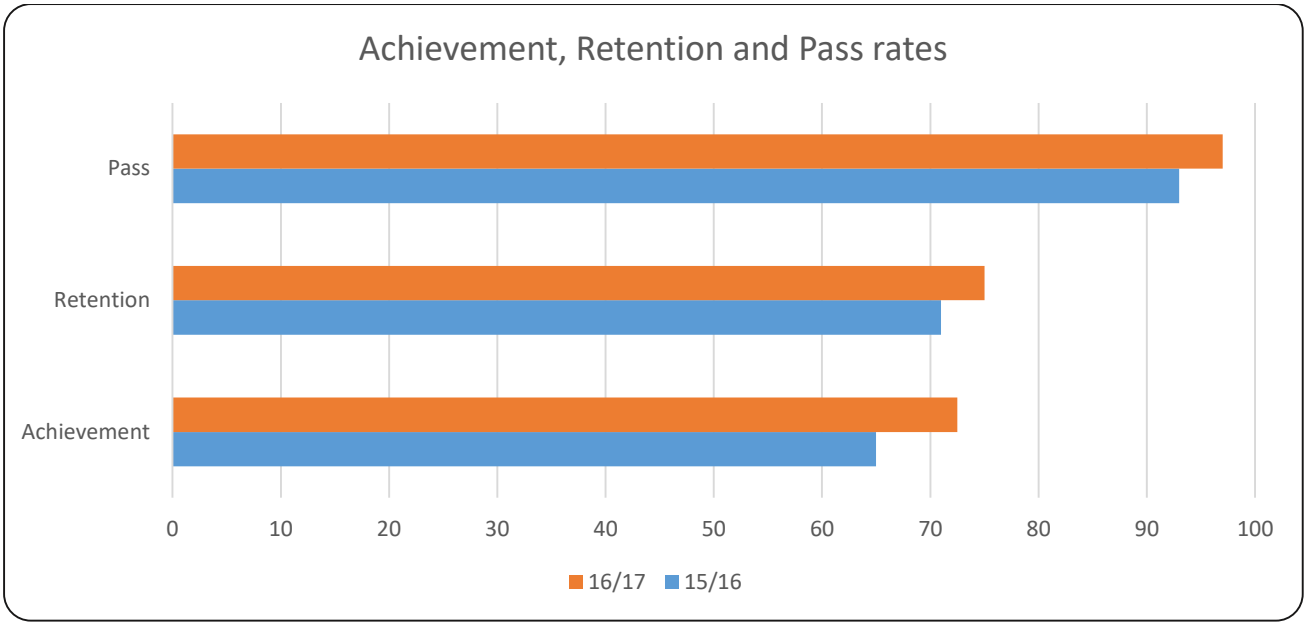
(MM, HND in Sport Coaching and Development)

Student Outcomes and Learning Gain

Utilising HEFCE's definition of Learning Gain 'an attempt to measure the improvement in knowledge, skills, work-readiness and personal development made by students during their time spent in higher education', the College prepares students for further study and employment by providing a vocational relevant provision.

The College is committed to enhancing the learning opportunities and experience of its students, and has in place an annual process to inform quality improvement within the College, including the identification of enhancements for higher education students. The College undertakes a range of quality monitoring activities within a culture of continuous improvement. Enhancement initiatives stem from quality monitoring activities. These include the overarching Strategic Plan, Higher Education Strategy, College and Higher Education Self-Assessment Reports, and Quality Improvement and Operational Plans. Each activity generates a range of information which is then evaluated by the Directorate Team and then through the College committee structure, and informs individual learning area developments and enhancement activity. The College views the quality improvement planning processes, which it has in place as building enhancement within the College operations, as being for the benefit of students rather than just addressing deficits identified through quality assurance.

Achievement, retention and pass rates have improved from the previous year by 7.5% points, 4% points and 4% points respectively. This can be linked to an improvement in assessment and feedback, and academic support evidenced in the NSS and our Internal QDP surveys.



DHLE data indicates that across all of HE provision, 97% of students go on to employment or further study, with 73% in highly skilled employment. The highly qualified and experienced Careers Advice and Guidance team works with the students, delivering a range of progression sessions over the length of the course. Some part-time students may miss this opportunity and as a result the College is investigating methods to extend the reach of the careers and guidance sessions by offering e-learning options and video formats; using ClickView, the online video portal for students.

HNC and HND programmes, (28% of DLHE sample), attract young students, quite often progressing internally from Level 3 Diploma courses, with many completing a range of additional qualifications that are key to unlocking employment potential. For these programmes, the combined progression rate to employment or further study is 100%. Further analysis of the part time provision, especially with the bias towards more mature students, (80% 21-30 of which 44% are over 30), will be made to identify suitable advice and guidance support, together with any additional employability skills training to address any gaps within the current provision.

Examples of Student Employment Progression

We have had a number of fantastic progressions into employment from the previous academic year which demonstrates some of the great work carried out in terms of employability and the relationships with employers in the region.

One learner gained employment as a Health and Fitness Consultant within Crook Community Leisure Services following his work placement within the Wellbeing for Life team.
Following engagement with UK International Coaching, 2 learners from the HND Sport programme successfully interviewed for positions in LA and Atlantic City, delivering coaching sessions and running summer camps, at a range of groups.

A Performing Arts student was employed by Daisy Arts over Summer 2017 to deliver a series of drama workshops with young people, following engagement on the programme.

Specific support was put in place following meetings between parents, management and tutors for a learner with severe Cerebral Palsy. Computer and software, chair and workspace were all adapted to suits the needs of the individual. The learner achieved his main qualification and is now employed at Newcastle United Foundation as a coach of disability participants.