BRADFORD COLLEGE SUBMISSION: THE TEACHING EXCELLENCE FRAMEWORK

1.0 Context

Sitting in the heart of the city centre, Bradford College is a significant regional provider of post-16 education with a substantial provision of higher technical, professional and degree programmes ranging from Level 4 to 7. Its broad range of curriculum provides students with progression opportunities through to graduate careers in areas such as Art and Design, Engineering and Construction, Computing, Accountancy and Law, Ophthalmic Dispensing, Social Work and Teacher Education. Foundation and honours degrees, as well as postgraduate programmes, are validated by the University of Bolton. The College also offers a range of Pearson Higher National programmes. In total, there are around 1,100 Higher Education (HE) students at Bradford College in 22/23.

This submission is derived from existing monitoring and review activities including annual self-assessment, external examiner (EE) reports and student voice activities. In addition, members of academic staff from across the provision have contributed examples of outstanding practice. In parallel, volunteers from our community of student representatives have compiled their submission, supported by the Bradford College Student Union.

1.1 The Bradford Context

Bradford sits at the heart of West Yorkshire; a county characterised by a low skills base, with a deficit of people qualified to Level 4 and above which impacts on employment (Ref 1.1.1, Office for National Statistics, 2022). The majority of employed residents work within the local area, but those who travel further afield for their work are more likely to be employed in roles which require higher levels of skills (Ref 1.1.2, West Yorkshire Combined Authority, 2022a). Further to this, the employment rate for those from minority ethnic backgrounds is lower than the rate nationally, and lower that the local rate for those from White backgrounds (Ref 1.1.3, West Yorkshire Combined Authority, 2022b).

Bradford District is the 13th most deprived local authority out of 317 in England (Ref 1.1.4, Bradford Metropolitan District Council, 2019). Bradford's position, relative to other English districts has worsened by six places since IMD 2015 (Ref 1.1.4, Bradford Metropolitan District Council, 2019). Students from under-represented groups and disadvantaged backgrounds are more likely to have either a want or a requirement, or both, to study at a local HE provider (Ref 1.1.5, Donelly and Gamsu, 2018; Ref 1.1.6, Go Higher West Yorkshire, 2022). Provision of local HE is therefore a significant enabler of equality of opportunity to those students from communities characterised by education, skills and training deprivation (Ref 1.1.6, Go Higher West Yorkshire, 2022).

1.2 The Bradford College Context

Bradford College, working in partnership with public sector organisations and employers, plays a vital role in providing opportunity and improving social mobility for many disadvantaged students through its HE provision. Provision is delivered across a large city centre campus.

The college HE cohort is discussed on the following pages:

Figure 1: Bradford College Full-time Undergraduate Access by IMD Quintile (OfS 2022a)

● IMDQ1 ● IMDQ2 ● IMDQ3 ● IMDQ4 ● IMDQ5
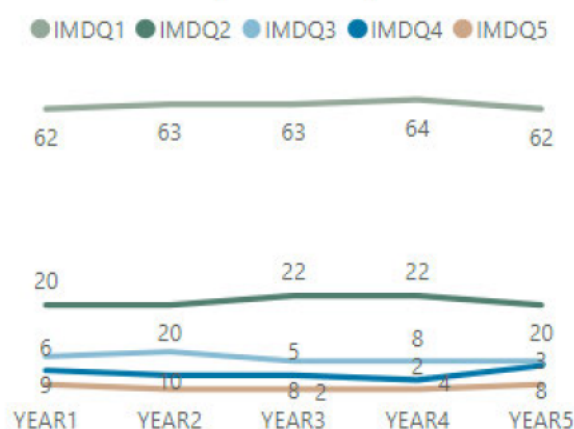
Figure 2: Bradford College Full-time Undergraduate Access by Age on Commencement (OfS 2022a)

● Mature ● Young
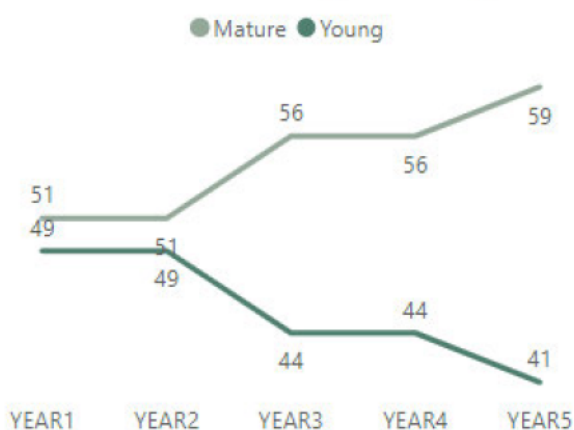
Figure 3: Bradford College Full-time Undergraduate Access by Ethnic Group (OfS 2022a)

● Asian ● Black ● Mixed ● Other ● White
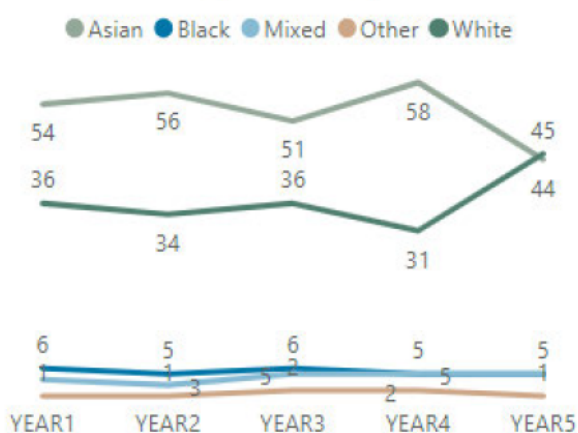
The data in Figure 1 was obtained from the OfS Access and Participation Dashboard released March 2022 (Ref 1.2.1, OfS 2022a). Bradford College undergraduate students are more likely to be local (71.6% are local vs 22.7% for the sector). Over 60% of the college's full-time (FT) entrants reside in the most disadvantaged areas (IMD Q1), with an additional 20% coming from IMD Q2 areas, versus a sector average of 31.3% for IMD Q1&2. Well over a third of entrants were eligible for free school meals (FSM) versus a sector average of 18%. This characterisation has remained static over the last 5 years.

59% of FT undergraduate entrants are mature (Figure 2), which is high compared to the national average of just under a third. 80% of part-time undergraduate entrants to the college are mature. While Bradford District has one of the youngest populations in the country, with 26.3% of the population aged under 18 (Ref 1.2.2 Bradford Metropolitan District Council, 2021), the age profile of the college cohort is more typical of college-based HE. The age distribution of undergraduates on different programmes varies greatly; for example, in 22/23 81.3% of students on BA (Hons) Primary Education are 20 years old or younger compared with only 17.2% of students on BA (Hons) Social Work. 61.3% of students on First Degree programmes are 20 years old or younger, compared to 64.2% of students on part-time Other Undergraduate study who are over the age of 25.

Figure 3 indicates that the majority of the college's FT undergraduate entrants are of South Asian heritage, although this proportion has fallen in the most recent year. The Asian ethnic group comprises approximately two thirds of 18-year-old entrants with the next largest group being white entrants (≈30%); this reflects the Bradford community. Nationally, as indicated in the most recent access and participation data for 20/21, 68% of FT Undergraduates were White and 17% were Asian.

FT undergraduates at Bradford College are far less likely to arrive with 3 A Levels at grade CDD or higher, compared with the sector average (5.2% vs 43.5% for the sector, Ref 1.2.3, OfS 2022b) and are more likely to arrive with BTECs lower than DDM (34.1% vs 8.4% for the sector. As Dinlot (Ref 1.2.4, Dinlot, 2022) highlights, students entering HE with just BTEC qualifications are almost twice as likely to drop out as a student entering with an A Level or mixed profile (11.4% versus 6.0%) and 1.7 times as likely to repeat their first year as a student with a similar tariff entry point who has studied just A-Levels.

Figure 4: % of 21/22 Undergraduate Module Assessments by Disadvantage Count
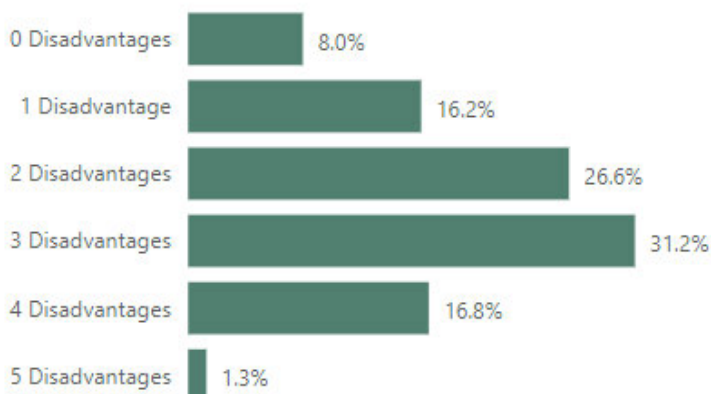
The college analysis of data raises concerns about the impact of multiple disadvantages on students. This is shown in Figure 4, with a comparison of module assessments undertaken in 21/22 versus a count of disadvantages (where sex is male; learner has a learning difficulty or disability; learner is of not-white ethnicity; IMD Quintile is Q1; and study location is local).

The college recognises the additional support it must provide to support the student cohort in responding to the inherent social and educational disadvantages they face. As a result, the college focuses on inclusive learning and teaching strategies that respond to individual student circumstances. It invests in student support, to address barriers to learning and the potential deficit in academic skills. In section 2 and 3, we outline these strategies.

1.3 Bradford College's Vision, Educational Mission and Strategic Aims

Bradford College's vision is *'To Create a Better Future for all Through Education and Training'*. At the heart of this vision, is the mission of *'working together to transform lives'*. The college is proud to provide education and training on behalf of the communities of Bradford. It believes that all students can and should succeed, whatever their life and educational experience prior to entering study.

The college's strategic objectives are:

1. To be a truly Inclusive college
2. To deliver a curriculum that meets the needs of learners, employers and the community
3. To deliver an outstanding student experience
4. To be an employer of choice
5. To be financially sustainable
6. To grow the college's income through student recruitment

The strategic plans which accompany these objectives are active documents which are regularly reviewed. All targets associated with HE are recorded at institutional and departmental level through a master target file that 'governs' the management of quality improvement and assurance. In addition

to strategic planning, the college also work across the district to develop strategic partnerships which inform and influence future planning and delivery, for example:

- Bradford Council to implement its commitment to equalities as set out in its Equality Plan 2021-2025 (Ref 1.3.1, Bradford Council, 2021) through membership of the Systems Equality Group which support the Council's Wellbeing Board.
- Empowering Minds, a third sector Bradford-based organisation which aims to engage, educate, and inspire individuals though diversity, cohesion and citizenship. This has led to the college piloting a student intervention programme to challenge difficult behaviour in some of our most hard to reach students.
- Black[1] FE Leadership Group on the *'Making the most of Bradford's Ethnicities'* research project, funded by the Education & Training Foundation (ETF) (Ref 1.3.2, BFELG, 2021). The core objective of the research was to place the increasing ethnic diversity prevalent in Bradford, front and centre of local considerations to reshape college planning and provision up to L7 study.

2.0 Student Experience

The college has seen clear improvements in its student satisfaction over the last 5 years as evidenced on the OfS Student Experience dashboard and is ambitious in its plans to ensure continued further improvement. Overall satisfaction (Q27) increased from 75.0% in 2021 to 78.2% in 2022 (2.37% above institutional benchmark). Results of the 2022 National Student Survey (NSS) show greater satisfaction for HE learners at Bradford College than those at all public universities in Yorkshire. When standardised against the Office for Students (OfS) benchmark, Bradford College's data was higher than all Yorkshire public universities for seven out of the eight grading topics. The response rate of 71% was above the national average of 69% and outcomes were above the college benchmark on all eight of the survey scales, and significantly above benchmark for four of the eight. Across all 27 questions, the college average was 7.47 percentage points above benchmark. The scores for all 27 questions also improved on 2021 (by an average of +5.20%) (Ref 2.0.1, Bradford College News Website, 2022).

2.1 Academic Experience

The college's strategic plan articulates the core objective of delivering professional, technical higher qualifications to 'meet the needs of learners, employers and the community'. This purpose drives curriculum development, pedagogical innovation and the student experience. The college works with its validating partner to ensure that these developments are achieved within a robust regulatory framework, and that academic standards are maintained (see section 3.1).

Teaching, feedback and assessment practises at the college are characterised as being:

- Inclusive and Focused on Individual Student Development (see section 2.1.1)

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[1] *BFELG uses 'Black' as an inclusive definition to describe people from ethnically diverse backgrounds, who share a lived experience of the effects of racism.*

- Vocationally Relevant and Employer-Engaged (see section 2.1.2)
- Focused on the Acquisition of Professional Competencies (see section 2.1.3)

The evidence and impact of these characteristics across the college is outlined below:

2.1.1 Inclusive and Focused on Individual Student Development

The End of Year Student Experience Survey (June 2022) assessed student perception of whether their programme provided 'a diverse, unbiased and inclusive curriculum'; of the two largest ethnic groups at the college, 96% of BAME students strongly agreed or agreed with this statement, with 94% agreement among White British students (74% overall survey response rate) (Ref 2.1.1.1, Bradford College, 2022).

To achieve the strategic objective to be 'A Truly Inclusive College' the curriculum and learning experience responds to the diversity of student development needs through:

i. Student-Centred Information, Advice and Guidance
All students are provided with appropriate information to support them in their studies through student, module and programme handbooks. Module handbooks were recognised in feedback from EEs as being easily accessible, appropriate and informative, for example,   , Education Studies, (REF: 2.1.1.2,   , 2022) stated: "Module handbooks and assignment briefs are detailed and of high-quality, providing relevant information to support students in accessing the programme content. Module content is engaging and well-considered to scaffold students' knowledge and academic skills as they develop across the programme."

In addition to the provision of comprehensive advice and guidance, the college also ensures that individual support is provided to all students through its Personal Tutorial Policy and Procedures (REF: 2.1.1.3 Bradford College, 2020) which requires all students to receive five tutorials per year. These tutorials extend beyond an academic review of progress to include the identification of barriers to learning – enabling individual student referral to support services, academic skills support and coaching and mentoring regarding personal soft-skill development.

Student feedback indicates that students feel supported by their tutors and wider college services. The 2022 End of Year Student Experience Survey of all L4 and L5 students (74% return rate of 338 students) indicated that 91% of students agreed that they had regular tutorials and 94% agreed that their tutors consistently challenged them to do their best. 95% of students agreed that the feedback they received told them what they did well and what they needed to do to improve.

These responses, when compared against external benchmarks (Ref: 2.1.1.4, QDP, 2022), placed the college in the upper A quartile and 4% above benchmark. Qualitative feedback from the NSS 2022 open comments further supports this, with students commenting: "By the end of the programme, I do feel very switched on and I have understood and taken on board the feedback and developed my skills in almost every aspect of my life" and "My tutor is supportive and encouraging, provides great feedback and positive criticism. Providing support on programme related issues as well as emotional and mental support on a personal level".

ii. Equitable Access to Learning

The college adopted the principles of Universal Design for Learning (UDL) (REF: 2.1.1.5, Burgstahler, 2015) in 2019. UDL is a set of principles for curriculum development and delivery that provides all students with equitable access to learning; providing a scheme for producing learning approaches, methods, resources, and assessments that moves learning and teaching away from the traditional 'one-size-fits-all' approach. The college adopted these principles to address gaps in outcomes for BAME and Low Participation student groups. UDL principles are embedded across curriculum as new programmes are developed and others reapproved through periodic review.

Inclusive strategies are highlighted in reports from EEs: (PSET) (REF: 2.1.1.6,   , 2022) praised the use of "innovative teaching tools and assessment approaches (e.g, Sway/vlogs), which not only serves to be an engaging way to support students in learning and creating their work, but also as a way to model high expectations and enhance key digital skills needed for teaching in the sector."

iii. Support for Acquiring Academic Skills

As identified in section 1, the college cohort of HE students often follows non-traditional routes into Higher Education; for example, in 2021/22, 74% were 19 years or older when they started their undergraduate programme and 39% of Level 4 entrants had vocational Level 3 qualifications. As a result, the need to ensure the acquisition of academic skills to support success, is recognised. During the 19/20 academic year, as part of a deliberative strategy to improve Level 4 to 5 continuation rates, programmes which saw continuation rates fall below expectation integrated mandatory academic skills modules into Level 4. Level 4 to 5 continuation rates rose for First Degree programmes in 20/21 by 2.2% and in 21/22 by a further 2.9% to 82% and above the OfS threshold of 80% (based on internal data). Similarly, 21/22 continuation of FT Other Undergraduate students rose to 80% and above the OfS threshold.

The college provides a Support for Writing for Academic Purposes (SWAP) service in each department. Tutors may refer students to this service based on an identification of need through tutorials, or students may self-refer themselves. One-to-one support, together with group tutorials and resources, are provided to develop writing skills and an understanding of good academic practice. The college's commitment to Academic Integrity (Ref: 2.1.1.7 Academic Integrity Charter, 2020) is enhanced by this service.

2.1.2 Vocationally Relevant and Employer-Engaged

It is mandatory that external industry experts, including employers, are consulted through programme development and review processes and are integral to programme delivery. This is monitored by the college's Academic Board which conducts initial approval of all programme proposals and modifications (Ref 2.1.2.1, Academic Board minutes, 2018-2022).

i. Employer and Professional Body Endorsement

In 2020, Bradford College launched its Future Technologies Centre (Ref 2.1.2.2, FTC, 2020) strategy to ensure that the future curriculum offered by the college is meeting local skills shortages. Within the region, the college had identified that there was a growing need for higher skills to meet the future demands of industry. Six Hubs were established in Sustainable Transport, Sustainable

Construction, Engineering, Digital, Science & Meditech. Meeting regularly and chaired by influential employers in the region, the hubs agree actions against key priorities to inform curriculum design and delivery. This led to the development of bespoke innovative programmes in science (online professional Diploma in Ophthalmic Dispensing for launch in 22/23), blended learning delivery of part-time, employer-sponsored Engineering Higher National Certificates (launched in 22/23), and HN Flex delivery of specific individual units in Construction and Engineering (launched in 21/22).

The college maintains its own relationships with key professional, statutory and regulatory bodies including the General Optical Council, Social Work England, and the Department for Education (ITT); and key industry-led skills bodies such as ScreenSkills. It also manages partnerships with Cisco, CompTIA and Amazon Web Services around industry-recognised professional certification that is embedded within computing programmes. These relationships and partnerships involve regular visits and annual monitoring. At its most recent visit in December 2021, the General Optical Council commended "The programme team's student-centred approach and their commitment to providing a high-quality learning experience; and the provision of feedback to students in a timely manner." (Ref 2.1.2.3, GOC, 2021). In awarding a "Good" grade at its last inspection in June 2018, Ofsted stated "Leaders' and tutors' fast response to individual personal and training needs helps trainees to achieve their ambitions." (REF: 2.1.2.4, Ofsted, 2018). The 2021 ScreenSkills' accreditation report for the BA (Hons) Media Make-up with Special Effects for the Creative Industries (Ref 2.1.2.5, ScreenSkills, 2021) confirmed that "Professional relevance is embedded at all levels through professional development and professional practice modules."

To further develop this commitment to alignment with Industry, the college has stipulated that all programmes should have employer sponsors by September 2023 to ensure that the pathways to employment advertised are explicitly endorsed as appropriate for industry.

ii. Project-Based Pedagogy
Research has indicated that project-based pedagogy supports the engagement of students from disadvantaged backgrounds to engage in study (REF: 2.1.2.6, Guo et al., 2020). Following pilot activity in 18/19, the School of Art redesigned its programmes through periodic review to embed these methodologies. Students from all programmes (Media Make-Up, Performance, Film and Art and Design) work on capstone projects together across all levels. For the 19/20 academic year, Level 4 module pass rates within the School of Art were 85.0%. This improved to 96.3% for 21/22. For Level 5 modules, the 19/20 module pass rate was 92.7%, which improved to 94.8% in 21/22. The clear impact of this methodology has led to further areas embedding project-based pedagogy. Overall college data indicates that this has been a key aspect of driving quality improvement: For the 19/20 academic year, overall college Level 4 module pass rates were 79.4%. This improved to 92.0% for 21/22. For Level 5 modules, the 19/20 module pass rate was 88.8%, which improved to 89.7% in 21/22. The college maintains its robust academic standards, as consistently confirmed by EEs (section 3.1), therefore this improvement evidences the college's readiness to pilot and introduce innovative pedagogies that engage students and support them to achieve.

2.1.3 Readiness for Employment and the Acquisition of Industry Skills: Introduction

The college's mission of transforming lives speaks to a clear purpose of equipping students with the knowledge, skills and experience to prepare them for skilled employment. While a clear focus at Level 4 is on the acquisition of academic skills to scaffold learning throughout the programme, at Level 5 and Level 6 there is an explicit strategy to develop employability and personal development skills to prepare students for successful progression into employment. All validated programmes include modules specifically focused on personal and professional development, including portfolio building, work experience or placement and the acquisition of professional competencies. For example: Professional Practice 1 and 2 (BA (Hons) Social Work), Portfolio and Professional Practice (BA (Hons) Fashion), and Reflection on Professional Practice (BSc (Hons) Ophthalmic Dispensing).

i. Monitoring of Professional Competencies and Skills
The college invests in appropriate systems to help monitor achievement of professional competencies. For example:

- The utilisation of BlueSky (REF: 2.1.3.1, BlueSky Education) supports the outstanding monitoring of education students' progress. The online suite of tools allows students to receive formative feedback and develop professional proficiency through continued engagement with the college's link tutors. Link tutors review the weekly reflections and are able to give guidance, support and feedback regarding key teaching competencies.
- Digispace (REF: 2.1.3.2) provides all Arts students with an online portfolio tool to collate their practice in preparation for graduate careers. Tutors regularly review these portfolios through tutorials to give advice and guidance on the students' work and demonstration of art practice.
- Moodle is used by programme teams as a synchronous tool for learning and portfolio building following the advanced digital design project (further outlined in section 4.2).

ii. Acquisition of Industry Skills
Through programme delivery, employer endorsement and enrichment activity, students are prepared for their careers with relevant, sought-after skills that are highly valued by employers. For example:

- The School of Computing embeds industry-relevant knowledge and skills into the curriculum through vendor partnerships with organisations including Amazon AWS, Cisco and CompTIA. The EE feedback states "Links to AWS, CompTIA and Cisco industry accreditations are exemplary- raising the standard and employability of the student cohort" (REF: 2.1.3.3,   , 2022).
- The School of Ophthalmic Dispensing students benefit from guest speakers and manufacturing site visits to lens manufacturing labs at Hoya and Optimum Rx, where students were able to experience demonstrations from industry experts (REF: 2.1.3.4,   , 2022).
- Full-time Computing degree students hold an annual Final Year Project Open Day event to celebrate and showcase the culmination of their work to local and regional employers and stakeholders. Local employers are invited and provide prizes, industry relevant advice and feedback regarding student projects and career pathways (REF: 2.1.3.5,   . 2022a).
- Masterclasses delivered by regional employers (e.g. Yorkshire Water and Couch Perry Wilkes) enable students to learn about topics such as ethical procurement for Construction, sustainable project management and the Considerate Constructors Scheme. Assignment briefs are

developed with employers and based on real-life case studies, aligning them with key industrial developments. (REF: 2.1.3.6, Student Council Minutes, 2022).

In addition, the college's EEs have confirmed that curriculum promotes employability skills. Feedback from a Youth Work and Community Development EE stated that students are "encouraged to develop their reflective practice, grapple with the many social issues relevant to youth and community work as well as apply their learning in youth work settings" (REF: 2.1.3.7,   , 2022). Feedback from   , Education Studies EE (REF: 2.1.3.8,   , 2022) noted a "clear strength of the programme is its focus upon professional practice; this will support students' employability and further study across a range of educational and disciplines." Furthermore, feedback from Strisino, Early Years EE (REF: 2.1.3.9,   , 2022) identifies "links with student practical practice experience" which support "transferable skills to industry" to be a core strength of this provision.

2.2 Pastoral Experience

The college has sought to create an inclusive environment that offers all students the additional support they may need to succeed in and beyond their studies. The college invests in staff development, specialist resources and student support to ensure an outstanding experience for all its students. Resources are allocated through an annual planning cycle where proposals for staff development, capital expenditure and support services are agreed based on quality indicators and student feedback. The impact of this investment is then monitored through quarterly review meetings with curriculum leaders and the college's Executive, chaired by the CEO.

2.2.1 An Inclusive and Supportive Academic Community

Feedback from EEs consistently references the quality of support given to students by the programme teams.   , BA (Hons) Teaching and Learning in the Primary Phase (top-up), (REF: 2.2.1.1,   , 2022) noted that the "supportive professional relationship between the students and all teaching staff is clearly an important contributary aspect of the success of the trainees." Positive comments regarding support offered to students in feedback from EEs continues across a range of provisions, such as "It has been clearly evident the care and support offered to students from the programme team, and they should be commended for this exemplar practice and dedication" (, Performing Arts) (REF: 2.2.1.2,   , 2022) and "staff work tirelessly in supporting the students and delivering a great student experience" (, Interior Design) (REF: 2.2.1.3,   2022) and   (Games and Graphic Media Design) (REF: 2.2.1.4,   , 2022) recognised "The amount of energy, time and resources invested in the students' learning and welfare is a credit to the programme teams and the college support systems."

Students experience individualised teaching and learning to help support their progression. Indeed, feedback by the FdA Supporting and Managing Learning in Education EE praised the "tailored approach to teaching, learning and assessment. It is this student-centred practice which enables every student to achieve their potential…. The team are dedicated professionals who want the best for the students." (REF: 2.2.1.5,   , 2022). The BA (Hons) Primary Education with QTS EE (   ) noted where "final-year students had requested more sessions on the foundation subject areas... the tutor team were able to timetable additional sessions." (REF: 2.2.1.6,   , 2022).

Bradford College has developed a college-wide strategy to support students' wellbeing and mental health which includes mandatory training for all staff on EDI, mental health awareness and safeguarding (95% completion rate in 21/22). In addition, training has been delivered to 20% of college staff in Mental Health First Aid (MHFA). This MHFA training offer has been extended to students: to trainee teachers in 21/22 and to Social Work students in 22/23.

2.2.2 Additional Learning Support

The Additional Learning Support (ALS) team provides high-quality, flexible and student-led support, while working with curriculum teams to ensure inclusive design and delivery are at the heart of the college's HE provision. There were 1,190 HE student interactions with ALS provision between 19/20 and 21/22 (REF: 2.2.2.1,   , 2021). During the pandemic (20/21), the SEND and ALS team worked with record numbers of HE students in a disability advisory role, supporting and sharing Learning Support Agreements for 133 students with curriculum (an increase of 6.4% on 19/20).

ALS provision is delivered and adapted around individual students' needs which are identified during initial advice and guidance processes. Assistive technology is provided, together with accessibility guidance and one-to-one support. Collaborative work with external support services such as Bradford University Eye Clinic, the Irlen Centre, local Disabled Students Allowance Assessment Centres and Bradford University Counselling Service facilitates further expertise to support individual students throughout their studies (REF: 2.2.2.1,   , 2021).

The ALS service has improved through student feedback, e.g. requested dedicated rooms across the campus for face-to-face sessions within the student's own study environment meant disabled students engage with their own support in a more inclusive and impactful way. A survey found in excess of 97% of students who needed to book non-medical helper support during the 20/21 academic year were able to do so at a time that suited them. 84% of eligible students had DSA/loan technology and of those 90% engaged and used the technology. The impacts on the student experience were positive and a sample of feedback included "it has been amazing support from the beginning", "   has been instrumental in providing the tailored support I need", "everything was fine right from the start, I felt comfortable from the beginning" (REF: 2.2.2.2,   , 2021).

2.2.3 Student Support Services

Bradford College has a large, centralised team of welfare, safeguarding and personal development officers who work with curriculum colleagues to ensure that all students receive the support they need to engage positively in HE at the college. The team have worked with 408 HE students between 2021-January 2023, supporting students, both with and without a diagnosis, facing mental health challenges, ranging from depression, suicide ideation and psychosis to low-level support around anxiety, exam stress, and financial distress (Ref: 2.2.3.1,   , 2023).

Through 21/22, the team delivered workshops around consent, healthy relationships, gang crime, and coercive control and invited external professionals such as the Hale Project and Freedom Safety to work with students and raise awareness of these key issues (Ref: 2.2.3.1,   , 2023).

The college worked collaboratively with the Police on the Violence Against Women Campaign (Ref: 2.2.3.2, WYP, 2022). This is part of a national campaign to take a stand to end all male violence against women and take action to change behaviours and culture. Students from Bradford College were involved in devising key messages and being photographed as part of the poster campaign to promote the key messages. The posters, displayed across college sites, promote a culture that harassment is not tolerated. This campaign resulted in an increase in HE students reporting sexual harassment (a 100% rise in 21/22 on previous recorded years to 87 referrals).

Within the Student Services team sits the matrix-accredited Careers Service. The college was awarded the prestigious Quality in Careers Standard Award for its Careers Education, Information and Guidance programme in May 2021. This nationally recognised award demonstrates the college's commitment to delivering high-quality careers information, advice and guidance to students to support them in progressing to positive destinations upon completion of their programme.

2.3 Support for Curriculum Staff CPD, Scholarship and Research

2.3.1 Academic Staff Support to Develop Professional Practice

Bradford College is focused on embedding employability skills into its curriculum through using teaching staff that currently practice and are experts in their professional fields. The college supports staff to maintain their professional practice through remission on their workload allocation and investment in professional development.

For example:

- The college's Ophthalmic Dispensing team carries out external CPD to ensure the curriculum is in-line with developments in the optical sector. All of the team are members of the Association of British Dispensing Opticians (ABDO).

- The Social Work lecturing team is part of The Bradford Partnership, together with Bradford University and Bradford Council, which delivers practice educator training to qualifying social workers. This group supports the development of up-to-date professional skills for the staff team and ensures that they are equipped to deliver a curriculum that is aligned to current sector challenges (REF: 2.3.1.2,   , 2022).
- Leaders from the School of Computing sit on The Bradford Cyber Steering Group, formed by the Department for Digital, Culture, Media and Sport to bring together local corporates, national technology associations, local government bodies and academia in order to establish a thriving cyber security skills ecosystem. This association enables networking with a range of organisations to forge further working partnerships to ensure the curriculum responds to the gap in demand for trained professionals (REF: 2.3.1.3,   , 2022b).

2.3.2 Academic Staff Support to Develop Scholarship and Teaching Practice

Bradford College is focused on ensuring up-to-date research and scholarship informs curriculum content and pedagogy. Staff are supported to maintain their academic profiles through investment in remission, further study and participation in conferences and publication. This investment ensures that staff embed knowledge and skills into the curriculum. For example:

- The FdA Textiles Practice benefits from teaching and technical staff who are engaged in current scholarship: was supported through remission to undertake a Developing Your Creative Practice project, awarded by Arts Council England, to explore the capabilities of the computerised jacquard weaving loom at Bradford College and incorporate jacquard into her teaching (REF: 2.3.2.1,   , 2022).
-                         exhibition 'Connected Cloth: Exploring the Global Nature of Textiles' as part of the British Textile Biennial, directly influenced developments in the FdA Textiles Practice curriculum and ongoing work to 'decolonise the curriculum' - a key strand of the college's approach to ensuring an inclusive curriculum for its diverse student cohort (REF: 2.3.2.1,   , 2022a).
- Members of the Ophthalmic Dispensing team have published articles in some of the main national optical-industry journals (Dispensing Optics and Optometry Today, REF: 2.3.2.2 – 2.3.2.9) and supported a former student with their first article publication in Dispensing Optics (REF: 2.3.2.10,   , 2022).

Bradford College has 101 staff teaching HE of whom 34% have HE Academy fellowship (with 32% of these at Senior Fellow). In semester 1 of 22/23, there are an additional 15 staff on this programme. The college has a target to support 100% of staff to apply for fellowship by the end of the 24/25 academic year.

Individual areas for development are reviewed through appraisals and appropriate CPD opportunities identified. Areas of outstanding practice are collated by the Learning, Teaching and Assessment Department and shared across departments through a vibrant network of communities of practice.

2.4 Facilities and Learning Resources

The provision of outstanding facilities and learning resources for HE students has been a key area of focus for the college over the last five years: data from the NSS and internal programme surveys had indicated previous dissatisfaction with learning resources, including IT, which has required intensive work to address. Indeed, the TEF dashboard time series clearly indicates sustained improvements – moving from 69.1% satisfaction in year 1 to 81.5% satisfaction in year 4 (with 62.2% materially above benchmark).

2.4.1 Library and Learning Resource Centre

Following intensive improvement plans - which included a change of location for the library and the allocation of specific staff to each department - there has been a clear improvement in student satisfaction with the library. 2022 NSS data showed that for Q19 (library resources, e.g. books, online

services and learning spaces, have supported my learning well), the library achieved 85% agreement (an increase of 11% from the previous year and 3% above the benchmark). In the college's End of Year Student Experience Survey for 21/22 (REF: 2.4.1.1, Bradford College, 2022) for the question regarding library support, the library achieved an 87% agreement rate (an increase of 10% on 20/21).

Every HE programme has a named Academic Liaison Librarian who provides specialist, personalised support.   members of staff have been recipients of awards from the Council for Learning Resources in Colleges (CoLRiC) (REF: 2.4.1.2, CoLRiC) in 2021 and 2022. A study carried out in 2019 on library use and the impact on final degree grades of Art students found a positive correlation between use of library resources and grade (REF: 2.4.1.3, Sherrington, 2019). Academic Liaison Librarians work with module leaders to ensure that core texts are updated, online reading lists are available, and online resources are promoted. E-books have supported students through the pandemic and the cost-of-living crisis; in 21/22, the library recorded 26,690 unique title views. Through the college's Discover service, which provides easy access to most journal resources, there has been a rise in online journal requests from 16,706 (20/21) to 19,651 (21/22) (REF: 2.4.1.4,   , 2022).

2.4.2 Virtual Learning Environment and Technology to Support Students

The college supports students facing financial disadvantage through the inclusive provision of IT equipment: any student requiring a laptop is loaned one for the duration of their studies. In addition, students with learning or physical disabilities are supported by our Additional Learning Support service to receive IT equipment and accessibility tools following a full assessment of their needs, as outlined in section 3.6.

Bradford College feels it is imperative that the student experience, where reasonable, mirrors the technology and working practice used within industry, fostering independence, meta skills and fluency in key platforms. In November 2020 the college embarked upon a project in collaboration with Advance HE, to develop our understanding of blended learning models and the guiding principles that underpin effective virtual learning environment (VLE) design. This notion quickly evolved into the Digital and Blended Learning Strategy (REF: 2.4.2.1, Bradford College, 2021), where dedicated digital champions identify and address areas of need, at both individual and department level, informing CPD investment. The project's success was recognised by Advance HE (REF: 2.4.2.2, Advance HE, 2021). The college continues to build its knowledge and skills in delivering an outstanding virtual learning experience through its work with Microsoft on the Innovative Educator Programme (REF: 2.4.2.3, Microsoft, 2022)

With support from Digital Champions, departments use technologies innovatively in curriculum delivery. For example, recordings of students' practical assessments support formative assessment and provide a resource for students to refer to; enhancing self-reflective practice and skills development (REF: 2.4.2.4, JISC, 2020). The Ophthalmic Dispensing team was commended by the GOC's Education Visitor Panel in December 2021 for its pro-active use of technology to support and enhance the learning experience, and provision of feedback to students in a timely manner (REF: 2.4.2.5, GOC, 2021).

VLE facilities have been praised by EEs in other areas, e.g.   , Sport (REF: 2.4.2.6,   , 2022) said "Promotion of innovative approaches to teaching, learning and assessment such as quizzes on Moodle and GBL platforms provide all students with regular and constructive feedback that helps them identify how well they are progressing" and   , BASMLE (REF: 2.4.2.7,   , 2022) noted the use of reading materials and quizzes to help reinforce teaching.

2.4.3 Specialist Facilities

Bradford College invests in specialist facilities to support students in having an outstanding student experience. These facilities, while supporting learning, teaching and assessment, are developed to ensure students are able to practice their professional competencies and skills. Capital allocations are made on an annual basis as the college continually updates its estate to ensure it immerses students in industry standard settings. For example:

- The Textile Archive, comprised of collections of textile samples, records, artefacts dating between 1700s and the 20th century (REF: 2.4.3.1,   , 2022b), is an integral teaching and learning resource for Textiles Practice modules. The positive impact of this valuable resource on the student experience is demonstrated in feedback from the EE who commended the college's use of the archive: "Working directly with the textile archive has been an excellent use of specialist resources and shows real innovation in terms of inspirational starting points. This has pushed students out of their comfort zone and has encouraged the use of historical reference as drivers for creative engagement." (REF: 2.4.3.2,   , 2022).
- The Jacquard Weaving Loom is a digitally-programmed industrial machine. There are only three Jacquard machines in art schools in the country. As a result of access to this specialist equipment, college students are positioned well to acquire experiences and skills that would be difficult to obtain elsewhere (REF: 2.4.3.3,   2022a).
- A Virtual Ophthalmic Dispensing practice environment was created for students to experience a full vocational simulation. This realistic, simulated learning environment allows full-time FT students, who may not be working in practice, to undertake experiential learning and apply it to a multitude of role play situations. This expands the student experience with a range of vocational skills to work through, while supported by lecturers and peers who are in practice (REF: 2.4.3.4,   , 2022).
- A simulated vocational environment was created for students on the BA (Hons) Early Years Practice: The Whole Child programme. In this environment, students engage with resources to develop their practical application of skills, supported by tutors and peers. The impact of the facility and resources was confirmed by students who felt that the "Supportive resources and practical area help with practice activities and observations" and described the resources as "lovely, they have helped expand skills and knowledge. Teaching is practical and engaging." (REF: 2.4.3.5,   and   , 2022a). Indeed, the practical experience offered in the programme was also praised in feedback from the EE for Early Years,   (REF: 2.4.3.6,   , 2022).

2.5 Student Engagement

Bradford College has a robust framework for capturing student feedback. In addition to module reviews, End of Year Student Experience Surveys and programme committees, the college holds departmental Student Councils each semester. The Student Council Purpose and Agenda (REF: 2.5.1, Bradford College, 2022) clearly articulate that student representatives act as part of the management team for the department through these meetings. They participate in self-assessment, review of departmental quality improvement plans and student outcomes - providing their critical perspective, suggesting improvements and scrutinising departmental performance. As with programme committees, all student councils are formally minuted so that actions can be disseminated and monitored.

Participation rates for internal Student Experience Surveys continue to improve in line with clear college targets. The 87% response rate to the 22/23 Post-Induction Survey (REF: 2.5.2, Bradford College, 2022) is considered outstanding by the supplier of survey software (QDP) and provides the college with a comprehensive view of student feedback.

A full review of all student surveys is completed with reports submitted to the college's governing body. Actions to improve the student experience are identified and must be addressed within four weeks. Compliance with this expectation is monitored through the college's Quality Department.

For the NSS 2022, feedback indicated that 79.64% of those completing the Survey agreed with the statements in the 'Student Voice' section. This was 10.5% above our benchmark. In addition, 82.46% of NSS 2022 respondents agreed with the statement that 'Staff value students' views and opinions about the programme' (11.6% above the college benchmark) and 68.75% agreed that 'It is clear how students' feedback on the programme has been acted on' (11.4% above the benchmark).

3.0 Student Outcomes

This section analyses student outcomes as illustrated in the TEF dashboard. While clear positive trajectories are in evidence, the college is committed to further, rapid improvement across all metrics. As the college moves into the third year of its strategic plan, college data indicates that revised strategies to support HE students are having a positive impact on student outcomes. In Section 2, the college has outlined its clear strategies for supporting students to develop the academic and vocational skills required to progress through HE to further study or employment. The analysis below aligns to these strategies and where applicable they are referenced again to highlight how they are having a direct, positive impact on continuation, completion and progression metrics.

This section also discusses the focus the college has on ensuring that its students leave the college with appropriate graduate attributes and can demonstrate clear education gains that extend beyond academic knowledge.

3.1 Robust Academic Standards

The academic standards of Bradford College provision are robust as confirmed by feedback from EEs and representatives from Awarding Bodies, for example: "Grades are consistent and in-line with

your own guidance and also by comparison to other educational establishments I am familiar with." (REF: 3.1.1,   , 2022). "Assessment decisions were accurate and in line with the learning outcomes, programme outcomes, University of Bolton Assessment guidelines, national benchmarks and QAA frameworks." (REF: 3.1.2   , 2022).

Student marking is described as robust and thorough, with careful second marker moderation, and is praised by EEs as being of a 'high standard' e.g. feedback from one of the EEs for Ophthalmic Dispensing (REF: 3.1.3,   , 2022) stated "The team in Ophthalmic Dispensing have my utmost respect for their attention to detail and very high-quality approach to marking" and   , Youth Work and Community Development (REF: 3.1.4,   , 2022) observed "detailed marking feedback, careful moderation and consideration of borderline/threshold marks".

Furthermore, the quality of feedback given to students is consistently commended by EEs as thorough and developmental: , (REF: 3.1.5,   , 2022) noted "Feedback provided is very thorough so that students understand the marks they have been given and areas for improvement" and the EE for BA (Hons) Primary Education with QTS (   ) (REF: 3.1.6,   , 2022) commented that "Assessments are continually presented to students with a strong rationale as to how they will support their scholarly skill as well as their professional abilities".

3.2 Continuation and Completion

i. Continuation
The college analysis of its student cohort in Section 1 clearly indicates the challenges students face in engaging with education, often joining the college following a non-traditional educational path, or returning to education as a mature student. The majority of the cohort faces multiple disadvantages to sustained engagement in education. These challenges can result in students withdrawing from their programme due to complex issues. Continuation rates in previous years have been impacted by withdrawal, with students predominantly citing changes in circumstance related to caring responsibilities, or familial finances forcing a return to work on their 'request to withdraw' forms. The gap between students achieving a pass proceed decision at the end of Level 4 and those who decide to re-enrol for Level 5 study has been gradually closed over the last three years (in 19/20, the gap was 6.2%; in 20/21, it was 3.3%; and, in 21/22, it was 0.3%); this gap reduction indicates the positive impact of the student support mechanisms the college now employs to support each student to continue their studies. These mechanisms include individualised support and referral, academic skill development and clear alignment of the curriculum with industry attributes, as detailed in Section 2.

Internal data analysis (3.2.1,   , 2022) indicates that full-time continuation has been a significant challenge. Knowledge of this has driven the strategies outlined in Section 2 – from enhanced support for academic skill development and regular pastoral tutorials, to the provision of support services that are designed to respond at an individual level to student need.

The college's overall FT continuation is materially below benchmark (3.2.2, OfS, 2022) – driven predominantly by a dip in continuation between 16/17 and 17/18. Following the introduction of academic skill support, the college has recovered from 98% materially below benchmark to 76.1% materially below benchmark in 19/20. Internal data indicates that this positive trajectory continues –

with continuation rates of First Degree programmes improving in 20/21 by 2.2% and in 21/22 by a further 2.9% to 82% (above the OfS threshold of 80%).

The headline part-time continuation rate is broadly in line with benchmark, but HNC and HND provision at Level 4 has been consistently below benchmark – particularly for the small cohort of mature learners on Computing and Arts provision. This has driven a change in college strategy – with a replacement of higher national programmes with foundation degrees where pedagogically appropriate and the introduction of clear employment paths for those remaining HNC/D programmes to address full and part-time non-continuation issues. The dashboard, and subsequent internal data, indicates that this has improved continuation rates. For example, internal data indicates that 21/22 continuation of full-time Other Undergraduate students rose to 80%, above the OfS threshold.

Female students are consistently in line with benchmark and the data also indicates that the college does well in supporting mature students, those eligible for free school meals, and those with a disability, to continue through FT programmes. It has been younger, male students, stepping straight from a non-traditional educational background that have previously not continued on FT programmes at an acceptable rate against college target. In contrast, it is mature students on part-time HNC/D provision that have previously withdrawn mid-programme. This rich dataset (which aligns with our internal analysis in previous years) shows the diverse nature of the student body and the challenges impacting individual cohorts. The Bradford College Strategy for 2020-2025 (REF: 3.2.3, Bradford College, 2020), together with the Access and Participation Plan (REF: 3.2.4, Bradford College, 202) for this period, clearly articulate targets to address this. Internal data suggests that these strategies are working well – with a three-year improving trend in young and mature continuation rates across all provision (19/20 to 21/22).

ii. Completion

The TEF dashboard confirms that the overall completion indicator for full-time programmes is broadly in line with benchmark. First degrees and Other Undergraduate programmes are broadly equal to benchmark, whereas Level 4 (Other Undergraduate) is 98.6% materially above benchmark. While significant indicators of disadvantage (e.g. age, free school meal entitlement) do not indicate a gap in completion, the college is focused on continuing to close gaps in completion relating to sex and learning disability.

The TEF dashboard confirms that overall part-time completion is broadly in line with benchmark. Clear progress has been made over the time series. Other Undergraduate (both L4 and L5) are broadly in line with benchmark, but our small cohort of PT First Degree completion is below benchmark. The data confirms that a significant number of indicators of disadvantage (age, disability, sex, IMD and free school meal entitlement) do not impact completion rates; however, our students of Asian heritage (20.5% of our part-time cohort) are materially below benchmark.

The college's performance against the completion metric broadly indicates that students who continue through their programmes, succeed. This indicates the positive impact of sustained tutorial interventions, universal design for learning initiatives and the development of soft-skills throughout the programme is having on students' outcomes.

3.3 Progression

The Graduate Outcomes Survey 19/20 (Ref: 3.3.1, GOS, 2022) shows that 80.9% of students go on to employment or further study, with 54.3% progressing to highly skilled work or further study. Within the data there is clear disparity across discrete cohorts:

Full-time Other Undergraduate students progress well into highly skilled employment and are at benchmark. This is a positive trajectory and reflects the college's strategy to align HNC/D provision with clear progression pathways and employer sponsorship. Within First Degree outcomes, it is apparent that those programmes aligned with PSRBs are above benchmark (e.g. Ophthalmic Dispensing and Social Work), whereas Business & Management and Law programmes are below benchmark. This has driven a college strategy to reshape provision – with Business & Management degrees being withdrawn and replaced with professional qualifications from the 21/22 academic year.

Part-time Progression rates are 81.1% materially below benchmark. While students on part-time provision sponsored by employers results in positive progression rates (for example, Ophthalmic Dispensing students), not all part-time provision is leading to highly-skilled progression opportunities.

The college knows that the majority of its graduates choose to stay in the Bradford district (3.4.1 , 2022): As well as the 71.6% of FT undergraduate students who live and study in Bradford, on average another 25% of students commute from adjacent travel-to-work areas with good transport links (Kirklees, Calderdale, Leeds, Wakefield and Craven). Students predominantly move into public sector and SME employment and make an outstanding contribution to the city of Bradford, but their careers do not always align with SOC 1-3, particularly those who embark on their own sole-trader businesses, go into the creative sector as practitioners or work for small third sector enterprises.

Progression remains a clear focus for the college. It will continue to pursue explicit strategies relating to employer engagement, to further embed work experience across all levels of curriculum and to enhance its alumni support to drive improvement in progression rates across all cohorts. The efficacy of this will be monitored through quarterly review activities and in collaboration with our external industry partners.

3.4 Educational Gains: Introduction

Through Section 2, the college has outlined the character of the Bradford College student experience. It is an experience focused on equipping individual students with the support, confidence and competencies they need to succeed in and through HE. A clear focus on employability and vocational skills, embedded in our strategic plan for 2020-2025, is evidenced.

The college articulates its universal graduate attributes as follows:

1. Demonstrate relevant knowledge and skills to progress with confidence to employment or further study.
2. Demonstrate professionalism and resilience.

3. Demonstrate a commitment to equality, diversity and inclusion – challenging injustice and social inequalities.

Evidence is provided below of the college's focus on equipping students with the skills, knowledge and experience they need to demonstrate educational gains.

3.4.1 Demonstrate Relevant Knowledge and Skills to Progress with Confidence to Employment or Further Study

The college is aware of the significant additional support many students need to develop the skills and confidence to succeed in HE. All validated programmes contain a professional or personal development module following periodic review activity in the 19/20 academic year. Through these modules students gather evidence of their engagement with industry, work experience and wider professional competency. Students comment on the positive impact of these experiences on student outcomes (Ref: 3.4.1.1, Student Council minutes 21/22). In the 2022 End of Year Student Experience Survey (74% return rate), 90% of respondents agreed that the 'knowledge and skills I have developed on my programme will equip me well for employment'.

Programmes are sequenced to support students to develop their soft skills. Creative work was noted as a particular area of good practice by EEs, for example: "I was pleased to see that the students were given a good level of detail to guide their own practice, but that the students were able to retain control of their own innovations and creative signature." (Ref: 3.4.1.2,   , 2022).

FdSc and BSc (Hons) Ophthalmic Dispensing students are supported post-graduation to complete their final professional exams with the professional body (ABDO). The college enables graduates to access tutor support and industry-standard facilities to prepare for these examinations as part of its commitment to supporting students to gain graduate employment. Students gain consistently high marks in the professional examinations. This year, a Bradford College student received the national prize for best portfolio at the ABDO graduation in November 2022 (Ref: 3.4.1.3.   , 2022).

3.4.2 Demonstrate Professionalism and Resilience

Teaching staff use their links with employers to embed employability in curriculum. For example:

*   FdA Textiles Practice students supported Programme Leader   in delivering an art commission for the Bronte Parsonage Museum, Haworth. Students were taught practical and project management skills. Students enjoyed working collaboratively, with one commenting: "I learnt the importance of sampling, problem solving and resilience. All of which will be valuable in approaching aspects of future textile studies." (REF: 3.4.2.1,   , 2002c).
*   For the BA (Hons) Media Make-up with Special Effects for the Creative Industries, the ScreenSkills accreditation panel noted the close links with the screen industries, including BBC, ITV and Channel 4. The panel noted the design and delivery of the programme addressed hard-to-recruit jobs, such as postiche and wig-making, for which the college has invested in resources to enhance student employability (REF: 3.4.2.2, ScreenSkills, 2021).
*   For BA (Hons) Early Years Practice: The Whole Child, the programme team works with local organisations, agencies and employers to enhance curriculum delivery. For example, Born

in Bradford (Ref: 3.4.2.3, NHS, 2022) delivered sessions in the research modules to introduce their ongoing longitudinal research into the health and well-being of Bradford populations and to introduce students to a range of employment routes within social care. Furthermore, a local Forest School delivers sessions on the International Approaches to Early Childhood Education and Care module which draws on the expertise of the Forest School's practitioners in delivering their curriculum in the UK and on their research experience of visiting Forest Schools in Denmark (REF: 3.4.2.4,　　　　and　　　　, 2022b).

3.4.3 Demonstrate a Commitment to Equality, Diversity and Inclusion – Challenging Injustice and Social Inequalities

Bradford College challenges all forms of discrimination, hate crime and extremism through its UNITED Values:

• U - Understanding and Respect of Law
• N - Nurturing Mutual Respect
• I - Individual Liberty
• T - Tolerance of other faiths and beliefs
• E - Equality
• D - Democracy

These values help create a HE college community that appreciates the basic rights of all its members and is inclusive of people from all groups. In the 2022 Post-Induction Student Experience Survey, 83% of respondents confirmed they were 'aware of the Bradford College UNITED Values' (based on an 85% return rate).

Developing student awareness and practice relating to Equality, Diversity and Inclusion is embedded through the curriculum. For example:

- BA (Hons) Early Years Practice: The Whole Child requires students to demonstrate systematic knowledge and understanding of "Childhood, nationally and globally, from a range of relevant psychological, sociological, health, welfare, educational, cultural, diversity, equality, philosophical, legal, historical, political and economic perspectives."
- The BA (Hons) Education Studies contains a module entitled 'Meeting the Needs of Diverse Communities' through which students gain an understanding of the theoretical, political and social influences, in relation to equality and diversity issues.
- The Social Work programme includes an 'Inclusive Assessment and Decision Making' module which focuses on inclusive and rights-based practice informed by relevant legislation such as the Human Rights Act 1998, the Mental Capacity Act 2005 and the Equalities Act 2010.
- CEOP (Child Exploitation and Online Protection) training has been integrated into all undergraduate education programmes (REF: 3.4.3.1).

In the End of Year Student Experience Survey (June 2022), 95% of students participating (74% of the eligible cohort) agreed that 'The college values and promotes Equality, Diversity and Inclusion'. There was an 85% response rate to the 22/23 HE Post-Induction Student Experience Survey

amongst new L4 students and 98% of those respondents agreed with the statement that 'I understand my rights and responsibilities as a ready, respectful, safe student'. This was +3% above the external benchmark of 101 colleges (Ref,3.4.3.2 QDP, 2022).

The college monitors achievement of graduate attributes through its learning outcome matrices embedded within programme specifications. Following pilot activity in 22/23, the college proposes a roll-out of the formal assessment of progress towards educational gains. The assessment of progress will be embedded in tutorial records and incorporate student and staff assessment of performance against individual targets. This project will provide valuable longitudinal data, discrete from academic achievement, that will help shape college strategies relating to curriculum design, pedagogy and additional learning support.

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