Name of Provider: Leeds City College
UKPRN: [10024962]

TEF Year Four provider submission

Provider Context

'Creating learning environments where every student can achieve their full potential' Leeds City College Mission

Leeds City College is the largest general further education college in the region with over 1,200 full-time equivalent staff, 19,000 students and an annual turnover of c£79m. Our programmes cover 14 of the 15 subject areas and include full- and part-time academic and vocational qualifications from basic skills to apprenticeships and A-levels to higher education degrees. Adults represent 84 per cent of the College's learners.

The College is part of the Leeds City College Group which consists of the following organisations:

- Leeds City College (LCC)
- Keighley College
- Leeds College of Music (LCoM)[1]
- White Rose Academy Trust (3 secondary schools)

As a group we are obsessively focused on transforming lives by providing outstanding education, training and support for all of our students. We work closely with the Leeds City Region Local Enterprise Partnership, West Yorkshire Combined Authority, Leeds City Council, Bradford Metropolitan District Council, Keighley Town Council and local and regional MPs to identify curriculum and to ensure that we are meeting the skills needs of the region.

Leeds City Region is the largest city region in the country, with three million residents and 120,000 businesses. Leeds City Region Labour Market Information 2017/18[2] report states that total employment of higher skilled jobs in Leeds City Region is 4% lower than the national average of 46%. The report also refers to a shortage of employability skills with the majority of the population at L2/3. The City of Leeds is an area of low participation in Higher Education (POLAR quintile 1), and many of its surrounding towns and cities are areas of lower participation (quintiles 1-3). 61% of our HE students come from the Leeds City Region and 92% from Yorkshire, many of whom are the first in their families to undertake study at this level.
The College mission is supported by the following values: [3]

[1] Leeds College of Music became a separate HEI in 2018 but historical published data such as NSS results do combine LCoM & LCC results
[2] http://www.the-lep.com/LEP/media/New/Leeds-City-Region-Labour-Market-Report-2017-2018.pdf
[3] https://www.leedscitycollege.ac.uk/the-college/mission-values/

Higher Education is a significant aspect of the mission of the College. The College is a national provider of education, skills, training and employability opportunities and has developed extensive provision which is not provided elsewhere through more traditional HEI developments The Higher Education strategy[4] is based on a sound vision for Higher Education, fully aligned to the vision and mission of the College, and a self-critical review and assessment of current performance which has led to the creation of achievable, realistic business/operational plans for Higher Education.

In 2018 the College was awarded Foundation Degree Awarding Powers, only the seventh college nationally and the second in Yorkshire. This award confirms the College's commitment to the guardianship of academic standards and the quality of teaching through its established governance and quality systems. The continuous improvement made by the College is also confirmed by the 2017 Ofsted inspection in which the College was awarded the grade of satisfactory with outstanding features. This is an indication of the commitment of the College to drive for excellence and how much the College has improved since the previous Ofsted inspection in 2016.

Higher Education within the College is managed through the Higher Education Development Office (HEDO). This office has been expanded over the years to respond to curriculum need and the development of our provision, the more recent posts have included HE Data Analyst, HE Research Librarian, HE Learning Support Officer & HE Research & Learning Development Officer. HEDO has both strategic and operational management and oversight of the HE provision within the College and is accountable to the Executive Team and LCC Board. Its responsibilities include the management and monitoring of distinct quality assurance processes for higher education along with providing support for curriculum teams in the design, development and delivery of HE programmes.

The HE provision consists of 23 FDs, 18 top up courses and 1 three year Honours programme, with 3 HN courses in Manufacturing Engineering, Electrical and Electronic Engineering and Applied Biology Over the past 5 years we have successfully managed the smooth revalidation with 2 new validating partners. Our main validating partner at present is the Open University. Previously, we were validated by Leeds Becketts University and then Teesside University but unfortunately due to changes in strategic direction by these two universities the College, along with a number of other FE Colleges, we had to seek new partners at short notice. Our main priority in both of these moves was to protect the students and to ensure that they were not adversely affected by the change in validation. Communication with students was key during these processes to ensure that students were aware of what was happening and how, if at all, it would affect them. All of our provision is vocational and ranges from Biomedical Science to Leadership & Management and Social Care. All courses are developed in consultation with employers and students to ensure that they meet the needs of both.

Teaching Quality

TQ1 Student Engagement

Student engagement is at the core of everything we do at the College and is embedded into practice by the Student Engagement Policy[5]. This involves student feedback in the design and assessment of our courses, the quality of the teaching and the content of the course, resources and the wider student community and environment. Student feedback is collected and acted upon throughout the student life cycle, starting with a survey on the application, enrolment and induction process. This has led to changes in the induction programme such as spreading the induction out over the first few

[4] https://www.leedscitycollege.ac.uk/media/2693/he-strategy-2015.pdf
[5] Needs a link towebsite

weeks rather than overloading students in the first couple of days and the introduction of a session by the HE Learning Support Officer.

The Students Union is very FE focused due to the number of FE students but we do have a HE Student Union representative who works closely with the HE Student Engagment Officer and the Dean of Higher Education and attends the HE Academic Board. Together with the SU we are trying to encourage more HE students to apply for roles on the SU executive. All student groups have a student representative who receive training on the requirements of the role. We give student representatives time with classes in preparation for Course Team meetings. This enables them to discuss the course and any issues or problems before attending the Course Team meeting. We have also facilitated a classroom on the Google Platform which allows student reps to communicate with each other and to develop a community to support the reps. Students also value the informal methods of engagement with staff. Group sizes are small and the College operates an open door culture with students having access to staff. This is evidenced in feedback received through course and module surveys, award committee and student pathway meetings:

- '*The tutors were very supportive, and were very open to being talked about regarding issues - it is clear they care a lot about their students and the success of their students. As someone who doesn't like formal education in general, I have very much enjoyed this year and have recommended the course to several friends' BA (Hons) Art Enterprise Student Module Review 2017-18*

The NSS 2018 results in regard to Learning Community reinforces our belief that we have good student engagement with 86.3% satisfaction in relation to this group of questions with 90.43% of students agreeing that they have had the right opportunities to provide feedback on their course.
We have struggled over the years to engage students with surveys and have tried different ways to make these more accessible. We have adapted our surveys so that students can complete them on different devices. We have also introduced a league table of engagement with surveys for programme teams with an award at the end of the year for the team with the highest engagement level. This resulted in an increase in participation rates but there is still some way to go with this.
As a result of our inititatives we did see a 26% increase in the NSS response rate from 2016-17 with satisfaction rates also seeing an increase. Student satisfaction with 'Teaching' increased by 11% to 90% which is 5.3% above the TEF benchmark which is statistically significant. In particular there was a positive flag for BME students which could be explained by our strategic approach to WP in low participation rate communities and providing a more personalised approach to learning to improve their levels of skill and confidence on entry and throughout. In previous years our NSS results have been impacted by students returning a neither agree or disagree return. In the 2016 13% of the responses for the assessment and feedback questions were in the neither category which has a negative impact on the results. The NSS does not survey our full time Top- Up students due to the programmes only being 1 year long. The results from internal surveys for these students echo the improvements made in assessment and feedback.

	BA (Hons) Children's Care, Learning & Development	BA (Hons) Social Care	BA (Hons) Fashion, Theatrical & Media Hair & Make up	BSc (Hons) Sports Performance	BA (Hons) Internation Tourism & Aviation	BA (Hons) Business & Management	BA (Hons) Leadership & Management	BSc (Hons) Biomedical Sciences
Teaching	83%	100%	97%	100%	97%	90%	97%	100%
Assessment & Feedback	100%	100%	90%	100%	95%	91%	87%	100%
Academic Support	100%	100%	88%	100%	96%	85%	96%	93%

Our programmes are delivered over 2-3 days over 30 weeks. We condense our teaching hours into 2-3 days as many of our students have to work to support themselves or their families. Students

have given feedback that they appreciate the course hours being condensed into these days as it gives them more time to balance other aspects of their lives and reduces costs associated with travelling. In addition to these delivery hours students are supported via the Google platforms.

Valuing Teaching (TQ 2)

We engage in systematic reviews of practice in order to identify ways of continually developing and improving all aspects of delivery through a range of mechanisms. We have a well-established HE Peer Observation process which has been mapped to the United Kingdom Professional Standards (UKPSF) to ensure that it aligns with professional requirements for HE practitioners. This was designed to be a developmental process which facilitates an open dialogue with peers in relation to pedagogy and teaching practice, thus highlighting areas of innovative practice in addition to areas for development, while also serving to provide a regular review of teaching practice. Teaching staff who also teach on FE programmes are required to engage with the College's Observation of Teaching and Learning (OTL) process which is based on OFSTED requirements, however they are encouraged to also engage in the Peer Observation to ensure the appropriateness of their HE teaching. In addition to this all teaching staff are required to hold a PGCE (or equivalent) qualification, which ensures that a minimum standard for teaching is established.

We have established a comprehensive staff development programme, DELTAR (Developing Excellence in Learning, Teaching And Research), specifically for HE practitioners which maps to the United Kingdom Professional Standards Framework (UKPSF). All teaching staff are required to engage with this on an annual basis which serves to supplement the wider staff development programme available to all LCC staff. Linked with this programme staff also have the opportunity to engage with the LCC Hears (Higher Education Recognition Scheme) which facilitates the gaining of recognition through Advance HE (formerly the HEA).

In addition to this we support staff to engage in higher qualifications, which has resulted in an increase in the proportion of staff qualified at Masters level (or working towards). We also have five members of staff currently engaged in Doctoral study with two due to graduate in 2019.

Qualifications being undertaken by HE staff this year

- Professional Doctorate in Education x 3
- PhD Fine Art
- PhD International Entrepreneurship
- MA Education x 4
- MA Dance
- MA Fine Art
- MRes Film
- MFA Fine Art
- MFA Photography
- MSc Marketing and Data Analytics
- MA Business Law
- MA Criminology and Criminal Psychology
- MSc International Tourism & Hospitality Management x 2
- MSc Management and Marketing
- MA International Fashion Design Management
- MA Fashion Management and Management
- MSc Sport Coaching
- PGCE x 2
- Level 5 Certificate in Observing Teaching & Learning
- L4 Internal Quality Assurance

This engagement in further and higher academic study serves not only to enhance and progress individual's professionalism, but combined with the remission that is allocated to all HE lecturers[6], also serves to influence curriculum development, thus ensuring its currency. This aspect has been noted by External Examiners:

- *'It has been very clear to me that this is a course team that is fully committed to a process of continuous development and I have seen evidence of this through individuals in the team gaining post graduate qualifications and also through a steady and continuous improvement in the academic*

[6] The College gives 1 hour remission for every 3 hours of HE delivery

robustness of teaching content and assessment processes.' 2017-18 Report Children's Care' Learning and Development.

External Examiners regular highlight the high standards of teaching and learning, reflected in student outcomes, noting:

- *'The quality of teaching and learning is obviously very good and innovative and this is clearly indicated in the students' performance, especially in their engagement in the final year with the more challenging subjects.' 2017-18 Report FdSc and BSc (Hons) Biomedical Sciences.*
- *'The student performance and especially the improvement of their work, observed from semester 1 to semester 2, the tutor detailed feedback and feedforward offered to students show high quality of teaching and the tutors' engagement with individual students learning.' 2017-18 Report LLB (Hons)*

Further to this students regularly feedback on the quality of the teaching and learning through student voice mechanism, including the NSS, Module Reviews and Course Committee meetings:

- *'The course has a lot of interesting features, it's stimulating and always keeps me on my toes in terms of intellectual conversation both between staff and students, the technology hardware wise is very good and overall the course is one, I would and have recommended to others who are looking to get into games design' 2017-18 NSS Feedback FD Computer Games.*
- *"I have loved this module furthering my knowledge, the module was taught very well and made very interesting the teaching made it possible to get excellent grades in both my essay and exam" FD Biochem L5*

We are currently reviewing mechanisms for acknowledging and rewarding this excellent teaching, and considering introducing teaching awards for 2018-19 which will be student led.

Rigour and Stretch (TQ3)

The development of students is central to the design of our courses. A developmental structure is designed into the curriculum to build students' independent learning skills throughout their programme, ensuring an effective transition through the levels. Assessment strategies at each level are designed to build on the previous level and prepare students for the next level, for example through increasing assessment load and length, and increasing 'real world' application of knowledge and understanding.

In addition to subject content and structure both academic and skills development are examined during the validation process. It is vital for course teams to demonstrate how a programme develops the students into becoming independent learners. In the Annual HE Peer Review students have commented on how they have developed throughout their course of study:

- *'Massive step up each year but we were prepared for it' BA (Hons) Social Care Peer Review 2018*
- *'Required to work harder and more independently' Level 5 LLB (Hons) Peer Review 2017*
- *'Clear progression in levels and explanation of the need to improve terminology/language between the levels' BA (Hons) Sports Coaching Peer Review 2016*
- *'The course assisted me in exploring a wide range of topics and ideas that where relevant to teaching practice but also sparked curiosity, motivating me to be more diverse in my research and teaching methods. Having regular teaching assessments and opportunity to reflect on those sessions enabled me to identify gaps in practice and gave structure when developing my planning, delivery and asessment.' PGCE student*

Further to this, students also comment on the way in which the learning challenges them in module and programme surveys and the NSS:

- *"The course has a lot of interesting features, it's stimulating and always keeps me on my toes in terms of intellectual conversation both between staff and students, the technology hardware wise is*

very good and overall the course is one, I would and have recommended to others who are looking to get into games design." FD Computer Games - NSS 2018

- *"Course in general is enjoyable, pushes me to do my best and provides a level of challenge to improve on my core abilities." FD Applied Computing*

Feedback (TQ4)

2017-18 NSS results for 'Assessment and Feedback' saw an increase of 9% to 81% is 3% above the TEF benchmark. This result is particularly pleasing as we invested considerable resource into the support and development of assessment and feedback practices. This includes specific staff development sessions, an enhanced focus in training for new staff and an enhancement of the moderation process to ensure that a thorough evaluation of assessor feedback is conducted prior to assessment feedback being released to students. In conjunction with this focus on the quality and appropriateness of feedback provided for students, teams have also explored feedback mechanisms and many are now providing recorded verbal feedback in addition to written feedback which has been well received by students. In addition to the improvement in NSS satisfaction, External Examiners have also commented positively on assessment and feedback practices:

- *'Assessment feedback is very comprehensive and is written in a very supportive fashion. Although some other institutions have moved to more 'limited' feedback (with a reduced word count), I am confident that students would find the 'Leeds approach' more effective for enhancing their learning. In addition, the comprehensive approach to the feedback provides a high level of 'confidence' in the marking process, which is very important.' 2017-18 Report FD and BA (Hons) Tourism and Aviation*

- *'The amount of feedback and careful marking of assessments is testament to the dedication and professionalism of the teaching team.' 2017-18 Report LLB (Hons)*

- *'Feedback and feedforward was a strength of the programme. Tutors provided accurate and well-argued grading decisions and there were clear suggestions for improvements. Stronger trainees were stretched where appropriate, whilst weaker trainees were given helpful suggestions for incremental improvements.' 2017-18 Report PGCE*

However, despite this there was a negative indicator in the split metrics in regard to mature students this was mainly due to one particular year and one particular vocational area. Following the focused staff development activity explained above this improved significantly in 2018.

Learning Environment

Resources (LE1)

As a college we are committed to investing in the student experience. This is evidenced by the creation of the University Centre (UC) August 2016. In response to student feedback and to promote a HE environment we moved the majority of the HE provision to a single building and obtained permission from the DfE to name it University Centre @ LCC. Students were consulted in regard to what they would like to see in the centre. This resulted in the creation of a social space and a substantial study space. This was particularly important as a large proportion of our students come from homes with no higher education experience and very limited, if any study space. The UC has extended opening hours to enable students to study at times convenient for them and their other commitments. Since this initial creation we have invested further to respond to student feedback and have created a HE Library and quiet study area and have introduced a delicatessen. The impact of the HE Library and quiet study area will be monitored throughout this academic year. September 2019 will see the opening of our new state of the art Creative Arts building which has been designed in consultation with students.

In 2017 the College became only the second college to be awarded Google Reference College status. This title recognises the innovative work the college is doing around technology enhanced learning and the use of G Suite for Education. This system allows students to learn beyond the

classroom and have access to a wide range of resources that can be accessed 24hrs a day. We recognise that many of our students do not have the financial resources to buy laptops so we give each student a Google Chromebook at the start of their course. This not only allows them to access resources but also enables them to be members of virtual study groups with peers as part of a learning community. The combined use of Google and the chromebooks has had an impact on retention and achievement as the access to resources and contact with both staff and students has enabled a number of students to achieve and to continue despite not being able to attend regularly due to personal circumstances. This is also supported by recently purchased 'SWIVEL' technology to record lectures, presentations and teaching observations.

The QAA Higher Education Review Team March 2016 identified this as good practice, stating:

- *'The implementation of the new VLE platform and its integration with specific mobile hardware at LCC to support student learning is good practice.'* [7]

The quality and currency of Library collections and learning resources are reviewed as part of annual monitoring, and Library and technical staff work closely with teaching staff to develop services. Course teams request expenditure through the Business Planning Process, this is a fairly new initiative and has only been operating within the college for the past 2 years. Heads of Departments prepare a business plan which is presented to the Executive Leadership Team three times throughout the year. This gives the departments more control over their budgets and means that they can allocate spending according to their specific needs rather than their income going into a central fund. Through this mechanism a number of departments have been able to appoint Coaching Tutors to provide an additional level of support for their students. The Higher Education Development Office monitors staffing levels and student feedback regarding resources to ensure that they are appropriate for student numbers.

Students are consulted regarding resources through module and course surveys and in course meetings. This has resulted in additional resources being purchased for a number of courses and also borrowing rights being restricted on key texts during assessment periods. The impact of this consultation with students can be seen with the NSS satisfaction rates for learning resources – these have improved 13.7 % in the last 4 years to 83.7% in 2018.

We consider the support that we offer to students to be outstanding, this is evidenced by the NSS results of 86% satisfaction being above the top quartile threshold and student comments recived via module surveys including:

- *"The tutors were very supportive, and were very open to being talked about regarding issues - it is clear they care a lot about their students and the success of their students. As someone who doesn't like formal education in general, I have very much enjoyed this year and have recommended the course to several friends." BA (Hons) Art Enterprise*

- *"I feel I have received so much support so far this year which has enabled me to be confident in my practice and I've been able to fulfil my potential. Without this fantastic tutor support I don't think I would be as involved and happy as I am now " FD Art Enterprise*

- *"Really enjoyed taking part in this module thanks to the support from my tutors and very constructive feedback" FD Computer Games*

- *"Tutors are always there when needed and when you have any queries or questions. They are always quick to help you and respond to emails." FD Children's Care, Learning and Development*

- *"Tutors are nearly always available, both on lecture days and days not in college. Everything you need is close together, e.g., library books, tutors, support. Semesters are well paced." FD Applied Computing*

[7] https://www.leedscitycollege.ac.uk/university-centre/related-policies-and-documents/

The support offered begins before the course commences with study skills upskilling available in the form of an online skills module. This is to equip students with the academic skills required to succeed. Once on programme there is a comprehensive induction programme. This was recently reviewed in light of the continuation rates and academic skills sessions were further enhanced. The HE Learning Support Officer meets with each cohort of students to make them aware of the support available. Resilience training is also offered to students to help them cope with the pressures of studying at this level and to help balance this with their personal lives.

Other strategies in place to improve continuation rates include the appointment of progress or coaching tutors. Their role is to work with students who are struggling with either their studies or have personal issues which are impacting upon their performance. This was piloted in 1 area last year with the following impact:

- Training & Fitness module reduction of non submission 13% and improvement in average module mark of 3%
- Psychology module reduction of non submissions by 22% and improvement in average module mark of 5%

- *‘ Rachel helped to improve my confidence during my first year and now I don’t need her support as I feel able to study independently’ FD Sports Performance*

This has resulted in other areas adopting similar roles, the impact of these will be monitored throughout this year.

We have developed a HE Academic Style Guide for students which provides guidance and support on a range of aspects associated with higher level study. This gives returners to learning greater confidence when submitting assessments. This is now being revised to include more detailed information on referencing so that students have all of the information in one place. This will be available in hard copy and electronically through the Google platform.

Prior to September 2017 main campus librarians supported curriculum teams in the development of student academic skills through offering library inductions and study support sessions. In 2017-18 we recruited a Research Librarian based in the University centre to provide this support. As a result we saw an increase in engagement with 224 induction/academic skills development sessions being run reaching 2281 students. This enhanced emphasis on academic skills development has resulted in an increase in module average grades in a range of areas e.g.:

- Mathematics (FD Biomedical Sciences) an increase of 11% from 2016-17
- Practitioner Skills (FD Children’s Care, Learning and Development) an increase of 7% from 2016-17
- Dissertation (BA (Hons) Business and Management) an increase of 7% from 2016-17
- Historical Influences (FD Fashion, Theatrical & Media Hair & Make Up) an increase in 7% from 2016-17

This and the other intitiatives implemented resulted in an increase in satisfaction in the NSS 2018 in relation to Academic Support of 11% to 88.4% which is 10.6% above theTEF benchmark 2% above the top quartile threshold.

This service is now being extended to offer support and guidance to students regarding improving classifications. The HE Research Librarian is developing on online academic skills package for students.

Scholarship, Research & Professional Practice (LE2)

Research and Scholarship is central to all Leeds City College Higher Education provision and this ethos is embedded into staff and student engagement through an environmental culture of active research and scholarship. Using learner-centred approaches in a framework of staff and students as partners, research capacity is continuously built. Examples of this can be found through

participation in the Teaching and Learning Committee where a research team mind set is encouraged to underpin practice and find solutions. Further evidence of this can be seen through identifying staff and department research areas from annual review mechanisms to develop and implement more effective data collection methods, address ongoing issues and evolve our higher education provision through research solutions.

The centrality of this was highlighted in the QAA HER report in March 2016[8] which identified as good practice:

- *"the strategic approach to supporting and facilitating scholarly activity, which is firmly embedded across the LCC and LCoM, and the consequent enrichment of the student learning experience".*

The College has continued to build upon this and has appointed a HE Research Development Officer to promote research to both staff and students. We are also early adopters of the AoC Scholarship Framework. As referred to on page 4 we have a HEA accredited programme (LCC HEARS) which allows us to recognise our own staff as either Associate Fellow or Fellow of the HEA. We are anticipating 20 members of staff to achieve this by the end of the 2018/19 academic year. We have discouraged staff from applying directly to the HEA to become Fellows as we feel that it is more beneficial to their practice to engage with the DELTAR programme as preparation for their application. Staff report that engagement with DELTAR has helped to engage them with their academic identity and we currently have over 26 research projects including 'The Marketisation of HE and its re-figuring of student identities'; 'Chemical oxidation of cholestoral and the detection of the products of this reaction, confirmed through IR spectroscopy'; 'Understanding spfx makeup under a lens'(Collaboration with Northern Film School); 'An Alternative Perception of the issue of retention in HE'; 'Benefits of extra curricular activities on student success' and 'Sunday Best' – photographic project looking at relationships between community identity and dress, funded by the Arts Council and Yorkshire Artspace. In addition we also have tutors chapters of books on education practices.

The Research and Scholarship Partners Programme in Higher Education at Leeds City College supports the implementation, engagement and dissemination of research and scholarship activities. This framework supports students as researchers working along staff as partners. An example of this is evident in the annual Higher Education Research and Scholarship Conference, where all higher education staff and students are invited to attend and participate. We are currently collaborating with South Deveon College on a research project which is investigating strategies to encourage people to write academic pieces, 'Shut Up and Write'. The project involves all staff writing 500 words about current higher education provision, and is being used as a vehicle to identify and promote staff and student research projects, as well as being used with student groups to encourage and develop writing skills. The outputs of this will feature in the 2018-19 Higher Education Research and Scholarship Conference, which will also facilitate the dissemination of other aspects of staff research in addition to student outputs. All work from both staff and students will become a Leeds City College Higher Education e-publication.

Examples of staff and students working together in research include;

- A member of staff supported a student to write a paper for the National Association for Teaching English and Community Languages to Adults (NATECLA). The paper investigated increasing ESOL learners' engagement through physical activity in class.
- Creative Arts joint staff and students exhibitions of work
- The College was successful in two catalyst fund bids in regard to Safeguarding and Preventing Hate Crime. Students worked with staff to determine the output of these projects and to develop induction materials.

This has been well received by students

- *'While studying, I developed an interest in feminist art practices, and using found objects as the material in my work. While these elements still remain fundamental to my practice today, I am also*

[8] https://www.leedscitycollege.ac.uk/university-centre/related-policies-and-documents/

engaging in new research into political ecology and posthumanism, and I am developing new work exploring agency, otherness and the impacts of anthropocentrism.' BA(Hons) Art Enterprise

Students have access to current professional practitioners throughout their studies. This includes use of a wide range of guest and visiting lecturers, visiting professors and industry mentors who contribute to curriculum delivery and to extracurricular activities including workshops and masterclasses. This exposure to professional practice adds currency and relevance to the curriculum, as well as involving students in professional networks that enhance their employability. Employer endorsement of programmes has led to work experience opportunities for students, and a variety of placement learning enables students to benefit from mentoring from professionals as well as opportunities to showcase their work within the industry.

Personalised Learning (LE3)

As stated previously the delivery patterns of our programmes have been designed in consultation with students and with the backgrounds of our students taken into consideration. The provision of chromebooks and the use of google platforms enable students to keep connected with the course, tutors and peers even if their personal circumstances do not allow them to attend.

As we are a relatively smaller HE learning community our class sizes are small, typically 20 in a class, which means that tutors really get to know their students and are able to provide personalised learning support. This combined with the open door culture results in high levels of student satisfaction as evidenced in the NSS. Further to this, the College offers a whole range of support services which are available to HE students, ranging from academic skills support, wellbeing, counselling, learning support. One of the main features of our provision is the support offered by curriculum teams and the pastoral tutors, as supported by comments earlier in this document. This support together with the more specialised support services available ensure that students get the support that is appropriate to them and enables us to provide personalised learning.

- *"Studying BA (Hons) Art Enterprise supported me in many ways to become a practising artist. The course facilitated a lot of artistic engagement external to the university. With lecturer support and expertise behind me, the curriculum challenged me to step outside of my comfort zone. Through this process, I felt assured of my capabilities to pursue an artistic career. I found the modules flexible, which gave me autonomy and allowed me to produce the work that I wanted to freely and with support." BA(Hons) Art Enterprise*[9]

We engage with students declaring disabilities, learning difficulties and health conditions from the point of application, to identify and meet their support needs. The appointment of a dedicated HE Learner Support Officer has enhanced the support given to students and resulted in a 100% increase in the number of students receiving support in his first year of appointment.

Strategic development of the VLEs is informed by student support needs and carried out in consultation with students and accessibility features are developed in partnership between students, learning support, disability support and eLearning staff. Intitiatives such as the provision of chromebooks and the Google platforms are key to facilitating a learning community outside of the College which serve to meet the needs of students studying on a part-time basis and the increasing commuting students.

We have looked to improve our recruitment of more mature students from community coldspots. This initiative led to the recruitment of 48 students last year from the Bangladeshi community of whom 42 (88%) progressed to L5 this year and 124 students this year of which 119 (96%) are still on programme. Support for these students was tailored to their needs, taking into account that they had been out of education for some time and also their infamiliarity with higher education.

[9] http://www.leedscitycollege.ac.uk/whats-happening/news/university-centre-welcomes-artist-in-residence/?fbclid=IwAR36mjoP-y7ydmZqnamKsI8Cc3Hm3eZmWh8lsG2XFyPj2hbQ8BDmFdG-d8I

Equality and Diversity Champions, recruited from HE teaching staff, maintain an overview of teaching and learning materials, identify and disseminate good practice in embedding equality and diversity within the curriculum, and contribute to staff development sessions. We work in partnership with the Students' Union to deliver events and activities focused on equality and diversity, for example mental health, race, gender and sexuality awareness.

Student Outcomes and Learning Gain

Employability and Transferable Skills (SO3)

Curriculum design and review is informed by industry practice. Programme teams engage in active consultation with employers to determine their needs and ensure that these are reflected in learning outcomes and teaching, learning and assessment methods, which are also mapped to the graduate attributes in our strategic plans. The College has recently appointed a Market Insight Manager, who, using programmes such as Analyst and our Market Insight Intelligence Platform, is able to provide curriculum teams with more detailed market analysis to inform curricululm design and development. Curriculum design embeds employability skills, often using 'real-life' assignment briefs to provide students with the opportunity to engage in realistic activities in the relevant industry. The success of this approach is consistently commended by External Examiners who note that it enables students to set and reflect on career aspirations, develop relevant vocational skills and create networks that enhance their employability. Listed below are just a few examples of our students undertaking research in consultation with employers:

Retail Organisations

- An analysis of the antecedents of consumer brand relationships in the luxury retail sector
- How Corporate Social Responsibility (CSR) affects customer loyalty in the retail sector
- An Investigative Study into Consumer Attitudes and Behaviors towards Ethical products.
- Does celebrity endorsement influence consumer purchasing in the retail sector?
- Consumer perception of store image and loyalty

Support Organisations

- Do employees feel comfortable reporting Mental Health as a reason for sickness absence?

Engineering

- To what extent do SAP Fiori Applications have on employee satisfaction
- To what extent do preferences for work motivators vary across generations in the engineering sector

Education

- College students: Self-efficacy and goal orientation
- An investigation into students university decision making behaviour
- Tutor gender and impact on students
- Barriers to Black Males in achieving in higher academic studies

Employability development is embedded into all HE provision across Leeds City College, with a strategic focus on real-world learning[10]. All Foundation Degrees include work-related learning, which varies greatly as it is personalised to individual needs and aspirations. Work-related learning opportunities include students' own employment, voluntary placements, block release and working abroad.

- *'Your students have been AMAZING!!!!! Hard working, intuitive & really really lovely' CBeebies production, The Tempest*

The College's strong industry links and wider professional networks of programme teams enrich the student learning experience by connecting students with employers. We have links with artists, photography studios, theatres and dance groups, and partnerships with external venues, which

[10] Learning, Teaching and Assessment Strategy; HE Learning and Teaching Policy

provide opportunities to work with high-profile industry practitioners in workshops, masterclasses and guest lectures.

- *'I really enjoyed my time with the Level 6 students and must re-iterate that all of the students delivered beyond my expectations…which is a real testament to their commitment and the learning environment you provide.' Princes Trust (Business Planning Workshops)*

In January 2019 our Computer Games students will be taking part in the Global Games Jam which runs over a weekend. This is an industry led event and we will be the only education institution in Leeds taking part. This gives our students an opportunity to showcase their work to the main games companies.

Across the provision, curriculum design and delivery facilitates development of a wide range of transferable skills; in particular working with and learning from professional practitioners develops confidence, industry-relevant skills and commercial awareness. Student feedback demonstrates that these opportunities are valued both during the course and after graduation.

- *"I loved going to the prosthetics event in Birmingham, I think it was a great opportunity to meet and talk to other artists in the industry." FD Fashion, Theatrical and Media Hair and Make up – module review*

Employment and Further Study (SO1) & Positive Outcomes for All (SO3)

The TEF metrics for both the Highly Skilled and LEO data are only in relation to our Level 5 provision as there were insufficient responses in relation to degree graduates, therefore this doesn't provide a full picture of graduate outcomes as they have not graduated with a full 3 year honours qualification. This will have an impact on earning potential as a number of professions linked to our vocational offer only require a Level 4 or 5 qualification eg the engineering sector places great value on Higher National awards and social care employers do not require the full honours degree for the majority of their roles. These students will not have limited access to the highest pay bands without the full degree but this doesn't mean a negative outcome for them. They have achieved a level 5 qualification and therefore have acess to employment opportunities for that level which would not have been available without this qualification.

The TEF 4 supplementary metrics show negative flags for above median earnings threshold or further study. For the years in question we had between 40% - 55% of our students studying for qualifications in traditionally low paid occupations such as childcare, social care, tourism, creative arts, sport, wildlife & conservation and animal health & well being. The current salaries range from £14k for a Nursery Practitioner to £40k for manager of a larger nursery and up to £22k for a qualified Vetinary Nurse. In the LEO timeframe the majority of our FD graduates will not have risen to the highest salary category. The low salary in certain occupations should not detract from the value of the qualification to the graduate and the enhanced skills that they take to their employer and industry.

The TEF metrics do indicate a negative flag for full time continuation. We are a widening participation provider , with a high percentage of our students coming from areas of deprivation and with low entry qualifications, as can be seen in the tables below:

Students in top 3 deciles in the Index of Multiple Deprivation(English indices of deprivation2015)

	15/16			16-17			17-18		
Decile	**1**	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**
Number of Students	218	98	108	241	110	121	324	106	145
% of students	25.0%	11.3%	12.4%	24.6%	11.2%	12.4%	30.3%	9.9%	13.6%
% of students in top 3 deciles	48.7%			48.3%			53.8%		

Proportion of students that are classified as High or Medium risk based on their entry qualifications

	15/16 Medium & High Risk	16/17 Medium & High Risk	17/18 Medium & High Risk
Young First Degree	28%	22%	55%
Young Other UG	61%	79%	70%
Mature First Degree	38%	47%	50%
Mature Other Degree	63%	76%	71%

We are members of the Learning Gain catalyst project which seeks to measure the distance travelled by students and benchmarks their achievement against similar students. This project will give a better understanding of how students benefit from their studies beyond their qualification. It will also provide improved information to support widening participation and under presented students in making informed choices regarding higher education.

Continuation is impacted upon by the number of students who leave due to their own personal circumstances rather than anything to do with the course. Many of our students have complex and difficult personal situations and whilst we provide an outstanding amount of support for them, sometimes their personal circumstances do not allow them to continue, and therefore our continuation rate is affected by students who leave due to their own personal circumstances rather than anything to do with their course of study. This is illustrated in the table below:

	13/14	14/15	15/16	16/17	17/18
Total Withdrawals	78	92	49	74	89
WD due to personal reasons	75	89	49	74	89

We monitor student continuation through a range of mechanisms;

- Data is reviewed at monthly Programme Manager meetings and actions identified where necessary;
- Performance is reviewed through the Examination board structure, with actions identified where necessary;
- Data and performance is reviewed through Annual Monitoring reports, with actions identified where necessary.
- Performance Monitoring Reviews – Heads of Departments meet with the Executive Leadership Team (ELT) and the Dean of Higher Education four times a year to review key performance indicators such as attendance, retention and achievement (predicted achievement until the last meeting). These are reviewed by course, level and student characteristic. This was introduced 2 years ago and has resulted in course teams taking much more ownership of performance.

Programmes experiencing either a suden drop in performance, pattern of falling below performace or a breach of other quality indicators will be subject to Enhanced Monitoring. This takes the form of regular monitoring meetings with senior members of the Higher Education department with actions identified and reviewed. This process continues until the performance issue has been addressed and a marked improvement reported. As a result the HE Annual Report shows a continuous improvement in achievement[11] and retention with achievement at L4 improving by 7% in 2016/17 followed by a 2% increase 2017/18.

Analysis of the data resulting in the negative flag for continuation reveals that the issue was primarily in relation to a small number of programmes, which had a cumulative effect on the overall contiunuation for the institution.

[11] Achievement is the number of students passing the level divided by the number registered on 1st Nov.

2013/14 saw the first intake of students on awards validated by Teesside University and the implementation of a set of regulations that were primarily based on the premise of year-long modules. The implications of this on a provision that is semester based was that students who failed to submit an assessment were not given the opportunity for a re-sit until the end of the academic year and then only if the total number of modules affected was below 40 credits. This had a negative impact on students as they were unable to redeem this failure in a timely manner and resulted in some students not continuing with their studies. Following this we introduced student regulations training that was provided by HEDO for all student groups, with a result that all students were better informed and we saw a subsequent reduction in non-submissions.

The 2014/15 continuation rate was affected by performance on a small number of courses. The College took the decision to stop offering Landbased provision which was moved to Askham Bryan College. We worked closely with students to ensure that they were kept fully informed of transition arrangements, including assuring them that this would not affect their programmes as the transition plans facilitated their completion of programmes with us. Despite these plans and reassurances a significant number of students made the decision to discontinue their studies and the performace of those who remained was also adversely affected as their motivation levels appeared to be reduced and we saw an increase in non-submissions and/or failures. This was despite the team remaining stable and additional support mechanisms being introduced to facilitate their studies.

Continuation in 2015/16 was affected by the performance on a small number of programmes: Business and Management recruited a significant number of students during clearing of which a significant proportion did not engage fully in their studies, resulting in 44% failing the year. Following this the team reviewed their support mechanisms and made improvements which has resulted in an improvement in 16./17 with 26% failing the year and then in 2017/18 this figure further reduced to 14%, demonstrating year-on-year improvements. In addition to this the FD in Photography experienced a difficult year, with one student's personality impacting negatively on other group members, in which it saw higher levels of non-engagement with the programme and a resulting spike in withdrawal/failure which rose from 18% in 2014/15 to 28% in 2015/16 and then reduced again to 21% in 2016/17. In addition to this in this academic year the college took the decision to close one of its out of town campus' with a view to moving its HE provision to its city centre campus. Although this move was not scheduled until the end of 2016/17 and plans were made to facilitate this transition and support students some found this change to be unsettling and took the decision to not continue with their studies.

Monitoring of student progress at both a programme and individual level aims to ensure that all students are supported in achieving their potential. Student support initiatives such as personal tutoring and attendance monitoring are carried out by teaching and support staff to identify the appropriate intervention for each student and share responsibility for monitoring their progress.

Support for specific groups of students is informed by effective monitoring of recruitment, retention, progression and achievement statistics alongside protected characteristics. Recent initiatives have included looking at the gender balance in Computer Games and women in science. The introduction of a new pathway on the FD Computer Games (Concept Art) led to an increase in the number of female students by 21%. The promotion of and involvement of tutors in 'Women into Science', including the role modelling of female tutors, has led to a gender balance of 70/30 (females/males) on the FD Biomedical Science courses. Unfortunately, we are still struggling to attract more females onto our engineering provision.

We are extremely proud of our students and the distance that they travel, we don't have enough space to talk about all of them but here are just 3 examples of our students who entered with high risk qualifications:

- *BSc (Hons) Biomedical Science student entered full time employment at a prestigious organisation in the science sector – offered the job the day of finishing her final exam*

- *FD Fashion, Theatrical & Media Hair & Make Up – on completion of the FD obtained employment with Disney on the Maleficent 2 film and has just finished working on the Horrible Histories film*

- *LLB (Hons) – entered the LLB with no confidence, could barely speak to students and staff, now in final year of BPTC LLM (Bar exams with Masters) and obtained scholarship funding from Middle Temple Inn and Northumbria University.*

We are a widening participation institution and strongly believe that higher education should be accessible to all that have the ability to succeed.