

David Game Higher Education TEF Submission January 2023

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The Head of Centre, Paul Talan, with the guidance and support of the Director of Higher Education, Dr John Sanders, led the development of our provider submission. DGHE would particularly like to thank the following colleagues for their hard work and commitment which has informed this submission.

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In turn, we are extremely grateful to all of our staff at DGHE whose passion and dedication to our students, we hope, has been captured here.

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Head of Centre

1. Provider context

1. David Game Higher Education (DGHE) aims to promote the joy of knowledge and learning while maintaining rigour and quality of teaching, curriculum, and assessment. Small class sizes and individual attention enable us to help students from all backgrounds to gain the qualifications needed to maximise their higher education and career prospects. Our mission¹ is to provide exceptional learning, encouraging students in developing their spirit of inquiry to realise their personal and professional aspirations, and potential, through quality education in a culturally diverse and inclusive environment.²
2. DGHE is a diverse, inclusive, and professional academic community that respects individuals and enables them to strive for success to contribute positively and sustainably to the local region, the international economy and wider society in general. Consequently, students at DGHE can be confident that they have joined an institution that is serious about education and is one that strives to deliver courses of the highest quality within an environment that ensures an outstanding student experience for those of all backgrounds.
3. DGHE is a small, specialist institution and began registering its own students in 2020-21. Prior to this (since 2013), our students all fell under franchised and sub-contracted provision.
4. DGHE offers a range of programmes of study. These include BTEC Higher National Certificates (HNC) and Diplomas (HNDs) at levels 4&5 as well as Bachelors and Top-Up Degrees (at level 6), which are delivered under franchise from our partner universities. DGHE HNC/Ds are typically more specialised, focusing on the specific skills needed to pursue a career whilst providing entry into higher education study (e.g., Top-up) should students wish to continue to a degree.³
5. Coupled with the context of DGHE only being in its third year of registering its own students, and being new to the regulatory environment, the current small size of our undergraduate student body brings significant challenges with respect to our performance assessment, evaluation, and target setting. As we have not historically collected some of the data that OfS requires for access and participation, and there are consequently some gaps in our analysis.
6. The continuation rate over the last 4 years is a healthy 82.6%, although we acknowledge is very slightly below (1.1%) our benchmark. In the context of the pandemic and the related upheavals and challenges for DGHE and students, this reflects well and we think is testament to the close support what we have given to students in their inductions and transition into study. Furthermore, the trend over the last few years is clearly rising, with a rate of 87% being achieved in the most recent year of data.⁴

¹ See [DOC103] DGHE Strategic Plan 2023 to 2028

² See College Facilities and Resources on DGHE [website](#)

³ See Course Selection on DGHE [website](#)

⁴ TEF Data Dashboard 30 September 2022

Some of the notable differences from the benchmark are worth bringing to the attention of the review panel.

- We have a continuation rate of 88.4% for our first-degree students (7% above benchmark). We believe this is testament to the extensive work done to ensure students are well supported during the early stages of these courses and have a strong connection with their subject specialists and fellow students.
- Our students on the Health and Social Care course(s) have a continuation rate of 91.1% (5.3% above benchmark) attributable again we think to a dedicated support framework at DGHE where small cohort numbers can make for a personal, caring, and supportive environment.⁵
- The strong Continuation rate of 89.2% (5.3% above benchmark) for the Politics subject area is due to our HND in Public Services course where staff review and changes (with student feedback) led to significant improvements and the attainment of these results.⁶
- When we breakdown the continuation into the various demographic groups we see some performance which requires attention such as those with a Disability (70.6%), ABCS quintiles 4&5 (72%) and Asian (68.1). However, DGHE has developed its professional support services such to help address these areas⁷

7. Concerning completion rates, we know our overall number sits below benchmark at 58.9%. When considering this figure, it should be noted that this represents only 210 students, who began HNDs under franchise arrangements in Academic Years 15/16 and 16/17. DGHE has developed since that time. This report will highlight the variety of support structures we have in place which we have every confidence will further improve this figure in subsequent years.⁸

8. Regarding progression we do not have an abundance of data to analyse as the survey response rate was only 40%, with only 110 students falling within the scope of this metric. These students were taught under a franchise agreement and registered with a partner institution. As we were not involved in the data collection for these students, we were not able to contribute to an increase in response rates.⁹

In relation to the progression metric, breakdown by IMD Quintile 3, 4, 5, shows that we are at 59.3% (which is 6.8% above benchmark. Of note within this data is an overall rate of 47.7% (6% below benchmark), with above benchmark scores in the business and management course (+4%) and for the 21-30 age group (+10%). Since the time these cohorts were surveyed DGHE has put in place a Careers and Employability Service¹⁰, so, we are confident this figure will increase in subsequent years.¹¹

⁵ TEF Data Dashboard 30 September 2022

⁶ Ibid

⁷ Ibid

⁸ Ibid

⁹ Ibid

¹⁰ See Careers Services on DGHE [website](#)

¹¹ TEF Data Dashboard 30 September 2022

2. Student experience

9. 89% (+7% above benchmark) of DGHE students are satisfied with their course¹² while the DGHE Student Voice feedback for 2020 revealed 90% of students feel supported at DGHE, and 100% felt their course was meeting their needs.
10. We actively encourage our students to give feedback on their learning experience with us. Academics strive to enable students to see the value of their chosen course of study by making the material current, meaningful and comparative. In turn, academics collaborate with one another and through weekly discussions with their teams and across schools and professional services to reflect upon how they can further enhance the competence, relatedness and autonomy needs of their students day-to-day.¹³
11. There are various systems at DGHE which allow the learner voice to be heard, including internal mechanisms such as 'You SAID we DID' information which is shared with students via the Student Staff Liaison Committee (SSLC). The Marketing team utilises the DGHE website to ensure students are updated.¹⁴ Student representatives play a key role¹⁵ at the SSLCs but also act on behalf of their groups in response to matters brought to their attention through discussions on social networks such as WhatsApp, a commonly used platform. Students can also use a student complaints system or informally discuss matters with a member of staff.¹⁶
12. Professional development of teaching practice requires that colleagues continually consider the importance of providing developmental feedback to learners, the varied methods which can be utilised in doing so and the relationship between those methods and the degree to which learners understand the intended learning outcomes required of them¹⁷. Working with Advanced Practitioners, DGHE has developed a series of workshops focusing on teaching and learning methods in HE. These workshops focus on how to make learning outcomes work for learners and are very much informed by the idea of "constructive alignment" (Biggs and Tang, 2011). The workshops are centred on the idea that a learner can build upon their learning through engaging with learning activities that are relevant to their subject areas while we, as lecturers, are tasked with creating learning environments that are both appropriate and current to that curriculum¹⁸. Industry leaders and critical friends contribute to the content of these workshops which explore teaching and learning activities and proposed assessment tasks. Lecturers are supported in refining their learning outcomes and assessment by asking one simple question: 'What do the learners have to do?'

¹² See [DOC104] 2022 NSS Survey results

¹³ See Learner Testimonials on DGHE [website](#)

¹⁴ See How We Improve the Student Experience on DGHE [website](#)

¹⁵ See [DOC107] Student Representative Guidance

¹⁶ See [DOC106] Student Engagement Policy and on DGHE [website](#)

¹⁷ 84% of DGHE students (+3%) agree that criteria used for marking has been clear in advance (NSS 2022)

¹⁸ 91% (+3%) of DGHE students feel that their course has provided them with opportunities to bring information and ideas together from different topics. (NSS 2022)

13. Parallel to the above, we examine the role that lecturers have in providing feedback to the learners about how and if learners 'have done' what is required in achieving the learning. In preparing the modules for delivery we focus on having the entire teaching team contribute to that process. First, we examine the learning aims, defining the learning outcomes and what we expect the learners would learn after having completed the module. Secondly, we consider what the teaching and learning activities would be and what (teaching and learning) methods should be chosen to enable the learners to achieve those intended learning outcomes¹⁹.
14. We review our approaches to both formative and summative assessment. The formative assessment (without any formal marks or grades being allocated) provides us with an indication as to how well the learner is developing and identifies learners at risk. The summative assessment refers to the teaching and learning activities and clearly reveals not just if, but also how well, learners have met the intended learning outcomes and how we might enable them to further improve. One final aspect of the results of these workshops is whether or not the language being used in any assignment briefs or guidance is clear and understandable. Before any module content is finalised, we ask lecturers and learners to review and give lecturers feedback on whether it is clear how the intended learning outcomes could be achieved then use that feedback to further refine the content where necessary²⁰.
15. Recent changes in the Health and Social Sciences school are a perfect example of the aforementioned. In this school there was an issue with low 1st submission rates which could threaten grade profiles and or place learners at risk of not achieving. Assignment briefs went under review and staff met with students to discuss any issues that they might be experiencing. This proved to be very insightful and assignments tasks were streamlined while still maintaining the appropriate level of learning. External Examiners were consulted and the proposed changes approved. This led to in-year improvements with an increase in 1st sitting percentages from 67% to 82%. This is one of many examples where staff and students work together to positively impact upon learning experiences.
16. This approach has proven to have had a positive impact on overall results, with the breakdown of pass rates % by course shown below:

	AY 20/21	AY 21/22
College Overall	85.4	87.2
HND A&D	90.4	93.7
HND Business	84.1	82.7
HND Healthcare	88.6	83.3 ²¹
HND Public Services	86.1	90.5

¹⁹ 89% (+8%) of DGHE students feel that they have received helpful comments on their work. (NSS 2022)

²⁰ 81% (+14%) of DGHE students feel that their feedback has been acted upon. (NSS 2022)

²¹ This was the last year of the HND Healthcare being taught. The pandemic had a significant impact on the delivery of this programme affecting student access to work placements.

17. Themes derived from peer observation, together with development needs identified in staff appraisals, contribute towards determining the content of any staff development workshops.²² Senior Academics and Advanced Practitioners agree and finalise a programme of workshops that consider any areas requiring improvement. During such workshops, discussions engage lecturers in exploring both the similarities and differences in our teaching culture and practice.²³
18. We explore the options of varying approaches in devising and delivering our programmes of study in a way which would fully consider our learner groups and the extent of the cultural capital they possess as well as the links between the subject matter taught and current industry practice; and the pedagogical approaches required in meeting their learning needs. We consider ways of breaking down the groups into smaller sizes so that learners can receive individual learning planning and create sessions that are more interactive.
19. We introduce peer mentoring schemes, group learning, new ways of assessing and reviewing previous lessons and connecting these with the future lesson planning. This also includes our honest reflection on whether we are providing an adequate level of support for learners so that they acquire the study and research skills required both upon entering higher education and afterwards.²⁴
20. External examiners ²⁵ provide valuable advice to our internal examiners, particularly if the latter are new to the role or require support and guidance, either directly or through their Programme Managers. Any comments or suggestions made by an external examiner, either informally during a visit or in formal meetings following, are discussed afterwards by the relevant DGHE managers and staff.
21. DGHE's teaching and learning activities are primarily directed towards enhancing the students' understanding of their chosen subject area and rest on the belief that understanding develops from the application of a range of relevant skills to specific issues. At the same time, it is recognised that students acquire, refine, and integrate those skills through their application to industry-related challenges to better prepare them for employment.
22. Our programmes aim to have a broad approach to learning, teaching and assessment that develops and tests a wide range of knowledge and skills. Our Learning and Teaching Strategy²⁶ is designed so that our practice enables students to demonstrate their understanding of knowledge and relevant skills throughout their studies. Students are supported throughout their learning to develop their knowledge, skills and values required

²² See [DOC105] Peer Observations Process and Forms

²³ See Staff Support on DGHE [website](#)

²⁴ See Pre-Sessional English support on DGHE [website](#)

²⁵ External Examiners Reports 2020-22 [documents 01 to 22]

²⁶ See Learning and Teaching Strategy on DGHE [website](#)

for future employment. Teaching is frequently based upon an experiential model of learning, enabling students to develop the 'what,' 'how' and 'why' of practice. A mixture of blended learning experiences, flipped learning, didactic teaching, group work, seminars and simulations assist students in developing their knowledge and understanding. Students are continuously encouraged to critically reflect upon their own practice and consider themselves within their chosen subject areas.

23. Problem-based learning techniques actively encourage students to challenge and be critical of the quality of information they receive and to be aware of the provisional nature of this knowledge. Students are encouraged by academic staff to develop collaborative learning groups that support and enhance their understanding through a student learning community²⁷. This approach provides students with the opportunity to develop skills related to:

- Working in teams.
- Managing projects and holding leadership roles.
- Oral and written communication.
- Self-awareness and evaluation of group processes.
- Working independently.
- Critical thinking and analysis.
- Explaining concepts.
- Self-directed learning.
- Applying course content to real-world examples.
- Researching and information literacy.
- Problem solving across disciplines.
- The use of case studies and videotaped role play.

24. The aforementioned approach provides the opportunity for students to explore theory and apply it to practice through observations and reflection. Both peer and tutor feedback are utilised to enable students to critically reflect upon their learning and development and demonstrate where new knowledge has been acquired and subsequently incorporated into their practice²⁸. The programme expects students to be actively involved in the learning process and become self-organised and reflective learners.

25. All students are required to submit work to be assessed in accordance with the academic calendar for that programme. It is the intention of this approach that students will be encouraged to develop their planning and time-management skills while enabling staff to plan efficiently the marking and feedback process and the provision of any additional support for resubmission where applicable. To assist students in submitting their work on time, the delivery team's work with the administration team to ensure that there is sufficient time between the setting of the piece of work and the deadline for its submission for students to carry out the work while providing some flexibility to them in arranging their study workloads. Assessment submission dates are set so that the assessment load for students is balanced over each academic year. The clustering of assessments, particularly

²⁷ 89% (+18%) of DGHE students feel part of a community. (NSS 2022)

²⁸ 86% of DGHE students feel that their course has provided them with opportunities to explore ideas or concepts in depth. (NSS 2022)

at the end of the module delivery, is actively avoided wherever possible. The academic calendar is also shared with the Study Skills team so that they can plan their delivery of support in alignment with the set schemes of work for each term across each programme of study.²⁹

26. Careful consideration is given by DGHE as to the most appropriate means of giving feedback, whether written or oral, to students to ensure that they gain the maximum benefit from it. Feedback is timely, informative, and helpful and is clearly related to the assessment criteria. Timescales for the return of work/feedback are established and made known to students both at the start of their studies and at the point at which each assignment is set.
27. Work is normally returned within the stated timescale and, if unavoidably, there is to be a delay in the return of work this is then made known to the students concerned. Standards for the quality and quantity of feedback are reviewed for each submission and mechanisms have been devised for monitoring the achievement of these standards by assessors. When assessed work has been returned, students are encouraged to retain the work as evidence in the event of an appeal or for future reference. Our external examiners consistently praise DGHE for the level of quality given in student feedback and our students in turn also see the benefits in the feedback they receive.³⁰

“Fair consistent marking with good feedback”

[DOC02] Bucks EE Module Review Managing Innovation BA Hons Business Management
Top Up February 2021

“The overall quality of written feedback to students is very good with mainly detailed constructive and developmental comments given. Assessors provide holistic comments against each learning outcome and justify the grade awarded, with future improvements identified for achieving higher grades and ensuring good academic practices. Verification sampling is robust”

[DOC17] Pearson EE Report B Business DGHE response February 2022

“Feedback is comprehensive and clear with in-text commentary to facilitate learner understanding.”

[DOC06] Bucks EE review BA Hons Integrated Health & Social Care June 2021

“Assessment is seen to be thorough and rigorous within the course. The decisions are fair and consistent.”

[DOC09] Pearson EE Report A for Art Design June 2022

“The Internal verification process and feedback are strong for the assignment briefs and learner work with all administrative questions fully answered.”

[DOC14] Pearson EE Report A for Public Services June 2022

²⁹ 81% (+2%) of DGHE students feel that marking and assessment is fair while 79% feel that feedback on their work has been timely. (NSS 2022)

³⁰ Ibid and External Examiners Reports 2020-22 [documents 01 to 22]

28. We have a comprehensive module and programme approval process to ensure that programmes³¹ offered are aligned with the Frameworks for Higher Education Qualifications (FHEQ). Our continuous quality assurance and enhancement provides an overview of the academic governance, policies and processes that support the delivery of the main strategic areas identified in our Learning and Teaching Strategy³². These procedures are reviewed annually to ensure they are compliant with the regulatory requirements of our partners and the QAA Quality Code. All new courses are designed and approved with reference to both the FHEQ and our partner universities' qualification frameworks. In turn, all new courses are approved with the involvement of senior colleagues from other institutions and with a range of external experts³³ where appropriate.³⁴
29. All programmes have a healthy and productive relationship with their external examiner, helping DGHE maintain the academic and professional standards of all its awards as well as contributing to the quality assurance and enhancement of that provision. We recognise that this relationship with our external examiners also provides us with opportunities through their visits to discuss the design, content and structure of our programmes and their components. We utilise these to evaluate the robustness of our assessment policies, procedures, and further development as well as to evaluate the standards of our learners' achievements.
30. Feedback from these critical friends on existing programmes is gathered by all relevant managers (both academic and professional services), who ensure that the matter is a standing item on their agendas of, for example, the Academic Board or Programme Management Committees. Staff also discuss with external examiners the setting of standards, including associations with professional and statutory bodies and how these standards are approached, maintained, and verified. External examiners³⁵ give valuable advice to our internal verification³⁶ process to make sure that we are up to date on the expectations and requirements of our regulators but, more importantly, to further ensure that our course content is fresh and relevant to current practices within industries.
31. We use a variety of assessments and the use of simulations and role plays as part of the assessment process to address challenging areas of practice. We share with critical friends how students can be supported, throughout the course of the programme, in their attempts to gain voluntary hours within the sector and how experts from the field will be involved in the delivery of the programme to provide students with real life scenarios.³⁷
32. Academics strive to enable students to see the value of their chosen course of study by making the material current, meaningful and comparative. In turn, academics collaborate with one another and reflect upon how they can enhance the competence, relatedness, and

³¹ SEE [DOC102] Design, Development and Approval of New Programmes

³² See Learning and Teaching Strategy on DGHE [website](#)

³³ SEE [DOC108] External Consultation Report; Section 7; U of G Validation Document BSc Hons Health and Social Care Leadership and Management, November 2021

³⁴ 89% (+11%) of DGHE feel that they have received good advice when needing to make study choices on their course. (NSS 2022)

³⁵ External Examiners Reports 2020-22 [documents 01 to 22]

³⁶ See [DOC101] Assessment and Internal Verification Policy and on DGHE [website](#)

³⁷ See News and Events on DGHE [website](#)

autonomy needs of their students day-to-day as well as weekly discussions within their teams and across schools and professional services.³⁸

33. The main challenge is to ensure a more diverse but creative interplay of assessment methods which reflects the range of current, professional experience our teaching staff possess. The nature of our teaching is strongly vocational where classes are devised to be practical and provide an experiential learning environment. Senior academics engage in continuous discussions with teaching staff and learners aimed to produce an ideal relationship between formative and summative assessment while maintaining a practicability of workload for all involved. Assessment methods across the programme are varied and do not solely focus on essays or reports but rather more formative approaches where assessment is continuous; measured against the learning outcomes and monitored throughout class work, workshops, small group and one to one engagement with our learners.³⁹
34. Our approach also welcomes input from sector professionals in the design and delivery of our curriculum. This can often involve collaboration with critical friends aimed to produce a learning-goal driven design model, which considers newly established and anticipated changes in the national standards of higher education. Our research and discussions focus on current industry expectations, enabling us to identify analytical and soft skills, together with other skillsets specific to our areas of delivery that can be further substantiated by industry experts. This approach helps us create innovative approaches to programmes of delivery and assessment built upon subject specialist assignment briefs clearly distinguishable against other providers. One such working group ensured that the course material of our new BSc Health and Social Care Leadership and Management accurately reflects today's industry needs, ensuring current content, while upskilling the delivery team and students to industry standards. This project-based, pedagogical approach, will further contribute to the planned post-graduate programmes for our learners to progress into our next academic year.⁴⁰
35. DGHE goes to great lengths to ensure that students are provided with qualifications at the appropriate level, and which compare fairly with qualifications gained by students studying with other providers. DGHE engages with a range of stakeholders to inform course content. DGHE values the involvement and consultation of students, external consultation with academic colleagues, employers and professional bodies contributing to the designing, approving, delivering, changing, and monitoring of our programmes.
36. Helping students with their academic and personal problems is a priority at DGHE. However, students often do not recognise the challenges they face, let alone seek support in relation to them. As applied in education, self-determination theory suggests that students can be motivated not only to achieve but to be cognisant of how that achievement

³⁸ See Programme Management Committee Minutes 2021-22 [documents 201 to 205]

³⁹ 86% of DGHE students feel that staff make their subject interesting while 88% (+3%) feel that their course is intellectually stimulating. (NSS 2022)

⁴⁰ See [DOC108] External Consultation Report; Section 7; U of G Validation Document BSc Hons Health and Social Care Leadership and Management, November 2021

occurred. At DGHE, students are enabled by developing their competence in, association with and ability to act autonomously in relation to, their studies.

37. Our students are given choices by the employment of multiple methodologies to complete an assignment or solve a problem. Assignment deadlines are standardised, but remain flexible, in the sense that students can have some choice regarding when they create and submit their work (e.g., all assignments are accessible at the start of the term). Students are continually encouraged to prepare for and contribute to the topics of their next lecture (e.g., students are offered materials in advance from which they can select one from two themes that meet the same learning objectives for the course). Academic teams introduce parameters that allow students to identify and set their own objectives that may be specific to their career aspirations.
38. At DGHE, we come to know our students through having small class sizes, which enables us to facilitate collaborative, active learning assignments. Academics build students' confidence and sense of community (e.g., pairing students to solve a problem or develop responses to questions related to lectures). Students often receive a personal email when they improve on an exam or on a writing assignment and further enquire about what strategies they used to improve. Students are asked to share how they personally relate to the topics being taught (e.g., identifying shared experience or intended objectives once in the workforce).
39. Competence refers to feeling effective in the context of one's learning environment. In turn, students who feel competent are more willing to take on challenges. Academics provide students with video resources and/or handouts that cover evidence-based study strategies tailored to the course, notetaking and reading strategies, and goal setting skills. Students are very familiar with the DGHE's course management system (Quercus) and have access for the duration of their studies.
40. All of our programmes make extensive use of our Moodle virtual learning environment (VLE). Students are required to make use of and demonstrate appropriate ICT skills throughout their duration of their studies so it is prudent for us to ensure that they have a full understanding of the resources that are available to them. All VLE areas and materials are standardised and reviewed on a term-to-term basis so that students can access and utilize basic information (e.g., course requirements, required assignments, etc.) without obstacles.⁴¹
41. The programmes are informed by a spiralling curriculum. The study time allocated to each module in the course incorporates a balance of formal teaching, tutorial support and independent learning. All courses are structured progressively to provide increased opportunities for independent learning as the learner reaches the later stages of the course. The promotion of independent study allows the learner to develop and direct their learning towards individual goals, but guided by their tutors. Emphasis is placed upon reflective practice where the learner will be expected to progressively take personal responsibility for their learning.

⁴¹ See e-Libraries & Academic Services on DGHE [website](#)

42. Teaching methods and situations are supportive, inclusive in design and developed to engage the needs of everyone. They take account of the diverse learning and teaching cultures that the learner may have experienced and provide opportunities for them to understand and appreciate the context in which they are planning operates. Tutors use their subject expertise and sector experience to plan and deliver lectures to motivate and stimulate learning. Assignments and taught sessions that are highly relevant to the requirements and expectations of leaders in the sector with the aim that learners are expertly prepared.
43. Alongside this, the learner will develop analytical, information and technology skills IT (Information Technology)) and be introduced to a wide range of current and relevant systems. We make use of IT, to interpret and use data analysis and reports to support independent project work and studies.⁴²
44. Tutors encourage the learner to prepare thoroughly in advance of lessons and frequently set additional activities to further develop an understanding of the subject matter. Here, staff ensure that additional study support is readily available to help the learner succeed in their studies. One-to-one tutorials are enhanced by small-group 'surgery style' workshops which are tailored for module-specific help.⁴³
45. The Equality Act 2010 requires that DGHE should not discriminate against disabled people and make every effort in terms of reasonable adjustments. DGHE's Reasonable Adjustments Policy and Procedure ensures that all students, including those experiencing specific learning difficulties, have equal opportunity to demonstrate the achievement of learning outcomes in assessments and are allowed reasonable adjustments.
46. Reasonable adjustments, for example, a variation in conditions of assessment, are considered on an individual basis as part of the overall process to put in place support for disabled students. This process is co-ordinated by the Head of Student Experience and Wellbeing in liaison with the individual student, the student's academic school and other professional services as appropriate. All recommendations or requests for adjustments to assessment arrangements are supported by the appropriate documentary evidence of a disability, medical condition, or specific learning difficulty for any adjustments to be considered and implemented. Guidance for students on the types of documentation they should provide can be found through the Advice and Wellbeing Service (AWS) via Moodle and the DGHE website⁴⁴, but students feel most comfortable approaching any member of staff for such assistance.⁴⁵
47. Our programme development and module content has been mapped to the knowledge and skills requirements for a wide array of industry areas related to the curriculum content. This will ensure that students leaving the programme will have the necessary requirements to

⁴² 85% (+5%) of DGHE students feel that IT resources and facilities have supported their learning well. (NSS 2022)

⁴³ See Drop-in Sessions on DGHE [website](#).

⁴⁴ See Advice and Wellbeing Service on DGHE [website](#)

⁴⁵ Reasonable Adjustments Policy & Procedure on DGHE [website](#)

enter the workforce and take on roles within their chosen sector. There are no mandatory practice hours within our programmes but students already working within related areas will be encouraged to reflect on their practice experience and bring this into their understanding of the theoretical framework and draw on their experience through formative and summative assessments. For those not currently working within the sector all learners can benefit from a carefully planned volunteer placement, bearing in mind that work placement in the current pandemic climate has proven to be limited and difficult.

48. With the additional support of the DGHE Careers Consultant, our aim is to match students to volunteer placement opportunities that meet their own goals and aspirations, and provide the opportunity for them to practise and develop further the skills they have learned while on their programme. Here, reflective practice will be an integral part as we fully understand that the roles of any volunteer placement will not necessarily be at the level of entry our students are encouraged to aspire to. However, students, with the guidance of their peers and tutors, can reflect on these experiences and apply the theory learned to how they themselves have been managed and what approaches they may have taken. In addition, the programme teams work closely with the careers and employability consultant to identify and build employer contacts and to ensure that employers can feed into module content and delivery. This ensures that the curriculum maintains validity and sustainability. Students develop their employability skills in about carefully researched roles through their formative and summative assessments throughout the duration of the programme.⁴⁶
49. The DGHE Careers and Employability consultant is available to engage with students on a 1-1 basis, either in person in the DGHE library, over the phone, by email or via Zoom to discuss any career-related matter, including writing a CV, covering letter, personal statement, job search, interview techniques, interview practice and other related services.
50. We offer workshops throughout the year within all curriculum areas covering many of the above topics. There is also a Careers Fair every term, where expert external exhibitors are invited to meet with students individually and in groups. Past exhibitors have included large public services employers and private companies, organisations with specialised opportunities such as the City of London Police, healthcare professions, organisations with volunteering opportunities and admissions officers offering follow-on degree courses, careers advisors and recruitment agencies.⁴⁷
51. We provide a personal and tailored support for each student. By means of tutorials and drop-in clinics, we ensure that we are treating students as individuals. We offer bespoke advice on a student's particular circumstances, whether this is their desire to work in a specialised area or to write a supporting statement for a UCAS application.⁴⁸
52. All staff at DGHE are robust in ensuring that they maintain the currency of their knowledge of their respective academic disciplines so that their programmes always draw upon, reflect, and share the latest theoretical perspectives and current state of knowledge.

⁴⁶ See Careers Information on DGHE [website](#)

⁴⁷ See DGHE Outreach Programmes on DGHE [website](#)

⁴⁸ Ibid

53. Beyond the research necessary to maintain that state of subject awareness, several members of staff have, or are in the process of completing, doctorates for which research skills are of course a pre-requisite. Moreover, staff are encouraged to form research clusters centred on a theme, or themes, which connect one colleague to another. This activity aims to provide staff members with a focal point through which discussions of their subject area and research ideas can be focussed.
54. More broadly, a series of internal staff seminars are being convened which will facilitate the introduction by staff members of research proposals, work in progress or indeed completed conference and/or journal submissions. The seminar setting provides staff with a friendly audience of their colleagues who can offer constructive feedback to the staff member presenting. Aside from that practical assistance, seminars such as these also imbue DGHE with a research culture and that in turn can galvanise staff to become research engaged and encourage research engaged staff to become research active.
55. Beyond that seminar programme, staff are meeting with the Head of Academic Delivery and Development to create an achievable research output(s) within the parameters of a broader research engagement plan devised around their expressed desires in this area.
56. During interviews for teaching posts, panellists assess candidates' teaching skills, in addition to their academic skills. Furthermore, the panel might explore how the candidate engages in many activities required of a lecturer including content and web development, course planning, instructional activity design, course material construction, information presentation, assessing and evaluating learning, and providing feedback and motivation. Staff are only appointed if they can demonstrate actual, and/or potential for, excellence in teaching.
57. Beyond that honing of research interests, ambition and achievement of outputs, staff are already engaged in a range of scholarly, research-based and/or consulting activities which serve to increase their reputation, the reputation of DGHE and to further enhance their impact within the modules and upon the students they teach by dint of the unique additional perspectives they can bring to their subjects. Thus, by way of examples, we have a member of staff who has been retained as an expert for international organisations, including Interpol and the Council of Europe, on issues pertaining to matters such as fraud and corruption and a member of staff who was commissioned by the Commonwealth Secretariat to provide a report on the nature, threat, and mitigation of online violence against women and girls. We have members of staff who have worked across Schools, to create a funded project submission for the organisation of an inter-departmental exhibition on climate change which will involve 'Green Criminology' students conducting research and producing a report on what individuals and organisations in London could do to address climate change and 'Art and Design' students creating posters to form the exhibition.
58. DGHE has made a commitment to support its staff in achieving Fellowship of Advance HE, which is aligned to the UK Professional Standards Framework (UKPSF). The UKPSF is an internationally recognised framework for benchmarking success within higher education which sets out the knowledge, skills, and behaviours to be demonstrated by those teaching and/or supporting higher education learning.

59. Five (15%) colleagues are currently being supported in attaining their fellowships by the Head of Centre and Head of Academic Delivery and Development. To date, there are ten (30%) staff members of staff who have attained their Fellowships and two (6%) who have attained Senior Fellowships, through the Academy of Higher Education.
60. Of the current thirty-five academic staff, are full time and the remaining are part-time lecturers. The majority hold post- graduate qualifications, with holding PhDs and others currently in the process of completing their doctoral studies. colleagues are Professors and another hold posts as senior lecturers.
61. In addition, many of our staff act as consultants or sit on advisory boards across both the public and private sectors. Many staff actively involve themselves both nationally and internationally in research and strategic planning projects related to their field of study, having numerous publications, journal contributions and exhibitions as well as acting as guest speakers. In turn, many of our colleagues contribute to the education sector as trained assessors and external examiners.
62. The library offers programmes to apprise academic staff and students about e-Textbooks and open educational resources. DGHE has made an active choice to tackle the issue of student affordability directly by providing an e-Textbook programme.⁴⁹ Furthermore, consideration is given to staff in terms of providing open textbooks, as well as hosting workshops for staff and students to provide developmental instruction to the world of open educational resources. The library resources and study skills teams take this approach proactively by making themselves available to field research questions and connecting academics and students with the resources they need to succeed in their work. In turn, library resources and the study skills teams actively collaborate with the academic teams so that they are informed about assessments requirements and deadlines to be better prepared for enquiries.⁵⁰ Academic staff are responsible, in coordination with the librarian, for the ordering of new material in their specialist areas. Short loan arrangements are made individually. Specific strategies exist to minimise the shortage of core texts and provide an efficient service.
63. New students are provided with workshops which cover basic resources and keys to efficiently finding information as well as providing drop-in workshops on citations and writing skills development. Students can choose the topic and preferred timing to accommodate their busy schedules. The current focus is to guide students in their access to online learning resources. In addition to promoting library guides and responding to student enquiries, students are emailed directly with examples of learning resources relevant to their current studies. This provides another opportunity to highlight the resources available to them. The librarian meets with lecturers on a regular basis through online conferencing to inform them about developments in the library service. There is a recently networked IT system and the librarian is continually monitoring academic staff and student needs.⁵¹

⁴⁹ See e-Libraries and Academic Services on DGHE [webpage](#)

⁵⁰ See Library Services on DGHE [webpage](#)

⁵¹ 85% of DGHE students feel that library resources have supported their learning well. (NSS 2022)

64. New students engage with and complete the DGHE Student Starter Pack, via a newly developed Moodle platform. In line with the QAA's Supporting Successful Student Transitions project, this framework supports students entering higher education by ensuring they are fully competent with the technologies used during their studies as well as the resources and guidance found within. Important contributions to all these areas are made by professional services and schools, but have been reviewed and discussed with students. Responsibilities for enhancing the induction of students has been a collaborative effort across the DGHE.
65. The student induction programme endeavours to ensure that all new students are provided with a 'one-stop-shop' guide to DGHE. Students are provided with a well-sequenced series of discrete engagements with the full range of academic, administrative and support staff. This is to ensure that students are briefed on DGHE as an institution (including the quality and reputation of its programmes) and DGHE as a place where support will always be available (in terms of advice and well-being services and support for matters pertaining to disability, dyslexia, and long-term medical conditions). Students are provided with instruction at an important pragmatic level. DGHE guides students on how to set up their email accounts and how to access the important VLE platform. Students are provided with a bespoke tour of DGHE where they are introduced to the Programme Managers responsible for their courses who in turn outline the minutiae of issues such as class contact hours, assessment procedures and issues pertaining to academic misconduct. This totality of experience and information sharing combine to create an induction, which set students' minds at ease and provides them with answers to questions they might not ordinarily have thought to ask.⁵²
66. Induction for new students covers the breadth of the student experience, including an academic induction that addresses the skills required in the student's chosen subject area as well as cover student support from our specialist student services. Formal induction arrangements are in place in all departments such that the separate needs of our Higher National students compared to our university partner programmes are considered separately to enable an effective and relevant induction experience.⁵³
67. Academic induction introduces students to their new academic community of practice and sets out to identify the level of commitment and standards expected of them. The exact model of delivery of this may vary but includes an introduction to their academic school, the roles, and contributions of students, the roles, and responsibilities of academics, and subject-specific and, where appropriate, vocation specific working practices.
68. Academic induction shows students how their programme of study is constituted, with a coherent and explicit progression through the stages of the programme, which allows them to develop further as independent learners and which culminates in a research project, dissertation or equivalent. Schools offer opportunities for all new taught students to meet and receive academic advice early in the first term and students are expected to attend.

⁵² See Careers Services on DGHE [website](#)

⁵³ See How to Choose the Right Course on DGHE [website](#)

69. Academic induction addresses subject-specific study skills, introducing subject methodologies, methods of learning and teaching in the subject, the roles of formative and summative assessment, and the use of assessment feedback to improve academic performance. All schools are supported by the Study Skills team where the English for Academic Purposes tutors (EAPs) support the academic teams in providing initial guidance for students on the level of writing, communication, and numeracy skills that they will be expected to develop in their chosen subject area(s).
70. Academic induction introduces students to the transferable skills which they will develop through their programme of study and to the common graduate destinations at the end of their programme. The Careers and Employability Consultant will support academic departments in delivering this perspective.
71. We promote opportunities for students to engage in the decision-making processes that impact on their learning experience. This will include the course representative system and events and activities that provide new students with opportunities to interact with each other, and with other current students and academic staff in both formal and informal settings.
72. DGHE has established pre-entry interventions for future students which include its Ambassador Programme⁵⁴ which supports social interaction with peers and current students as well as engagement with staff from academic departments and administrative services. These provide information, develop realistic expectations, and begin an earlier development of relevant academic skills through:
- Providing information, knowledge, and skills to improve pre-entry decision making and retention.
 - Developing expectations and academic preparation for pre-entry to enhance transition, retention, and success.
 - Fostering early engagement to promote integration and social capital.
73. The above assists DGHE in identifying the needs of individual students to better support them during their studies. Once enrolled, DGHE provides early support programmes which include pre-session⁵⁵ and in-session study skills support programmes covering academic skills including time/task management, referencing and academic standards, researching and academic writing, group-working skills, understanding feedback and using it to improve future work.
74. One of the main goals of the Study Skills course is to provide the HND students with the skills and knowledge they need to successfully complete their first Formative Assessment. To achieve this, the Study Skills syllabus has been designed to align with the requirements and deadlines of this assessment.

⁵⁴ See Ambassador Programme on DGHE [website](#)

⁵⁵ See Pre-Sessional English Course on DGHE [website](#)

Thus, during the first three weeks of the course, the students embark on their research project by learning to find, evaluate and select appropriate sources, incorporate these into their work and acknowledge them through referencing. The Unit Tasks for these weeks are based on the Assignment Brief of one of the student's corresponding modules. This ensures that the work completed for the Study Skills course is relevant to each programme of study. Personalised constructive feedback is provided after each task to help the students improve their performance and engagement as well as enhance their learning experience.

75. At the same time, learning analytics is used to monitor and track the students' participation and progress, and identify the learners who need additional support. Such students attend one-to-one drop-in sessions with their Study Skills lecturer to address their individual needs and set specific and attainable goals. Learning Analytics has demonstrated that this bespoke approach to the Study Skills syllabus and the Unit Task development has been a success since the students who complete their Study Skills assignments are much more likely to also submit their Formative Assessment. Most importantly, however, is that the students feel supported throughout the challenging process of learning to write academically and adhere to the higher education standards.

3. Student Outcomes

76. DGHE recognises the benefits of actively using learning analytics to measure the impact and outcomes of everything we do for our students, their learning, and the environments we provide for their study. It is equally as important for us to be able to share and discuss such information with our students so that they understand how they are progressing and how they can achieve their goals. Our practice to date clearly shows that we are capable of productive and effective ways of using data for supporting teaching and learning. We use learning analytics:
- As a tool for quality assurance and quality improvement using data to improve our practice, and proactively use this resource as a diagnostic tool to identify areas of concern as well as on a systematic level informing any re-design design of modules or programmes based on a diagnosis;
 - To support our retention rates by identifying students at risk and intervening proactively rather than reactively with advice and support;
 - To assess and respond to any varying outcomes among the students so that we can closely monitor the engagement and progress of specific groups or cohorts of students prior to assessment results being made available i.e., attendance, accessing learning resources, attending study skills groups or 1-1 tutorial support;
 - To enable further development and delivery of adaptive approaches such as directing students to learning resources based on previous interactions with, and subsequent levels of understanding of, related content and tasks.
77. The Study Skills teaching team provides HND students with comprehensive support for the first formative submission. The reasoning behind this is to develop both the students' knowledge and confidence and subsequently positively impact on submission rates, which then improves overall student attainment.

The design of the Study Skills syllabus focuses on academic writing and provides students with supplementary activities in Moodle. The learning analytics framework leverages engagement with Moodle activities to monitor performance, achievement, and understanding. The digital footprint generated via the Moodle engagement facilitates the identification of at-risk students and allows for early interventions when required.

78. This approach allows the Study Skills lecturers to analyse performance reports at a granular level and fine-tune the pedagogical design of activities, including the degree of difficulty of quizzes or knowledge checkpoints.

The schedule of delivery for the Study Skills course runs parallel to that of the actual programme of study students are enrolled on. The Study Skills team works closely with each academic delivery team to ensure that the programmes are aligned. Tasks are set for students as per the delivery schedules. For example, students may receive their assignment and as part of that assignment they are introduced to the task of sourcing material. Other tasks include students understanding the assignment brief and its assessment criteria as well as gathering evidence to meet those criteria. Each student's level of understanding is graded out of ten based on their engagement with and completion of those tasks set in the Study Skills area on Moodle.

Below is an example of how DGHE monitor that activity. Both the Study Skills team and relative academic teams to monitor and proactively respond to any students whose lack of engagement might suggest any risk to their achieving the required learning outcomes and subsequently put a plan of support into plan for either a group or individual as identified.

Student	Completion date	Task: Source Reliability	Understanding (out of 10)	Task: Evaluation of Criteria	Understanding (out of 10)	Task: Collecting Evidence with Notes	Understanding (out of 10)
1	03/10/2022	Completed	8	Completed	7	Completed	10
2	03/10/2022	Completed	9	Completed	9	Completed	10
3	04/10/2022	Completed	6	Completed	-	Not completed	-
4	28/09/2022	Completed	5	Completed	10	Completed	10
5	02/10/2022	Completed	5	Completed	8	Completed	8
6	02/10/2022	Completed	4	Completed	2	Completed	4
7	03/10/2022	Completed	7	Completed	6	Completed	5
8	-	Not completed	-	Not completed	-	Not completed	-
9	28/09/2022	Completed	9	Completed	10	Completed	10
10	30/09/2022	Completed	3	Completed	3	Completed	5

79. The range of aims and interests of our students is varied and we endeavour to reflect this fact through the design and review of our programmes. Consequently, the wide range of choice, and the flexibility of the programme structure, delivery and additional support

services are essential to this strategy. We are committed to offering students a diversity of experience and choice. Our Learning and Teaching Strategy⁵⁶ provides an unclouded vision of our approach in this area and sets out how we seek to ensure that:

- The provision of the opportunity for all students to realise their full potential during their studies and in their later lives as professionals and role models in organisations and society.
- Our students enter a dynamic vocation-focussed collaborative community that nurtures excellence and generates confidence, adaptability, and breadth of understanding.
- Our students are guided to develop a responsibility for their own learning and receive pastoral and academic support to ensure the development of both specialised and transferable skills.
- Our graduates have independence of mind developed through a critical approach and are equipped with the knowledge and practical skills to facilitate their employability and career advancement.
- Our graduates are multi-skilled and innovative, conduct themselves with integrity, can work effectively in collaboration with others and are mindful of their responsibilities to the environment and to members of the wider society in general.
- Our graduates are multi-skilled and innovative. They conduct themselves with integrity, can work effectively in collaboration with others and are mindful of their responsibilities to the environment and to members of the wider society in general.

80. To do so we are committed to the following principles:

- High quality, differentiated learning and inclusivity.
- The development of skills and knowledge that allows students to think critically, be reflective of their actions and impact on others, behave ethically and make informed decisions.
- The provision of courses and modules that enhance career opportunities and provide progression to employment and further study opportunities. The provision of teaching and learning activities that actively engage students in learning and promote student ownership and responsibility for the learning process through autonomous and collaborative learning.
- Having a learner-centred approach and accommodating diverse backgrounds and needs of students. Delivering programmes of study that are responsive to the needs of students.
- The recognition of prior learning where it is educationally appropriate.

81. DGHE provides an inclusive and caring learning environment for all students and can provide support for a range of learning differences, as well as long-term medical and mental health conditions. The Head of Student Experience and Wellbeing will meet with students and explore reasonable adjustments, along with advice and guidance to ensure that students are able to achieve their full academic potential.

82. DGHE takes considerable pride in ensuring that all its students have a positive learning experience with us during and after their time with us. One example of this is a project with graduate students acting as 'dyslexia/disability ambassadors' currently in development.

⁵⁶ See Learning and Teaching Strategy on DGHE [website](#)

Students with other disabilities, long-term medical conditions (including mental health) access support and guidance in the same way via AWS.

83. We have several students benefiting from a paid-for specialist mentoring provided by the DSA. Mental Health Mentoring enables the student to establish a private and safe relationship with their mentor who understands the demands of their course in the context of their condition, how it impacts the individual, and appreciates the resultant psychological difficulties and problems that they may face within the context of their student experience at DGHE. Additionally, students with dyspraxia and other similar disorders have taken up Autism and neuro-diverse mentoring.

During my studies, DGHE provided all the support I needed to complete my course. When I was studying, there was a time where I had some personal issues and challenges that impacted my studies however, I received all the necessary assistance during these difficult times. I persevered and managed to pass my HND modules. [She] was also the one who gave me the motivation to continue with the Top-up course and finish with a 1st Class Honours degree. I'm really grateful to the DGHE team.'

student. 2021-22

84. Some students may declare a Specific Learning Difference (SpLD) at the point of entry to DGHE and may/may not have already applied for Disabled Students Allowance (DSA).⁵⁷ If they have not applied the Advice and Wellbeing Service (AWS) can assist them with application. If not, they may self-refer, or be referred by a staff member or fellow student for a free on-line screening ('Quickscreen').⁵⁸
85. If the screening result indicates a student to be 'at risk' of dyslexia/dyspraxia/ADD, they are recommended to go forward for a full diagnostic assessment with the DGHE's preferred provider, although they may choose their own provider. If the report does not indicate 'at risk' or below the threshold for referral, students meet with a member of the Advice and Wellbeing Service for a discussion around any areas of weakness identified and consideration is given to what, if any, adjustments can be made for them (for example, referral for extra study skill sessions). Currently, DGHE contributes £225 towards the cost of diagnostic assessment for all students (UK/international) with the majority only paying £100 towards the diagnostic assessment.
86. As soon as the Advice and Wellbeing Service (AWS) becomes aware of a student with disabilities/long term conditions, they are invited to meet to discuss any reasonable adjustments required or to make an application to DSA if they have not already done so. To help students understand the benefits of disclosure and uptake of DSA (Disabled Students Allowances) we offer advice to prospective students before their arrival, during their induction, at any future point during their studies at DGHE and after graduation.
87. Students with other disabilities, long-term medical conditions (including mental health) access support and guidance in the same way via AWS. We have several students benefiting from a paid-for specialist mentoring provided by the DSA. Mental Health

⁵⁷ See Additional Funding on DGHE [website](#)

⁵⁸ See Dyslexia, Disability and Health Support on DGHE [website](#)

Mentoring enables the student to establish a private and safe relationship with their mentor who understands the demands of their course in the context of their condition, how it impacts the individual, and appreciates the resultant psychological difficulties and problems that they may face within the context of their student experience at DGHE. Additionally, students with dyspraxia and other similar disorders have taken up Autism and neuro-diverse mentoring.

88. DGHE offers its own scholarships and bursaries, which are tailored to supporting care leavers, students from low-income families, and veterans and their children. Information is available for students via our website and professional services staff will meet and discuss eligibility.⁵⁹ These include:
- The Student Success Bursary (SSB) for students from low-income families or areas of high deprivation. The SSB is worth £750 for new undergraduate students for each year of full-time studies.
 - The Veterans Support Bursary worth £750 for new undergraduate students who have left the armed forces within the last 5 years, for each year of full-time studies.
 - The Care Leavers Scholarship which consists of a 20% fee waiver for each year of full-time study and a £1,000 per year bursary to help towards general living costs and expenses. This is available to Home status undergraduate students who are joining DGHE having spent some time in local authority care.
89. A great deal of effort is dedicated in ensuring the quality of the teaching and pastoral care provided to its students. To support students and staff to the best of our ability, the Advice and Wellbeing Service (AWS) ensures that all our DGHE community has access to a variety of training and support opportunities to enhance understanding of good practice, and good mental health.⁶⁰
90. AWS works with Programme Managers to embed some wellbeing and disability workshops into the curriculum, raising awareness and facilitating discussions around disability and mental health matters. AWS has an ongoing collaboration with the Art and Design department where students design posters and provide relevant artworks for AWS office, student canteen and events areas.
- DGHE ran a 'live' project from 2019 to 2021 for the BA Visual Communications students involving an initiative, Healthbus, addressing GP provision for the homeless in Bournemouth and the greater South West. Coastal towns and cities have a pronounced level of people experiencing homelessness, coupled often with multiple issues around drug dependency and mental health. This initiative was set up to address their GP provision, by taking it out into the homeless community. Its success has led it to being a prototype service, rolled out across other towns, and receiving significant government funding.
91. The DGHE students received a brief from the founder of Healthbus, _____ in which they were asked to create the marketing for the initiative. This was led internally by _____

⁵⁹ See Additional Funding on DGHE [website](#)

⁶⁰ See Staff Support on DGHE [website](#)

staff members drawing upon their own professional experiences. The students responded by producing a series of leaflets and posters.

The students produced a range of leaflets and posters, presenting them to the Healthbus team for feedback. The students were then commissioned to work these up to be used in a crucial national conference of Best Practice Health Care providers at the NEC in Birmingham where Healthbus were promoting their prototype to gain further national funding for the roll out. This was successful and Healthbus were delighted with the results and their impact. The students had the experience of responding to a brief, finding a creative and insightful solution, responding to client feedback, and then working with production processes and delivery deadlines.

"I have been impressed by the portfolio programmes offered. The alignment of work-based skill and professional standards is even more evident in the programme design and this is pleasing to see. I believe these courses are striking an effective balance between academic theory and professional skills, which prepare students for the working environment to which they will be graduating." (External Consultant report)⁶¹

4. Conclusion:

At DGHE we strive for innovation and creativity; a strong focus on employability and engagement with the professional sectors; as well as a considered approach of widening participation for our students. We take great pride in being able to enable our students to strive for better things for themselves and their families. Through our core mission and values, we hold great value for our colleagues and work closely with professional bodies and stakeholders to offer a learning experience that provides our students with opportunities to succeed and achieve their aspirations, as well as contribute positively and sustainably to the society.

We will leave the final words to our students who remind us each day of why we love the job.

"David Game Higher Education establishment is a lot more than a college, it is a place that can change your life, and it is a place where you get prepared to tackle the challenges of the contemporary business professional world. As a student, I used to get all the support that I needed not only academic but also every aspect of a students' life. I will always consider the academic and administration staff at David Game HE as part of my family."

HND Business Management student 2021-22

⁶¹ [DOC108] External Consultation Report; Section 7; U of G Validation Document BSc Hons Health and Social Care Leadership and Management, November 2021

4. References

The following reference material/ evidence is referred to throughout this document and is available to the Panel upon request. Additional evidence is also referenced and is listed as footnotes, linking to a variety of source material on the DGHE website. Please contact the Head of Centre directly should there be any issues with access.

- External Examiners Reports 2020-22 [documents 01 to 22]
- [DOC 101] Assessment and Internal Verification Policy and on DGHE [website](#)
- [DOC102] Design, Development and Approval of New Programmes
- [DOC103] DGHE Strategic Plan 2023 to 2028 and on DGHE [website](#)
- [DOC104] NSS results for 2022
- [DOC105] Peer Observations Process and Forms
- [DOC106] Student Engagement Policy and on DGHE [website](#)
- [DOC107] Student Representative Guidance
- [DOC108] University of Gloucestershire Validation Document BSc Hons Health and Social Care Leadership and Management, November 2021
- Programme Management Committee minutes 2021-22 [documents 201 to 205]