

## Optional provider submission template for TEF 2023

### 1. Provider context

**Vision:** To be the Best College in the Country

**Mission:** To inspire, challenge and transform lives

**Values:**

- Excellence: We have high expectations of ourselves and each other
- Accountability: We own what we do, learn from our mistakes and constantly seek to improve
- Innovation: We are bold and dynamic in our approach
- Collaboration: We are one team and work hard to serve each other well
- Integrity: We are honest and transparent and do the right thing in the right way

#### **Strategic Priorities:**

SP1 - We are a College driven by its people, for its people

SP2 - We provide the highest quality of experience for our students

SP3 - We deliver an employer driven curriculum

SP4 - We serve as a beacon for our community

SP5 - Seize opportunities that benefit our people and place<sup>1</sup>

The College delivers its mission through a whole-institution approach which includes:

- Inclusive approaches to teaching, learning and assessment;
- Clear focus on health and wellbeing through targeted support services;

The College's mission statement informs the Teaching Excellence Framework (TEF) submission, which is '**to inspire, challenge and transform lives**'. The College is committed to ensuring it is a beacon for its community with the students at the centre of everything it does. As such, the College relies on seamless progression opportunities being available to students who enter or return to education at any level to improve their life skills, opportunities and employability prospects.

Following 6 months of consultation, 2021/22 saw the launch of the College's new and ambitious strategic plan which centres on Hugh Baird College becoming '**The Best College in the Country**' over the next 5 years. The metrics for what the best college in the country looks and feels like have been developed in consultation with key stakeholders.

The College believes that the students deserve to study in the best college in the country, the staff deserve to work at the best college in the country and even more importantly than ever, the community needs and deserves to have the best college in the country within touching distance. The College recognises that to achieve this vision it will take time, collaboration, difficult decisions and a lot of hard work.

Hugh Baird College is a Further Education medium sized general further education college with an annual turnover of approximately £20 million. The College provides education at all levels and across a variety of subject specialisms through academic and vocational streams, developing and enhancing knowledge and skills. The College delivers training to over 4400 students, including approximately 86 full time 14–16-year-olds, 3290 FE students, over 450 HE students and 650 apprentices. Based in Bootle, in the extreme south of the borough of Sefton, the College attracts students from across the region with a significant proportion of these residing in South Sefton and North Liverpool.

The College recruits from several of the most deprived areas in England. The latest Indices of Multiple Deprivation statistics (collated in 2019) show that five of the super output areas (SOAs)

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<sup>1</sup> Hugh Baird College Strategic Plan 2021-26

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adjacent to the College are within the 1% most deprived in the country with particularly acute levels of deprivation as a result of ill health and disability (within the 0.2% most deprived in England), family income affecting children (within the 0.3% most deprived in England) and access to employment (within the 0.5% most deprived in England). Figure 1 below illustrates the local context further.

In 2021/22 the College recruited around 45.6% of its intake from students living in Sefton, 37% from students living in Liverpool and 17.4% from students in other districts.

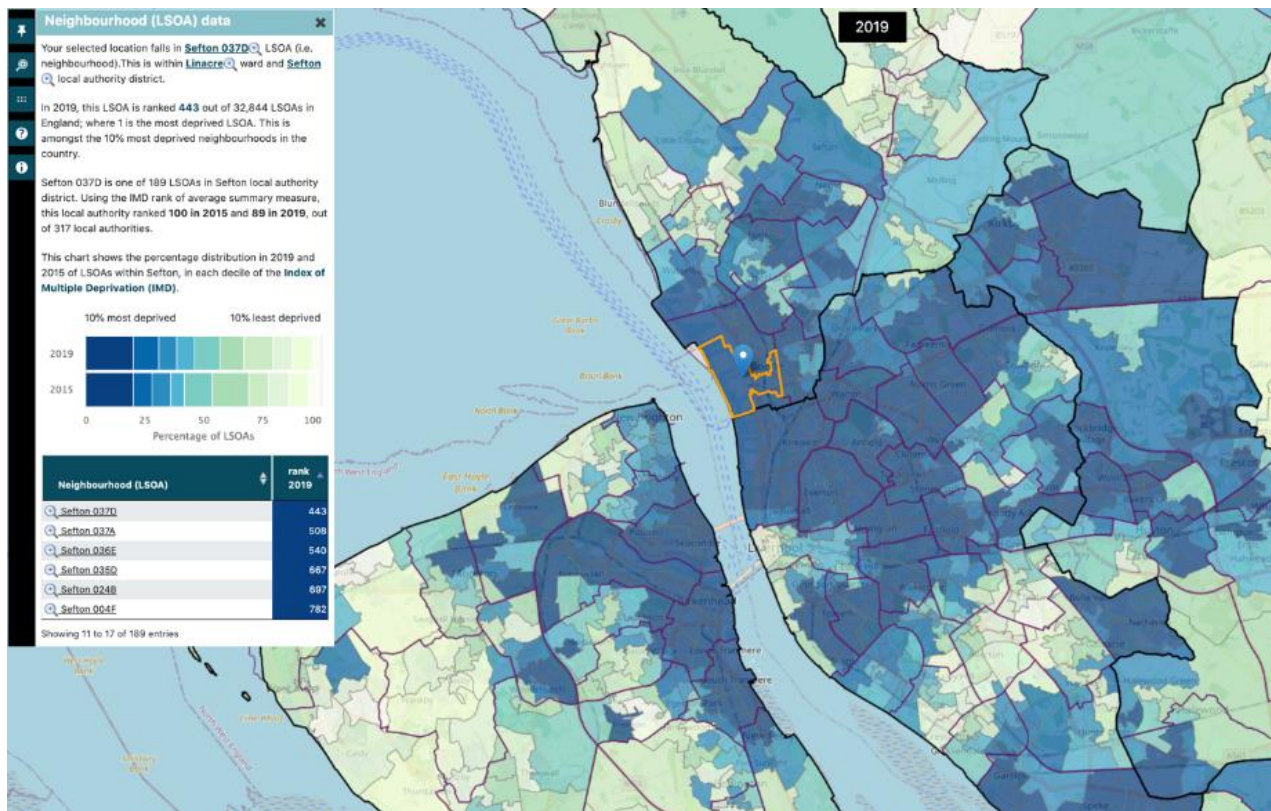


Figure 1: Sefton and surround area Indices of Multiple Deprivation 2019.

Many students within the College, including those within the Higher Education Directorate, deal with complex social and emotional issues including chaotic lifestyles and an ever-increasing number have mental health issues. The College is proud however, of the significant range of support it provides to ensure that students succeed. In relation to employment opportunities, it is the 26th most deprived (out of 32844) neighbourhood nationally, a rate that places it within the most 0.06% deprived in the country. A further illustration of the socio-economic context within which the College operates is provided by the socio-economic Performance Indicator Report (SePI) published by Ofsted, which shows that out of the 224 Further Education providers nationally, the College's students are in the 5th most deprived postcodes; a ranking that places the College's students within the most deprived 2.5% nationally.<sup>2</sup>

It is important to understand the size of the HE student body and course levels that make up the Directorate of Higher Skills. Hugh Baird College is a small HE provider with total annual numbers on roll averaging 450 across all year groups. The offer consists of mainly full-time students studying 2 or 3-year Foundation Degrees (with Optional Integrated Foundation Entry), Higher Technical Qualifications (HTQ) (from September 2023), 1 Year Honours top-up programmes and Initial Teacher Education (ITE). In terms of the HTQ offer, the College is one of only two partner Colleges within the UCLan partnership, that took the lead in developing HTQ qualifications during cycle 2 and 3. This has resulted in 3 qualifications been approved by the Institute for Apprenticeships and Technical Education (IfATE) during cycle 2 and a further 2 qualifications going through cycle 3. The commitment by the College, to be the provider of choice for higher education within the local area,

<sup>2</sup> Hugh Baird College Self-Assessment Report 2022

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is further endorsed with the progression opportunities for the College T Level students who will be progressing in 2023.

The Higher Skills Directorate comprises of three faculties, and offers industry-based courses that are mapped to the Skills for Jobs Lifelong Learning for Opportunity and Growth white paper (January 2021) and are as follows:

- Faculty of Creative Industries, which offers courses including Graphic Design, Fashion and Textiles, Visual Merchandising and Promotional Design, Interior and Spatial Design, Moving Image Production, Games Design, Creative Make-up Design and Practice and Digital Imaging and Photography.
- Faculty of Health and Education, which offers courses including Mental Health and Wellbeing, Health and Social Care, Children Young People and their Services, Initial Teacher Education, Children Schools and Families, Health Nutrition and Physical Activity.
- Faculty of Engineering, Business, Computing and Criminal Justice, which offers courses including Criminology, Business and Management, Engineering (Advanced Manufacturing), Computing, and Policing Studies.

The College complies with the annual monitoring and periodic reviews in line with the Higher Education Institution (HEI) quality assurance mechanisms, as well as reporting to the College's governing body three times per year, in the form of its HE Committee. On each occasion, reporting includes, but is not limited to, student outcomes and consideration of the OfS Ongoing Conditions of Registration. This Committee also monitors the Access and Participation Plan (APP), the overall Higher Education Strategy, course design and development and the student experience, which includes the student voice.

Furthermore, with the introduction of Higher Technical Qualifications (HTQ), employers have been instrumental in the endorsement of the level 5 qualifications that are delivered at the Hugh Baird University Centre in relation to them being mapped to apprenticeship standards, ensuring the validity of the Level 5 offer. In turn, students from the local area are afforded the opportunity to study courses that are related to the current industry demands within the Liverpool City Region (LCR).

The Widening Participation & Apprenticeship Lead at the Royal Liverpool Trusts, for example, stated: *"Based on our interaction with the College and indeed the University Centre, and review of the Level 4 and 5 qualifications... we would confirm that the programme structure and content deliver the knowledge, skills and behaviours required for Assistant Practitioner roles within the Liverpool University Hospital NHS Foundation Trust... I believe there would be demand from our NHS Trust and indeed across the sector to employ successful graduates of this qualification in Assistant Practitioner roles. We further believe that introducing relevant Higher Technical Qualifications will help to narrow the skills gap within health employment especially as it is mapped to the assistant practitioner apprenticeship standard. Further to the above, as part of our commitment to assist the Hugh Baird University Centre with the development of the qualification, we will use the expertise within our organisation to contribute to regular reviews of content and assessments to ensure that they continue to be valid."*<sup>3</sup>

As discussed later within this analysis, sample sizes for some groups are too small for meaningful comment, which on first view, could give the impression of significant gaps in performance between some groups. The HE student body is primarily made up of local commuter students from an area with low numbers of BAME residents, with many having either dependants or caring responsibilities.

In terms of the mix of HE students, 2021/22 College data<sup>4</sup> indicates: 83.8% of students are >21 years of age, an increase of +3.9pp (on 2018/19 pre-COVID-19 data). Furthermore, 75.1% are registered

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<sup>3</sup> HEQ employer endorsement

<sup>4</sup> College data (2018/19 to 2021/22)



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as female (+1.7pp on 2018/19 data), with 16.21% of students claiming Disabled Students' Allowance (DSA), an increase of +1.26pp on 2020/21 data. 18.5% of students are registered as having mental health issues (+2.9pp on the previous year and +9pp on 2018/19 data). 39.3% of student state that they have a known disability (+10.1pp on previous year and +12.9pp on 2018/19 data).

The College is situated in an area of high social and economic deprivation as classified by the Index of Multiple Deprivation (2019), with many of the students having dependants, caring responsibilities and/or employment.

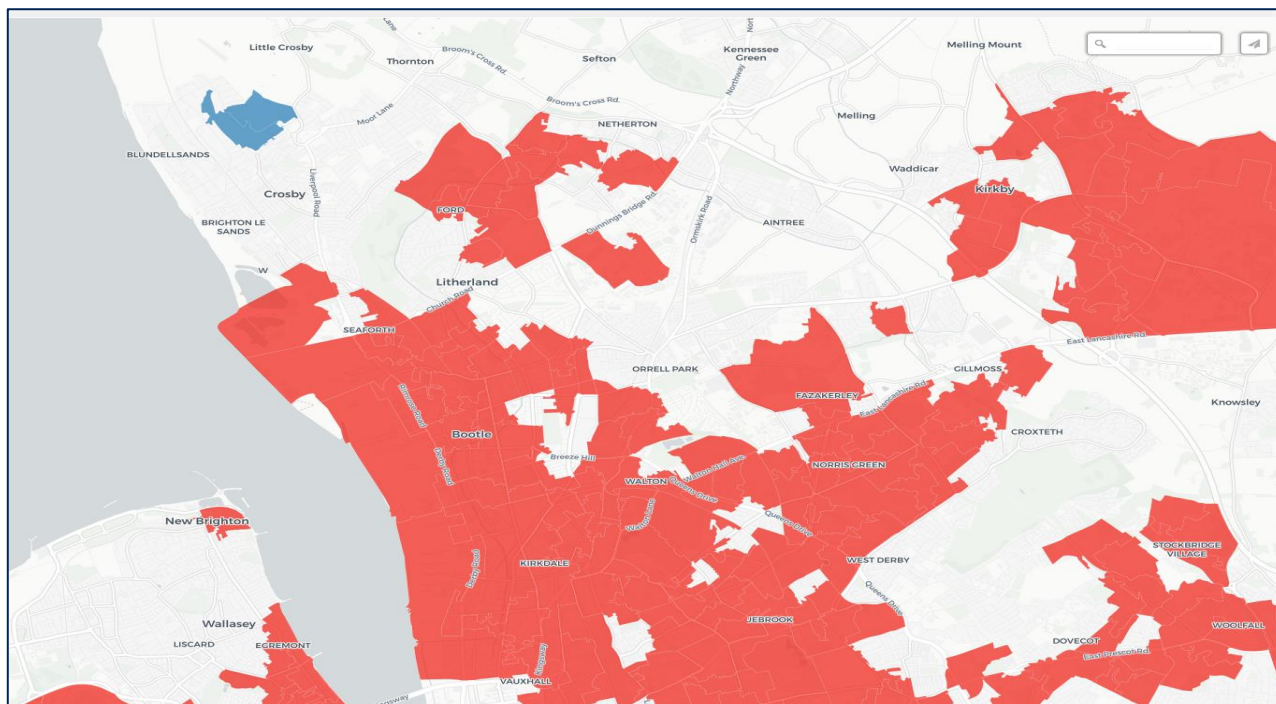


Figure 2:

Most deprived 10%

Least deprived 10%

Figure 2 illustrates that Bootle, and its surrounding area, sit within the top 10% of deprived areas nationally. College data indicates that over a 4-year period, the physical distance travelled by over 90% of the HE student body, is less than 10 miles, demonstrating that the majority of HE students are commuters living in local postcodes.<sup>5</sup>

The College provides crucial provision and opportunities to its local communities and sets out to create an exciting, vibrant and successful learning environment. Hugh Baird College underwent an Ofsted inspection in February 2018 with an overall judgment of 'Good', the report stated: *"Senior leaders and managers ensure that close collaboration with local partners and employers results in a well-planned, coherent curriculum that meets the needs of local people and employers in Sefton."*<sup>6</sup>

In 2013 the College made the strategic decision to move away from the arrangement where HE provision was co-located with the FE provision, in favour of a new centralised HE University Centre. With an investment of £8 million, further raising the profile of the institution and providing a learning environment to reflect the excellence of an HE ethos within FE and to mirror industry expectations in terms of practical teaching and learning spaces. The 2,600 square metre facility places Higher Education at the heart of the community. The external examiner for the Visual Merchandising and Promotional Design (VMPD) courses stated in their report: *"The Studio culture that has been fostered within the FdA and BA (Hons) VMPD courses at Hugh Baird is to be commended. The use of an*

<sup>5</sup> Hugh Baird College internal data for distance travelled over the 4-year reporting period

<sup>6</sup> Hugh Baird College Ofsted Report 2018

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*open studio for all three years would seem to be highly effective in mimicking a commercial studio environment whilst creating a strong work ethos that encourages peer learning.”<sup>7</sup>*

The College has a long-established relationship with the University of Central Lancashire (UCLan) and more recently, Liverpool John Moores University (LJMU) who are supportive of the College’s HE development aspirations. The College is committed to being a higher education provider of choice for the local community, with outstanding teaching and learning that provides opportunities for students to study and progress into graduate level employment within the Liverpool City Region and beyond. This ethos is driven by its commitment in relation to widening participation and offers courses at Integrated Optional Foundation Entry (level 3), for students who do not have the required / traditional qualifications to proceed directly onto a level 4 undergraduate programme.

The main drivers for the Hugh Baird University Centre are set out in the HE Strategy, with the primary focus being on teaching, learning and support, as well as the development of vocational expertise.

The Hugh Baird University Centre Higher Education Strategy (2021 to 2026) states that:

**We will:**

1. Be a provider of choice for Higher Education within the local community;
2. Provide an outstanding student experience, underpinned by high quality teaching, learning and support; listen to the ‘student voice’ and further develop our strong sense of community;
3. Continue to support our staff with continuous professional development that includes further study and current industry experience;
4. Further strengthen our links with employers within the region and enhance our career readiness programme to ensure all students are prepared for the world of work;
5. Continue to grow a sustainable curriculum to meet the requirements of the regional economy;
6. Support students to achieve their full potential;
7. Be a University Centre that cultivates an inclusive and accessible academic environment;
8. Produce graduates that are career ready;
9. Cultivate an environment that makes innovative use of digital technology;
10. Foster a culture which encourages a vibrant platform for the discussion of practice and knowledge exchange;
11. Extend and strengthen our external partnerships;<sup>8</sup>

Although conducted in 2015, the Quality Assurance Agency (QAA) Higher Education Review (HER) team formed the following judgements about the higher education provision at Hugh Baird College:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies meets UK expectations;
- The quality of student learning opportunities is commended;
- The quality of the information about learning opportunities meets UK expectations;
- The enhancement of student learning opportunities is commended;<sup>9</sup>

## **2. Student experience**

The revised UK Quality Code for Higher Education 2018 states that providers will: *“ensure the availability of an inclusive and engaging learning environment in which all students are supported to succeed.”<sup>10</sup>*

The Hugh Baird University Centre is committed to providing this support in all its forms and, as with the wider College vision statement, holds teaching and learning to be a fundamental factor in terms

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<sup>7</sup> VMPD external examiner report

<sup>8</sup> Hugh Baird University Centre Higher Education Strategy (2021-26)

<sup>9</sup> Hugh Baird College Quality Assurance Agency (QAA) Higher Education Review (HER) 2015

<sup>10</sup> UK Quality Code for Higher Education 2018

of ensuring that it provides inspiring, innovative and outstanding provision that serves the needs of both the local and wider community. Central to this is the recognition of the need to recruit qualified teaching staff with appropriate academic and/or industrial experience. During the process of appointing new teaching staff, students are routinely involved in the recruitment and selection process in terms of observing and feeding back on teaching during interviews.

**Our students can expect:**

- a) A learning experience that challenges and creates excellent career opportunities;
- b) To learn from highly committed, highly knowledgeable and highly skilled staff;
- c) High quality physical and supportive learning environments that utilise up to date technology to foster and develop learning;

In support of point (a) above,

. He decided to return to education and enrolled on the Foundation Degree in Engineering (Advanced Manufacturing) with the Optional Integrated Foundation Entry year. Integrated Foundation Entry courses are designed for those who want to study for a Foundation Degree but do not have the necessary formal qualifications to start at Level 4. The student proceeded to complete his Foundation Degree, excelled on his course, graduating with flying colours and is now a engineer at the worldwide engineering company

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In support of point (b) above, one recent graduate who gained a first-class honours degree in Business and Management, having just become a new mum stated, *"at the beginning I was certain I was not clever enough to pass the degree, let alone be accepted onto a degree course. I did my GCSEs in 1999 and that was the end of my education. I felt sick waiting for my grade for the first assignment I submitted. However, when I got my result, I had achieved 73%, this really gave me a confidence boost and from then on, I started shaking off the doubts I had about myself. I now feel able to take on any task or challenge and I have made myself a rule to always say yes to a challenge or an opportunity."*<sup>12</sup>

Reflecting back on her time at the Hugh Baird University Centre, the student stated: *"my tutors encouraged me throughout my time at the University Centre and challenged me on the negative beliefs I had about myself. The tutors and my classmates felt like a family, we celebrated our highs and supported each other through the difficult times. Lessons were engaging and fun and we also got to meet with industry experts to help us to get ready for our next steps."*<sup>13</sup>

In support of point (c) above, one graduate from the Foundation Degree in Computing course is gaining hands-on experience in the digital world thanks to landing a role as a Software Developer at Liverpool-based tech firm, . He stated, *"The course helped me by teaching me various methods and techniques of problem solving and coding that can be applied to my job role. Studying at the Hugh Baird University Centre has made me a lot more confident in my abilities to work through problems and get the job done. I am constantly pushing myself to do better and achieve better things. The tutors are very accommodating and friendly, offering helpful advice and guidance when needed, always willing to listen and help with any situation. For that I can't thank them enough."*<sup>14</sup>

In addition, a graduate from the BA (Hons) Digital Imaging and Photography (top-up) course, who gained a first-class honours degree stated: *"The tutors consistently push you to achieve results and the smaller class sizes ensure lots of one-on-one time. The facilities and equipment are excellent, and the course has given me the confidence to pursue my goals in photography"*.<sup>15</sup>

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<sup>11</sup> HBUC Graduate Case Study (Where are You Now?)

<sup>12</sup> HBUC Graduate Case Study (Where are You Now?)

<sup>13</sup> HBUC Graduate Case Study (Where are You Now?)

<sup>14</sup> HBUC Graduate Case Study (Where are You Now?)

<sup>15</sup> HBUC Graduate Case Study (Where are You Now?)

The student numbers are essentially linked to local demand. However, the College continues to seek and attract students from all backgrounds and abilities that meet the entry criteria. It is evident that students are attracted by the opportunity to study locally, which provides value for money with financial incentives such as bursaries and scholarships; excellent levels of student support, and opportunities for work-based learning, all of which contribute towards the development of desirable graduate skills.

Recognising the level of deprivation within the catchment area and the background of the students, the College has been working with students to co-create an inclusive, safe and welcoming environment, which inspires, empowers and supports all students to fulfil their potential. An example of this was during the COVID-19 period, when the College supported the whole student body through a variety of hardship initiatives which included, but was not limited to: help with rent, laptop loans, home internet access, food vouchers, food bank, money for bills, materials and specialist equipment loans such as cameras and sewing machines. In addition to this, the College saw a significant increase in mental health and wellbeing support, personal and family support, as well as academic support, due to lost learning prior to coming onto an undergraduate course in some cases. Furthermore, the academic and support staff worked tirelessly, in and out of normal work hours, to support students to successfully achieve; this also included supporting students during staff holiday periods. During 2019/20 64.4% students claimed financial hardship, and in 2020/21 this rose to 70.8% (+6.4pp).

In the aftermath of the COVID-19 period, the strategic decision was taken to continue with all of the above support for students and their families with an additional resource that has been established in the form of the Mental Health Elemental Platform, discussed in more detail on page 9.

## **Teaching, Learning and Assessment**

Within the established College, a HE observation process system of ungraded, personal developmental observations (PDO) for new staff are undertaken throughout the academic year, enabling the Assistant Principal and Directors of Higher Skills to provide formative and supportive feedback to staff on the HE delivery. The system identifies examples of best practice, which is shared with staff throughout the year within their faculty teams. Further enhancement involves coaching and peer review.

It must be noted that within the College-based Higher Education setting, the National Student Survey (NSS) data is relevant only to those students studying on year 2 of a Foundation Degree qualification, which in 2021/22 for example, equated to 26.25% of the overall student body. Of the 26.25% that were eligible to participate in the NSS, only 57% responded; meaning that overall, the results of the NSS were representative of only 14.96% of the Hugh Baird University Centre student body.<sup>16</sup> In addition, the small group sizes on the courses, from which the information was gleaned, meant that student numbers did not meet the minimum NSS sample sizes, with the exception of only two programmes out of seventeen level 5 courses. It can therefore be concluded that the data is not representative of the opinions of the entire student body, or indeed of the year 2 cohort in its entirety. Benchmarking this data against the traditional 3-year degree programmes delivered at HEIs can therefore present a skewed picture.

The College is aware of its student feedback and is continually working to strengthen its student voice activities and is working in the form of co-creation in developing the Student Voice plan. The College has worked to ensure that students have a range of opportunities to engage in feedback mechanisms and reflect on their experiences. This includes the HE management team meeting with student representatives to move forward with student opinions and suggestions, as well as a suggested comments box that is managed by the Personal Development Coaches (PDC). One such example of “You Said, We Did” is whereby a student suggested that an additional course representative meeting with the PDCs would allow students to talk more openly in relation to student mental health and wellbeing and student support. This has now been set up and implemented. To

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<sup>16</sup> NSS data

add to this, one Foundation Degree Children, Young People and their Services student, in receipt of DSA, stated: *"I would like to thank you as a university centre student rep for making sure our voices are heard through a variety of different channels. I would like to say, we are happy and comfortable with the additional informal student rep meetings you offer and the overall accessibility for us as students to approach you. This is because we feel able to speak openly. As students have come to me, as their rep, to discuss their feelings and opinions, I have been able to discuss these issues with the PDCs on a more regular basis... Occasionally, issues such as conflict or needing just to talk directly to a person on personal matters is the only appropriate approach to undertake in a more private setting. Our PDCs are very understanding, calm and respectful to all whom they interact with, acknowledging the difficulties students and staff face on a regular basis. As a voice for students, we feel that the support has increased for the better."*

As part of the student experience there are a number of Staff, Student Liaison Committee (SSLC) meetings that take place. During the COVID-19 period, the teaching quality and student voice were monitored by issuing internal Student Questionnaires (SQ) at two points during the year. All students in all year groups were invited to take part. SQ1 results indicated 89% overall Directorate satisfaction with the quality of teaching for first year students (+10 against external benchmarks and +9 Distanced Travelled) with satisfaction for returning students standing at 93% (+1 against external benchmarks).<sup>17</sup>

One SSLC meeting, which took place in June 2020, had a focus on the Faculty of Creative Industries. The aim was to determine the impact of the COVID-19 restrictions on teaching and learning within practical subjects and to discuss plans for a phased return. Overall, students agreed that the Lockdown had caused difficulty in terms of practical elements, although it was acknowledged that teams were in the process of working around this with equipment and materials being identified and sourced for student use. It was stressed that every effort would be made to provide students with the use of facilities to complete work. This was reinforced, for example, by the Engineering Course Leader was making arrangements for workshops to be available out of timetabled hours.

The external examiner for Education Professional Studies thanked all of the staff team in the end of year report: *"for their excellent teaching and support and commented specifically about extra support and care during the Covid 19 crisis... it is evident from the work and contact from the team that there has been an enormous amount of work being done to maintain the status quo for the students. It has been very challenging, and they are very lucky to have such a dedicated team."*<sup>18</sup>

Whilst the external examiner for the Health and Social Care courses stated in their report: *"considering the extraordinary circumstances we have all found ourselves in, I have seen how resilient programme leads and lecturers have been to endeavour in some instances to provide alternative forms of assessment. These alternatives appeared rigorous but also achievable evidencing a student-centred approach."*<sup>19</sup>

In addition, the external examiner for the Graphic Design courses stated in their report: *"the quality of design work is consistently good. Staff have successfully embedded a studio culture at HBUC which is positively impacting on the generation of exciting graphic design and illustration whilst importantly nurturing students from a range of non-traditional backgrounds including many first generation and mature students. Work based learning projects are dynamic and linked to appropriate career aspirations."*<sup>20</sup>

## **Educational Environment**

To support the outstanding teaching and learning at the Hugh Baird University Centre, the College has been successful in procuring capital funding to enhance its curricular offer and to ensure that students have access to the latest fit-for-purpose equipment and technologies. To this end, the

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<sup>17</sup> SSLC minutes

<sup>18</sup> Education and Professional Studies external examiner report

<sup>19</sup> Health and Social Care external examiner report

<sup>20</sup> Graphic Design external examiner report



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College has recently secured £60k to support its Digital offer, with a further £549k in 2022/23 to support the curriculum as a whole. In addition, the College has also received in 2022/23 a further £60k to support its Engineering offer. With the recent changes in the OfS capital funding methodology, the College has been able to enter into a competitive bidding process, not least with a view to investing in the relevant curricular areas as identified in the Liverpool City Region Skills Strategy 2018-2023. As a small provider of Higher Education, and due to the changes in HE funding from 2021/22, this has afforded the College the opportunity to update teaching and learning and support spaces and equipment, and to purchase cutting edge, industry standard equipment.

Part of the HTQ provider growth fund was used to further enhance the employability focus for undergraduates, with the HTQ Digital agenda in mind, to facilitate a Cyber Security event during which staff and students were treated to some fascinating insights into the world of Cyber Security by the Northwest Regional Organised Crime Units (NW ROCU). Facilitated by The Cyber Hub Trust, the Cyber Prevent Officer gave a presentation about Cyber Threats and Opportunities. CEO of the Cyber Hub Trust, Michael Klonowski, opened the event – highlighting the new Security Operations Centre that has just opened at Hugh Baird College and the many opportunities this will offer students, business, and the wider community. He said: *“Today’s Cyber Security experience is an excellent way of engaging young people in the exciting world of Cyber-related careers. This industry is full of opportunity and it’s vital that we give people access and exposure to real-life experiences”*.<sup>21</sup>

## Student Support

There is a concerted effort to make all students feel inclusive with regards to personal issues, health issues, childcare or any other barrier that may impact on their learning and achievement. This is supported with considered timetables that span over 2 or 3 days to allow students to work or care for their families, something that has been consulted with students over time. Further consideration, for students that may require support with mental health, is given in the form of the College partnership with Merseycare Life Rooms, which is situated on the College’s St Winefride’s Health Hub campus site. This facility is instrumental in supporting mature students that can refer themselves for a range of support, including; financial, health and wellbeing. During the academic year 2021/22 there was the introduction of the Elemental Platform, which is a social prescribing platform for staff to refer students to internal and external services. The University Centre is part of an OfS pilot with College Based Higher Education establishments in Lancashire and the Liverpool City Region. Whilst still in its infancy, the promotion of this service will be a key strategy moving forward to the new academic year in supporting students with mental health.

Where students declare themselves as having extra support needs, due to disability, the College’s DSA/SEN Co-ordinator makes appropriate support arrangements and supports them during their time at the Hugh Baird University Centre. During induction week, all students are made aware of support mechanisms available to them at the Hugh Baird College University Centre and wider College, including those provided by Student Services. All students are made aware of how to apply for extensions and mitigating circumstances (MCs) of which in 2021/22, 29% of the student body were successful in applying for MCs, an increase of +8pp on 2018/19 academic year<sup>22</sup>. Adjustments are integrated and made accessible for any student requiring further support (including extra support outside of existing timetables). Reasonable adjustments are made for students with MCs and for those with DSA requirements, for example, liaison with the DSA Co-ordinator, enacting on students individual learning plans and ensuring student service resources, activities, lectures and seminars are accessible to all.

Rapport is developed from an early stage between staff and students, who are taught in a classroom environment in small groups, normally of 12 or less, and allows for a more focused learning environment that supports the students that study at the Hugh Baird University Centre, in turn enabling student/tutor interaction to be as frequent as necessary. Students find that the enthusiasm, and motivation of staff, inspires them to achieve and they value the supportive structure offered by

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<sup>21</sup> HBC marketing article

<sup>22</sup> HBC internal data

tutors. This, coupled with the small class sizes, enabled those needing extra help to feel confident about raising issues of concern regarding their academic work.

Four facilitators provide additional support for creative students within the Hugh Baird University Centre. The facilitators enhance the student experience through the delivery of both in class support and workshop support. This initiative has allowed students to gain additional support outside of class contact time to work on developing skills, as well as additional support across programmes to collaborate. For example, the photography facilitator holds workshops for the make-up and design students.

One student on the Interior and Spatial Design course stated: *“As a student in the 1<sup>st</sup> year of my Foundation Degree Interior and Spatial Design course, I feel that I have benefitted from on-going additional workshops delivered by our Facilitator, especially when it comes to digital work as this is an important part of the criteria for the Interior module. The support provided through the workshops has proven to be invaluable within my first term and will undoubtedly assist me in the pursuit of a career in interior design”.*

The external examiner for the Optional Integrated Foundation Entry (Design related courses) stated that *the “team demonstrates excellent support for the students, building into the modules’ creative challenges and academic rigour. Acknowledgement that some students may require additional support in order to acclimatise them to the HE environment is evident. The course provides an appropriate introduction to a wide range of creative practices which help realign the students’ thinking and making skills, giving them confidence to take risks, push boundaries and prepare them for Year 1 study in their respective subject specialism. Staff at the College demonstrate the same high level of support, input and academic rigour and it is evident that the students are committed, have a positive experience and are themselves well prepared for further study at HE level.”*<sup>23</sup>

Additionally, the external examiner for the Fashion and Textiles courses stated in their report that: *“Clear student feedback positive and developmental but incredibly supportive and personally encouraging. Assignment briefs were great with relevance to industry practice.”*<sup>24</sup>

Further to the above, the external examiner for the Digital Imaging and Photography courses stated: *“Student work reflects the times we live in, and the diversity of the area. It reveals the individual journeys travelled by each student, often overcoming limitations – many have difficult personal circumstances and challenging complex backgrounds ( , another is a , another was system a few years ago, others have impairments). It seems to me that we live in a world where many people increasingly feel anxious and disconnected, and at many institutions this is often reflected in student photography work being very introspective and inward looking – yet much of the work here is most definitely outward facing and concerned with what is going on in the world, what is happening out there... The distance travelled by learners (the level when they arrive, and the level when they graduate) is impressive. They come a long way.”*<sup>25</sup>

Additionally, the external examiner for the Visual Merchandising and Promotional Design courses stated in their report: *“The design and style of delivery carried out by the VMPD team at Hugh Baird College certainly promotes high levels of professionalism from both the FdA and BA cohorts. The balance of teaching and support encourages students to become more autonomous as they progress through their studies whilst ensuring that the quality of work is suitable to the professional environment.”*<sup>26</sup>

## Scholarship Programme

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<sup>23</sup> Optional Integrated Foundation Entry (Design related courses) external examiners report

<sup>24</sup> Fashion and Textiles external examiners report

<sup>25</sup> Digital Imaging and Photography external examiners report

<sup>26</sup> VMPD external examiners report

As part of the Level 6 scholarship programme, which is aimed at financially supporting HE students on low income, the students work alongside the 14-16-year-old provision at the College to mentor and coach young learners that show an interest in wanting to go to university. The programme raises awareness of Higher Education and inspires the young learners to aim high. One young learner stated: *"I am really happy to have been chosen to be part of the Young Scholars initiative and attending the Graduation Ceremony was really interesting too. I hope to one day become a design Engineer in the Agricultural Industry and this will mean I need a degree. Having a University Centre near where I live is really useful and will help me save on the cost of going to uni."*<sup>27</sup> The level 6 students that take part in this programme are given opportunities to develop their skills and work alongside young learners to make a difference.

One scholarship student stated, *"I started at Hugh Baird University in [redacted] as a [redacted] health and social care student, [redacted]. I was lucky enough to be awarded a place on the scholarship programme and had the pleasure of being able to take part in the 14-16 mentor programme and had the privilege of working with three students... I was able to utilise the skills and knowledge that my teachers have shown me over the years at Hugh Baird and transfer into being a mentor. As a student that wanted to pursue a career in teaching, this opportunity was amazing for myself, and helped me further develop my skills and knowledge of working with the 14/16 sector and being a positive role model for the students (If I can do it, you can do it). I found the mentor programme extremely rewarding observing the three student's development throughout their course, their growth and the commitment to their futures. This opportunity gave me the transferable skills and confidence necessary to proceed onto the PGCE and into a teaching role in the future."*

Another scholarship student stated, *"I began my university journey in [redacted]. Gaining a degree at university was something I had always dreamt of achieving. I was continually faced with barriers to success*

*[redacted] – or so I thought! [redacted], I had very little confidence in myself and not knowing exactly what subject I wanted to study, it felt very daunting. During my BA year I was fortunate enough to be awarded a scholarship, which gave me the opportunity to attend a mentor training programme. The programme taught me strategies to work with and mentor students from the 14-16 college. It was a privilege to have been given the opportunity to work with secondary school age students and mentor them, share my experiences and achievements. I was successfully able to build up a positive mentor role with my mentee with the support, guidance and training from Hugh Baird. The experience proved positive on both parts, my mentee often shared her experiences of success with me, showing her first-place awards for competitions she entered due to encouragement from myself after hearing about my journey and the awards I had won. My mentee was inspired by the achievements and my journey and following the success of her own goals, she began to believe that she also had the potential to achieve such dreams. She visited the University Centre and spoke to the students on the creative courses, with high aspirations to further her own studies and achieve goals she never thought were possible."*

## Recognition of Student Achievement

The College recognises student achievements with an annual graduation awards ceremony that allows staff to nominate students for a number of awards. College Governors and staff join students in a lavish annual celebration to award students on their achievement. Typically, these awards are given to students that have exceeded their potential and/or overcome personal situations.

The Assistant Principal Higher Skills award for excellence in [redacted] was awarded to a student that graduated [redacted] in Visual Merchandising and Promotional Design, who had returned to higher education having worked in the design industry for many years.

[redacted]. They progressed onto study for a [redacted] after graduating at the Hugh Baird

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<sup>27</sup> HBC Marketing article

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University Centre and again completed their studies during the second lockdown. The student is now employed as an academic on the courses they originally enrolled on in .

At the 2021/22 end of year degree show for the Creative Industries course teams engaged experts from professional bodies and industry to 'judge' the final year degree show work, giving students the opportunity to 'pitch' their designs and compete for 'best in show' prizes. Further enhancing the employability skills of students and giving them opportunities to showcase their skills to industry experts. The judges included: The Chair and Vice Chair of the British Display Society (BDS), Creative Director from i-catcher Design and Display Ltd: staff at the Open Eye Gallery (Liverpool), an award-winning bridal makeup artist, and the co-owner of So Coco Rouge a finalist on the BBC's Glow Up! In the academic year 2018/19, a graduate returned to be on the judging panel as a representative from one of the biggest high street names, NEXT, to help select the winning design.

Annually, throughout July, work from the BA (Hons) Digital Imaging and Photography (top up) undergraduates' final major project is showcased in the Liverpool's Open Eye Gallery which is the only gallery dedicated to photography and related media in the Northwest of England. The Open Eye Gallery Curator and the Executive Director select pieces for display at the Gallery from the end of year degree show exhibition, as stated above. The Executive Director commented on the work from the undergraduates: *"Someone recently asked me what I thought made a good photography degree course and I said, dedicated staff that develop students' ambition and students with something to say. Both of these characteristics are evident at the Hugh Baird University Centre. The Open Eye Gallery is delighted to have been working with the BA (Hons) top up in Digital Imaging and Photography undergraduates again this year towards a full gallery exhibition. Several individuals have produced work that is exceptional and, crucially, all of the students are presenting work that is distinct."*<sup>28</sup>

## Student Collaboration

Many courses have developed student collaboration between other disciplines and industry through working on projects that consist of peer and tutor assessment and extracurricular work. The effectiveness of such collaboration is individual to each student, but as such is becoming a culture within the Hugh Baird University Centre. For example, the Creative Make-up Design and Practice students work with the Digital Imaging and Photography students on photoshoots. The Visual Merchandising and Promotional Design students work alongside the Engineering (Advanced Manufacturing) students on the production of a prototype for a 3D design solution. The Engineering students have also worked with Creative Make-up Design students on creating a prototype for an innovative eye palette in order to promote a start-up business. Additionally, the same students have worked with a local entrepreneur from Colectric in developing future designs for living aids for people with limitations. The impact of this has seen one design being proposed for production in connection with Help the Aged. The Creative Make up Design and Practice external examiner stated in their report: *"The collaboration between professional models and photographers at level 4 is very good practice and encourages these students to continue to work with professionals at level 5 and upon graduation. It promotes self-confidence and team work as well as a requirement of industry practice. Working with professional models for demonstrations is particularly strong and sets a standard for good practice throughout the programme."*<sup>29</sup>

This knowledge exchange enhances the student experience and allows students to develop skills within other areas to become more employable on graduation. One such example was when students gained work experience with Peel Ports, the leading Port Authority in the Liverpool City Region. The new partnership enables students to apply for and undertake a 4-week industry placement across a number of disciplines at the company's Port of Liverpool site. This develops industry-specific graduate skills that saw one student from the Foundation Degree in Business and Management course securing full time employment. The Head of Operational HR at Peel Ports stated: *"Peel Ports Group is delighted to be working with Hugh Baird College to provide a number of students with scholarship and work placement opportunities at our Port of Liverpool facility. We take*

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<sup>28</sup> Marketing article

<sup>29</sup> Creative Make-up Design and Practice external examiner report

*our role within our local communities seriously and as the maritime industry continues to thrive, bringing with it many career opportunities, it is important that we encourage future generations to be part of this exciting industry.”<sup>30</sup>*

## Staff Experience and Recognition

As part of the College HR Strategy, staff involved in development and delivery at HE level are prioritised for financial support in terms of gaining higher-level qualifications and also in engaging with relevant continuous professional development (CPD). College staff are required to have or work towards gaining a teaching qualification (PGCE/Certificate in Education) and staff involved in HE delivery are required to work towards gaining higher qualifications and professional qualifications.

The move to ensure that staff are supported to undertake higher qualifications continues and is now seeing staff progressing to PhD qualifications. A number of creative and business staff continue to participate in their own discipline in terms of freelance work/own companies, this supports an employer driven curriculum delivery and gives further opportunities to students that can result in work experience and freelance work through staff networks. The impact of this is evident in the portfolios that are produced for employment and students gaining jobs within their chosen discipline, for example: photography, graphics and creative make up. One such example is where a member of staff working in conjunction with Merseyside NHS Trust and Liverpool’s Open Eye Gallery worked on a project sought to champion how people with early onset dementia can live more independent lives and contribute to a better-informed society. The tutor stated: *“working on the project with SURF, Open Eye and Merseycare was an incredible experience. The participants were really keen to raise awareness about different aspects of living with dementia and also to try to remove some of the stigma associated with it. Being nominated for the People’s Choice Award is testament to the group’s commitment to highlighting their real-life experiences of the condition in order to help others.”<sup>31</sup>*

Many of the creative tutors are involved in creative communities across the region and beyond. By remaining in industry, tutors are able to not only keep their skills current, but are also able to ensure that the students are career ready when they graduate. With over 20 years as a freelance make-up artist, a member of staff for the Creative Make-up Design and Practice course, is a shining example of how industry is brought into the classroom. The member of staff stated: *“one such example was when an opportunity with a Brazilian footballer came up thanks to a recommendation from a fellow make up professional based in the US. This shows how vital it is to constantly network with existing and new contacts locally and globally during your make up career.”<sup>32</sup>*

There is an annual College staff excellence awards ceremony whereby staff are nominated by their peers and students for a range of awards. Staff are also celebrated for qualifications that have been gained during the academic year; for example, Masters, PhD and teaching qualifications.

The Digital Imaging and Photography external examiner stated: *“A key strength of these two courses is the impressive staff teaching team – two part-time lecturers. They are knowledgeable and enthusiastic, and they provide first-class academic, practical and pastoral support for learners. They have a professional dedication to the students. In 21/22 one of the course lecturers was given the ‘Best Academic Support’ award in the Staff Excellence Awards – and this was important as it was voted for by students. There is plenty of evidence of good innovative teaching practice. They are very reflective about all aspects of the curriculum, its delivery and its development. The students were very positive and complimentary about their teaching staff, and the academic support they receive. (Student comments: “Absolutely brilliant”, “Second to none”, “This is the first time I have ever enjoyed education”).”<sup>33</sup>*

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<sup>30</sup> Marketing article

<sup>31</sup> Marketing article

<sup>32</sup> Marketing article

<sup>33</sup> Digital Imaging and Photography external examiner report



### 3. Student Outcomes and Educational Gain

The expectations and practices outlined in the revised UK Quality Code for Higher Education states: *“From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.”*

With the average annual percentage of the full time student body exceeding 90%, the commitment by the College to widen participation to students that may not have the traditional qualifications to enter at Level 4 and the offer of an Optional Integrated Foundation Entry (Level 3) starting point, is reflected in the colleges overall TEF metrics for full time continuation which has an indicator value of 81.7% (+1.3pp difference between the indicator and benchmark values) over the 4-year period from 2018/19 to 2021/22. This is further supported with the key drivers of the Higher Education Teaching, Learning, Assessment and Support Strategy 2021-25, which clearly outlines the commitment to teaching and learning for the mix of students that attend the Hugh Baird University Centre. Furthermore, full time completion over the 4-year period, has an indicator value of 81.1% (+4.3pp difference between the indicator and benchmark values).<sup>34</sup>

The start of the academic year sees an induction programme across all levels that identifies the student's skills needs. This period is vital for students that do not have the traditional starting points in terms of academic qualifications that many HEIs see and forms a good proportion of the student body at the Hugh Baird University Centre. It must be noted that many of the students that study at the HBUC have relevant industry experience and have a combination of skills that are brought together at this point to determine the students' educational journey.

The Higher Skills Directorate uses a Value-Added system (educational gain) which allows the staff to identify an aspirational target grade (ATG) for each student at the beginning of their course from an initial assessment point at induction. This is then monitored through regular reviews throughout the academic year to evidence progress against the ATG. Tailored SMART targets are set by the academic staff that allow the College Senior Management Team to challenge staff on the performance of students. This process allows staff to complete group profiles and adapt schemes of work (SOW) for individualised learning. On completion of the induction period (term 1) the academic staff provide the PDCs and the Head of Library Learning Resources with the 'skills need' for students across the levels and this is fed into the development of the HE Knowledge Hub workshops that are delivered to support the students' academic studies. The Head of Library Learning Resources attends groups sessions to individualise group support on needs such as, referencing, critical analysis, as well as holding sessions for students to 'book into'.

The Value-Added system shows results with early identification of students that are struggling and requiring additional support, to the stretch and challenge of students to reach their ATG and beyond. The monitoring of student attendance and attainment through the Value-Added system allows all staff to capture students early who maybe struggling. It also supports the PDCs in targeted intervention to ensure students are not 'at risk' of leaving or not achieving. The system gives students opportunities to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff. In turn this has contributed to positive student continuation rates as evidenced in the TEF data.

All staff record progress of students on the College ProMonitor system, which allows staff to keep abreast of tracking and monitoring progress and development. Assessment grades are recorded on the system throughout the academic year and cross referenced against the HEI spread sheets for course boards. Internal course boards allow the HE Management Team to see at a glance the academic performance of students and trends. This would include, for example, recording of late submissions, mitigating circumstances or grades across the cohort. The effectiveness of this model allows for the two Directors of Higher Skills and three Faculty Managers, to monitor performance on

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<sup>34</sup> HBC TEF metrics

a weekly basis and quickly identify any students who have not submitted work or are slipping in grades. This is reported by the HE Management Team to the Senior Management Team (SMT) in performance meetings throughout the academic year, along with attendance and engagement of all students. The effectiveness of this system ensures course teams are efficient in tracking and identifying at risk students and to be accountable for student progress, development and action planning. The HE Management Team set targets for each course team in terms of attendance and achievement once the annual self-assessment process has been presented to the Self-Assessment Review (SAR) validation panel, attended by both Principalship and College Governors. Areas to improve are formally recorded in the Higher Skills Quality Improvement Plan (QIP) that is monitored for impact by the SMT, with final outcomes reported to the governors.

## **Employability and Enterprise**

The Hugh Baird University Centre is committed to providing support for progression to course related employment and continues to deliver a long-standing commitment to providing employer-led enrichment opportunities for students.

The 'Career Readiness' programme continues to frame 3 key strands of engagement:

1. Creating and facilitating opportunities for students to engage with employers and industry practitioners, thus providing clarity on the roles, opportunities and expectations within a particular sector (delivered through 'Spotlight on Employment' seminars and 'Meet the Professionals' / 'Join the Professionals' workshops).<sup>35</sup>
2. Developing a robust workforce through students' access to careers advice, skills development and opportunities to enhance their chances of successful employment (delivered through the regular integration of careers advice and guidance).
3. Enhancing students' employability by creating a suitably skilled graduate population in response to the demands of the economy (through effective teaching and learning as well as regular interactions with employers).

As a widening participation institution, the College has a Single Equality Scheme and welcomes applications from students with equivalent experience and life skills and has a strong commitment to providing access to education for all. The College has achieved Career College status and is proud of its strong vocational focus at all levels, with employability firmly embedded in teaching.

Over the last 12 months, the College has ensured that there is a greater level of employer engagement across the College so that students are not only studying on a course that will lead to a positive destination, but that what they are learning will develop the most relevant skills, knowledge and behaviours required by employers and within industry. The reason the College knows this to be true, is because employers are increasingly driving the shape of the curriculum. A key aspect of this has been the development of a strong working relationship with the Liverpool Chamber of Commerce, which culminated in the development and delivery of a range of projects including the Peel Port and Denholme Logistics Scholarship programmes.

Course teams support students and employers to work in a more collaborative way to enhance the employability of graduate students, whilst meeting the needs of local and national stakeholders. Work placements that form part of a student's academic learning and employability experience are an essential element of the College's strategic aims. Students on HE programmes benefit from gaining employability opportunities such as placements or working on live/competition projects.

Working with employers takes many forms within the Hugh Baird University Centre and this is evidenced through a range of work-based activity:

- Live and competition briefs;
- Voluntary work experience;

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<sup>35</sup> Spotlight on Employment, Meet the Professionals and Join the Professionals marketing materials

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- Compulsory work placements;
- Meet / Join the Professionals events;
- Spotlight on Employment talks;
- Guest speakers;
- Staff and student visits to employers;

The Hugh Baird University Centre works with a range of employers across the region in order to benefit the student experience, facilitate extra-curricular activities, enable employment opportunities, and create courses that are industry relevant.

Visits, trips, live / competition briefs and guest speakers continue to be integral to the student experience across all courses. Since the COVID-19 pandemic there have been more face-to-face opportunities which have included: lecture and workshops with the British Display Society, i-catcher, I made you look retail designs, Live House (poster campaign), live and competition briefs with; MSP, LA Productions, Paramount TV, Penguin Book Cover, HBUC Attire, The Chester Food and Drink Festival, Skyhook Games Design and Rock against Racism. Whilst trips have included: London residential, Tate Gallery, Walker Art Gallery, Aesthetica Short Film Festival in York, Sefton Council, Atkinson Gallery, The Mersey Forest, Liverpool Vision.

Guest speakers and work placements take place with a number of local and regional employers: Simon Peter Photography, Carpenters Group, Litherland Youth and Community Centre, Sony and PlayStation, Strategic Head of Finance and Procurement at Mersey Care NHS Foundation Trust, Epic Games, Dipesh Parmar – Digital Software Developer, Seven Streets Fashion Designer, Ministry of Justice: Senior Policy Advisor and the Head of Youth Strategy, Coletric, SAFE Regen, Senior Producer at XDEV, Space and Branch Planning Manager Matalan, Alex Hurst Photography, Michael Kirkham Photography, 5750 CNC Laser Cutting and Smart Factory Expo, Conspiracy Theories and Vaccinations, Sapien Care, Kay Crotty (Physiotherapist), Phaedra Dhimmis (Dietician) career progression, Amina Saeed – 'Bridging the Gap': Representation in Social Work, Merfat Musleh – Tackling Honour-based Violence.

The Creative Director from i-catcher Design and Display Ltd stated after the students competed in a nationwide competition: *"Hugh Baird has done exceedingly well by attaining gold, silver and 2 bronze medals within your own college... plus gold, silver and 2 bronze medals as overall competition winners. So, congratulations to Hugh Baird College for their extremely high standards, and to the medallists, to whom I have great pleasure presenting today".*<sup>36</sup>

The CEO from Cyber Hub also stated the following about a competition that was set for students: *"Can I just express how thrilled I was to visit the college and see the submissions from each of the students. It is by far the most detailed and creatively stimulating response from any of the participating colleges to date. I would like to take a moment to praise your students for the professionalism of their submissions, not just the physical artwork, but the folders with their work showing the creative process. It really helps to see how they have approached the task and reflects really well on your teaching methods and the quality of students being produced by the college".*<sup>37</sup>

A design graduate also stated the following about their time at the university centre: *"For obvious reasons, my final major project was tough, and I really did put my everything into that, so I was always going to remember it for all the hard work I did. However, I realised that this would be my last project and perhaps the 'stepping stone' into my next career move, so I wanted it to be my best work. My final project helped me to learn 'industry standards' and forced me to improve my adobe creative suite skills to give me that professional look. It paid off and all the skills I learnt then, make my life a lot easier now. The course 100% set me up for my interior design MA that I am currently studying and will 100% help me in any future design job that I get. I find myself saving a lot of time now, because I can quickly do things that would have taken me days to do when I started my VM degree. All of the transferable skills that I picked from my degree have firstly made me a more capable*

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<sup>36</sup> HBC marketing article

<sup>37</sup> HBC marketing article

*designer, but secondly helped grow my confidence and maturity.”*<sup>38</sup> The graduate came back to visit current students to not only showcase their work on the MA, but also to encourage students to continue with their education.

The external examiner for Fashion and Textiles stated in their report: *“Feedback from staff demonstrates a range of positive developments for students in terms of employability links with industry and local businesses to enhance the students view and experience of the world of work and graduate employment. The professional practice-based modules help to develop student’s understanding of business planning and marketing to assist students in promoting their work, which were evidenced in the student’s PowerPoint presentations.”*<sup>39</sup>

Students return to the University Centre year on year and become part of the College community in terms of “giving back”. This can be in the form of guest speakers and workshops, whereby graduates transfer their newly found industry skills into the curriculum and work alongside staff to ensure up to date industry knowledge, skills and behaviours become part of the continuous reflection and development of the student experience. A recently graduated design student (within the 4-year period) returns annually to speak to students, from a range of courses, about progressing to Masters level courses, at one of the partner universities. In addition, as stated previously, the nature of the Hugh Baird University Centre in attracting mature students, many with industry experience, allows for students to progress from their honours degree programme to the Initial Teacher Education PGCE course.

On successful completion, some of these graduates have gained employment across the College in teaching and business support positions. Something the College is keen to continue as part of its ‘grow your own’ programme of suitably qualified staff. One of the Directors at the College stated: *“As Director of Facilities and Technical Services at Hugh Baird College, I have had occasion to recruit graduates from the FdA Computing programme to my IT Services team. In addition to this, some team members have also undertaken the course as part of their own CPD. Having reviewed the module specifications and associated assessment methods, I believe that the course is industry relevant and provides individuals with appropriate skills to operate successfully within the industry. I am confident that, as the course continues to develop, it will, in turn, continue to provide graduates with current and future related skills”*.<sup>40</sup>

As stated, the University Centre hosts a Meet the Professionals and Join the Professionals event annually alongside the annual progression week, which highlights opportunities for students to progress into industry or further study. The ‘meet and join’ events; which were supported by the National Careers Service and Sefton Education and Business Partnership, continued on-line during the COVID-19 period, gives students a chance to talk to a range of industry professionals, asking them questions about their journey from education into business and getting tips and advice on what employers are looking for. Representatives from industries such as engineering, healthcare, visitor economy, justice, creative and media, are on hand to speak to students.

The Head of Nursing at MerseyCare, said of the impact of attending the event: *“I was privileged to be asked to present a session to students. It was great to talk to them about the opportunities and wide and varied career path mental health nursing has taken me over the last 25 years. I hope it helps the students to develop an awareness of what is available out there in the Health and Social Care sector and inspires the young people to follow their dreams and aspirations.”*

Additionally, the Deputy Director for Family Justice and Policy at the Ministry of Justice stated: *“I was delighted to be asked to present a seminar to students from across Hugh Baird College as part of their ‘Meet the Professionals’ event. Following college and university, there are lots of exciting opportunities with the civil service, and speaking to the students today, I’m confident that many of them could have a future working on solving some of societies trickiest challenges.”* In turn one of the students that attended one of the events stated: *“The Meet the Professionals event was brilliant!*

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<sup>38</sup> HBC marketing article

<sup>39</sup> Fashion and Textiles external examiner report

<sup>40</sup> HBC Marketing article

*The information and the confidence I got from the talks has been really beneficial, even from the talks that are not necessarily related to my course. It opened my eyes to the number of opportunities and career paths there are available to me once I finish at the University Centre.*<sup>41</sup>

A range of Spotlight on Employment interviews have taken place over the last four years. One industry guest stated, *"It was a real pleasure being part of Hugh Baird's College 'Spotlight on Employment' programme, to both spend some time with tomorrow's talent, and share some of my own industry experiences. College and University is just the beginning of the journey and should grasp opportunities to engage with creative practitioners whenever they present themselves. I wish them all the luck with their studies and their chosen careers."*<sup>42</sup>

The external examiner for Creative Make-up Design and Practice stated that the course: *"is an industry led, student focussed course with an emphasis on embedding employability in addition to developing students' practical and academic skills. There is a unique sense of community among staff and students within the provision, and efforts are made by the course team to introduce students to industry specialists to build portfolios and professional connections. This is perhaps thanks to the relatively small numbers on the course, enabling the course team to get to know their students well and tailor support to their individual needs."*<sup>43</sup>

The external examiner for the Digital Imaging and Photography courses stated: *"the programme has established strong industry links with the Open Eye gallery. Final year students benefit from the opportunity to exhibit and disseminate their work in a professional context at an internationally renowned photographic gallery. They also benefit from the direct input and advice for the Director of Open Eye and its Lead Curator, gaining invaluable insight in respect to the organisation and this industry sector."* He also stated during the pandemic: *"It is the view of the EE that the programme offers students the opportunity to engage with an impressive number of live briefs and external opportunities. This remained true again this year, despite the impact that Covid-19 placed upon the sector... I am impressed by these two courses, and the results that students have achieved. There is clear evidence of a high standard of teaching and learning in the results across L4, L5 and L6, with a broadly similar grade profile to last year's results, which are impressive numbers by any standard. Retention and progression and failure drop-out levels are very good and would be the envy of many institutions."*<sup>44</sup>

The impact and effectiveness of working with industry is evidenced in the employer endorsement from the Operations Manager of Moving on with Life and Learning (MOWLL) who stated: *"I think the course is definitely relevant to industry as we see the growing rates sickness/absence within the workplace due to mental health concerns and these needs supportive approaches. This type of qualification therefore could lead to roles within HR/supervisory/training roles as well as in the social care sector itself. As an organisation that works within social care, we feel it is a priority in terms of training that our team have a wider knowledge of mental health in order to understand the individuals they work within from a truly person-centred perspective. Students who therefore have undertaken this course would be regarded as highly employable. We meet in our work more and more needs around mental health including dual diagnosis, learning disability and mental health/dementia/ and support for younger people on the spectrum experience fluctuating mental health concerns"*<sup>45</sup>

It must be acknowledged that there was only a 37.2% survey response rate for progression of full-time students in the TEF data over the 3-year period. This shows that, for full time other undergraduate (Foundation Degree), there is a -8.7% difference between the indicator and benchmark values. College data indicates the following internal progression destination data from Foundation Degree to top up courses in 2021/22 increasing by +3.9pp on 2018/19 data. Furthermore, there has been an upward trend in students progressing from Honours Degree (top up) courses over the 4-year period from 0 to 38.1% of the cohort. In 2021/22 the undergraduates on

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<sup>41</sup> HBC Marketing article

<sup>42</sup> Marketing materials Spotlight on Employment

<sup>43</sup> Creative Make-up Design and Practice external examiner report

<sup>44</sup> Digital Imaging and Photography external examiner report

<sup>45</sup> MOWLL employer endorsement



the Foundation Degree Engineering (Advanced Manufacturing) completed a work placement at Company 57. The employer was extremely impressed with all the students and their knowledge and skills, that this resulted in 100% of the students being offered employment with the company.

	2018/19 %	2019/20 %	2020/21 %	2021/22 %
Students on roll	432	450	455	438
Progression to top-up	74.7% (59/79)	79.3% (88/111)	82.8 (77/93)	78.6 (81/103)
Progression to ITE	0	1/13 (7.7%)	9/16 (56.3%)	8/21 (38.1%)

The College is conscious of the -4.1% difference between the indicator and benchmark values for the progression of full-time students over the 3-year period as outlined in the TEF data that was gathered. Given that the response rate over the three-year period is 37.2%, it must be deemed that there is not enough evidence to judge the value of this measure. Additionally, it has been recognised that the recording of up-to-date student details required for the Graduate Outcomes survey proves challenging within the context of a College Based Higher Education establishment. It can therefore be concluded that the data is not representative of the student body in its entirety. Work is however, currently being undertaken to address this via the establishment of an alumni society to track the progression of students.

During the production of the voluntary TEF provider submission, the HE Student Governor has met with the HE Management team to consider the data, discuss the TEF requirements and the task of completing the voluntary submission, as well as having the opportunity to input into the final submission. Further supporting evidence has been provided in the form of internal and external data, quotes from employers, guest speakers, tutors/staff, external examiner reports, within the scope of TEF, to support the quality of teaching at the Hugh Baird University Centre.

Reflecting back on the College Mission '**To inspire, challenge and transform lives**', on successful completion of a Level 2 and 3 Art and Design course at the College, one graduate progressed to the

course and achieved a Degree, respectively. Speaking at the very first graduation ceremony held at Hugh Baird College in the student stated: *"the ceremony today was amazing. It was nice to be recognised for what I have achieved but none of it would have been possible if it had not been for the amazing staff at Hugh Baird College and the Hugh Baird University Centre. They are supportive and really go out of their way to help each and every student. The student support really is second to none and I would like to thank all the staff who supported me while I studied here."*<sup>46</sup> On graduation the student became a member of staff at the Hugh Baird University Centre.

#### 4. References

- Hugh Baird College Self-Assessment Report (SAR) 2022
- Hugh Baird College Access and Participation Plan 2020-25
- Hugh Baird University Centre Higher Education Strategy 2021 to 2026
- Higher Education Teaching, Learning and Support Strategy 2021-25
- Hugh Baird College QAA Higher Education Review (HER) 2015 report
- External examiner reports 2018/19 to 2021/22
- HE Marketing materials/articles 2018/19 to 2021/22
- Internal College data
- Internal HE data
  - MC data, Hardship data

<sup>46</sup> HBC marketing article

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- HE reports