

Student Submission for TEF 2023

1. Approach to evidence-gathering

This submission has been put together by the Students Union President, supported by student representatives from across the HE courses in Bradford College. Students decided to do a part written and part film submission. The film was made and edited by two first-year FdA Film and Media Production for the Creative Industries students.

The

transcript is at the bottom of this submission.

Working with the College

The College supported the students in writing this submission by providing data. The College supported the students in making the film by providing access to rooms. They did not influence the content of the submission.

Sources of Information

The data and other evidence were collated by a member of the student body, with support from other student representatives who then had an opportunity to review and comment on the draft report before submission.

Course representatives sought the views of their peers and that information was collected, together with feedback that student representatives had previously given to the HE Course Programme Committees and the Student Councils in all the Schools that offer HE courses, thus ensuring that all HE courses are represented. The Schools are:

- School of Art
- School of Construction and Engineering
- School of Education and Social Care
- School of Health Sciences, Meditech and Technology
- School of Professional Services and Leisure

This submission uses data collected by the College in the most recent (2022) Post-Induction Survey, End of Year Survey, and National Student Survey. We also considered the data shown in the TEF indicator dashboard.

The 2022 Post Induction Survey was answered by 414 students, from a targeted cohort of 476.

The End of Year Survey (EYS) was answered by 227 students from a cohort of 338 HE students. The 61.7% female/34.8% male split in the responses was broadly in line with the overall full-time (65.7%/34.3%) and part-time (60.0%/40.0%) splits.

2. Student Experience

Teaching

In the NSS 85% of graduating students agreed that the teaching on their course was good, with 94% of students responding to the EYSS agreeing that the teaching on their programme was good. Feedback from student representatives on Programme Committees (committees for a single degree course) and Student Councils (working across a whole School) consistently agree with the data, with comments such as:

“the tutors have helped us so much with everything. They have explained each topic clearly and have taken their time to help us when we’ve not been sure about something.” (BA Accountancy)

“Students felt like they had time to explore ideas and processes. Teaching was “Good”, “very good” and “excellent”. We feel as though we’re getting more and more out of the course and benefitting from being in College.” (FDA Textiles Practice)

“The students confirmed there was good variety in the ways they are taught and in tutor styles. Some modules are more practical and there are different styles for different modules to suit the content. Tutors change their methods of teaching to keep the students engaged and they did a particularly good job of this during the pandemic. Lessons were recorded and uploaded which all students agreed was useful should they want to revisit a session.” (School of Health Sciences, Meditech and Technology)

The NSS reported that 83-85% of students agreed that they had been given learning opportunities to explore ideas in depth, synthesise ideas and apply their learning in new contexts. There is much

evidence, from student feedback, of a wide variety of teaching approaches being used, developing the wider skills of students alongside their content learning.

"Liked being put in groups by tutors, allowing them to work with different people in the cohort. Will help develop their skills of working with new people." (School of Education and Social Care)

"Mini presentations in small groups which sometimes meant working with less vocal students or those they hadn't worked with before; this team working was a good way to boost confidence." (School of Professional Services and Leisure)

"Course content and delivery varies across the modules and include independent reading and research, book clubs, lectures, video material, digital stories, group work and presentations. This enables students to develop transferable skills which can be used in many areas post studying." (BA Social Work)

"Teaching staff know their students well and facilitate good group work with students from diverse backgrounds." (School of Art)

Staff also use the External Examiner Reports to review modules and make adjustments.

Feedback and Assessment

The College operates a 1 to 1 tutorial system for HE courses and most students appreciate the opportunity for these conversations with their tutor. The EYS shows that 90% of those responding agreed that they received regular tutorials/reviews. The tutorial system provides opportunities for formative assessment as well as personal guidance to support students' learning. 94% of respondents to EYS said that their tutors challenged them to do their best, with 95% agreeing that the feedback on assessments told them what they had done well and what they needed to improve. 81% of graduating students responded positively to the statements about the quality of assessment and feedback.

These positive figures are supported by student representatives reports to Committees and Councils:

"All students said they discussed and reflected on how they were progressing during tutorials and had a clear sense of this. They praised tutors for keeping track of their progress and providing updates against key milestones." (Health Sciences, Meditech and Technology)

"Assessments are all written well and are aligned with what is being taught in the lessons. All learning outcomes from module specifications have been covered for both modules." (School of Professional Services and Leisure)

External examiner reports show that summative assessments are fit for purpose:

"EEs consistently agree that the academic standards and achievements of students are comparable with those in other UK providers, have noted the progress that has been made around the use of marking rubrics and quality of feedback." (School of Professional Services and Leisure)

"Relationships with current EEs are strong and the 2021 annual reports were positive, confirming that assessment processes measure student achievement rigorously and fairly against programme learning outcomes and identifying aspects of good practice." (School of Construction and Engineering).

Learning Opportunities beyond the Classroom

In the NSS, 83% of respondents agreed that their course provided opportunities to apply what they have learned and 90% of students responding to the EYS agreed that the course developed the knowledge and skills that would equip them well for employment.

Many of these opportunities came from activities other than teaching in classrooms and workshops. Many students also have the opportunity to do work placements, although the experience of this has been limited in recent years owing to Covid restrictions, however tutors have brought in external speakers to help provide insights into the world of work.

"Many course modules use 'live briefs' from outside bodies, including industry and professionals in the subject area. For example, students have produced work for the Bradford 2025 bid, and for a sustainability project at Hainsworth Mill.

These, combined with interactions with many practitioners through lectures and tutorials provide excellent opportunities for students to engage with the professional world which they hope to join." (School of Art)

"Bradford College is part of the Bradford Teaching Partnership, along with Bradford Council and Bradford University. The skills days are co-run with the University and co-presented by the

Principal Social workers for both Adults and Children. Final year students have all spoken highly of the “skills days” we attended virtually online in year one alongside university students, where we had the opportunity to hear from various professionals regarding their experiences of social work. Ray Jones was one such guest speaker, he spoke about the book that he had written “The story of baby P” and unpicked the child protection element of social work. We also had the opportunity to listen to social workers who were practicing adult social care in Bradford council, which provided invaluable insight.

Social work students undergo two practice placements throughout their degree and there are a wide variety of placements available including work in charitable and private organisations as well as local authority, education, and NHS placements for students.” (BA Social Work)

“Masterclasses had been successful this year, especially on Construction Management, where there had been some well renowned guest speakers and it is hoped to provide more externally-led sessions in the future. Assignment briefs next year will be based around Morgan Sindall’s redevelopment of the Forster Square station. Students will be able to visit the site which will contextualise and bring their assignment briefs to life.” (School of Construction and Engineering)

“There are strong relationships with employers via placements on relevant programmes. Tutors share new books to ensure currency of knowledge for both the teaching team and students. A range of external speakers, current professionals provide input to the courses.” (School of Education and Social Care)

Current Research and Professional Practice of Tutors Contributes to the Student Academic Experience

Across the Schools many teachers continue to practice their profession, this is recognised by students of great value in ensuring that the programmes are up to date. External practitioners are also invited to give talks and tutorials to students.

“Tutors bring in ex-students to talk to the group about what they’ve achieved in their careers to encourage and inspire them. Tutors also talk about their own personal industrial experience. Some tutors continue to work in practice and clearly apply theory to practice with examples from their own real-life experience.” (School of Health Sciences, Meditech and Technology)

“Tutors use contemporary examples to bring the teaching and learning to life and help students use sources and look into cases.” (School of Professional Services and Leisure)

“Many members of the teaching staff are experienced practitioners in their fields, including artists, musicians, practitioners in film and media. This ensures courses are kept up to date and staff can provide relevant pointers to support students’ research.

“Tutors provide opportunities for students to join projects outside College that enrich their learning and give opportunities to understand how practitioners work in the wider community (for example the *Fragment of a Dress* project at the Bronte Museum.” (School of Art)

“Lecturers are all qualified, experienced social workers, so industry experience is high. This allows students to gain insight into different areas of social work through their respective lecturers. Guest lecturing by social workers ensures new practice features, updates to the law and social work theory and models are considered by students.” (BA Social Work)

Some students are aware of the ways in which the College supports its staff in their professional development.

“Employers, including Rider Levett Bucknall, Couch Perry Wilkes, and Yorkshire Water, have provided masterclasses to update members of staff, which then informs their teaching.” (School of Construction and Engineering)

“Members of the teaching staff within the School have opportunities to share their good practice more widely across the College.” (School of Art)

Academic Support

In the NSS 85% of respondents agreed that they received good academic support; in the EYS 94% were positive about the support they received from their tutors. The academic support from the specialist librarians is also recognised as a positive aspect of studying at the College – with 88% of respondents to the EYS agreeing that the library has supported their learning well.

“Students can ask for support and guidance. One to one support from tutorials is very helpful. Not just about work, talk about settling in and self.” (School of Education and Social Care)

“the department’s Senior Academic Liaison Librarian, is “worth her weight in gold”” (School of Professional Services and Leisure)

“Teaching staff are very supportive, and aware of students who need additional support to access their learning. Learning support services in College are very helpful.” (School of Art)

“The SWAP support (*Successful Writing for Academic Purposes*) provided was excellent and is recommended to other students. The SWAP service definitely makes its presence known among the student community and provides a regular update with interesting links.” (School of Education and Social Care)

“Students find the online resources very helpful, especially the e-books available through the online library. Social work students were able to attend a lecture with the librarian, who is very knowledgeable and informed students how to navigate the online library and discovery function to find relevant research. This has proved an invaluable tool when researching and referencing assignments.” (School of Education and Social Care)

Physical and Virtual Learning Resources

An average of 83% of students responded positively to statements about resources to support learning in the NSS, 93% said they had the IT access to resources in the EYS. College responded to the Covid restrictions by using MS Teams and Moodle to deliver learning remotely and has continued to use these platforms as face to face teaching has returned. Whilst this has been a steep learning curve for both staff and students, many students appreciate the access to resources they now have through the Moodle platform, and the communication channels provided by Teams. “The students all agreed that the tutors had all done a fantastic job to transition to online learning during the pandemic. Although the students appreciated the benefits of online learning and were happy with a hybrid model, all agreed they preferred, and felt more motivated by, face-to-face delivery.” (School of Health Sciences, Meditech and Technology)

“Students highlighted areas, such as the lesson recordings and the use of Smartboard slides, that helped them learn,..... Revision seemed to be supported well by the use of the bite-size videos embedded in Moodle.” (BSc Ophthalmic Dispensing)

“Studios are well equipped; resources are available for loan to students to use at home – including laptops which provide access to (expensive) professional software that would not otherwise be available to most students.

“The Bradford Textiles Archive and its Curator provide a rich resource for students across many courses in the School.

“The virtual learning platform, Moodle, enables students to access all teaching resources at a time most suitable for them. During the Covid 19 lockdown the virtual learning resources were a great asset

“On line tutorials make good use of time for both students and staff, particularly helpful for students on part time courses with other commitments.” (School of Art)

“Virtual learning has been a large part of the social work degree over the last few years due to covid and the lockdowns preventing face to face lectures. During this time, we were offered lectures on Microsoft teams and Moodle was kept up to date so we were able to work remotely and access all the learning materials needed to succeed.” (School of Education and Social Care)

College Engagement with the Student Voice

College has a number of mechanisms for listening to the students’ voice. Including through-module reviews, end of year surveys, Programme Committees, Student Council, and conversations with the Student’s Union. In response to the NSS, over 80% of students agreed that they had opportunities to give feedback, and that staff valued their feedback. They were less sure about how the feedback has been acted on, or about the role of the Students’ Union. One reason that they may be unclear about how the feedback is acted on may be that often, it is the following cohort that benefits from suggested changes in the programme, and they may not be aware that they have the year above them to thank for the changes. However, student representatives on the committees and councils are more aware of any developments that result from feedback.

“Students agreed that their feedback was acted upon and that their tutors are responsive. One student said that this Student Council meeting is an example, most students present are Programme Representatives and are used to speaking on behalf of their cohorts and making their voices and concerns heard at regular programme committee meetings. The students confirmed

that actions and change had taken place following their feedback.” (School of Health Sciences, Meditech and Technology)

“The course representatives bring their feedback to Programme Committee and Student Council meetings. All feel that they are listened to and the issues they raise are addressed.” (School of Art)

3. Student Outcomes

A Caring Community that Supports Students to Progress

Most respondents (80%) to the NSS agree that they feel part of a community of staff and students; the EYS supports this with 95% of students saying they are treated with respect and that the College values and promotes equality, diversity and inclusion. Some of the evidence for this care is more personal, but relevant.

“Students are encouraged to discuss their career aspirations with teachers, which enables teachers to incorporate suitable content into their teaching and support.” (School of Art)

“Students discussed their future academic and career goals with their tutors, which suggested directions they might take. Assistance had also been provided by tutors with regard to placements.” (School of Professional Services and Leisure)

“All treated equally and have fair opportunities and able to express own views and experiences during the sessions.” (School of Education and Social Care)

“The teaching at Bradford College, has been good and inclusive and it has been tailored around my needs with a lack of formal education.” (a student in the School of Education and Social Care)

“As a student with a learning agreement in place for dyslexia, I have found the support I have received to be invaluable. Both with the academic support but also the resources and software available that have majorly supported my learning journey.” (another student in the School of education and Social Care).

Educational Gains

Bradford College has high expectations of its students, teachers of these creative subjects in the School push students out of their comfort zone to perform to as high a standard as possible. Staff identify opportunities for students to push themselves, through competitions as well as within College and challenging project briefs. The College collects data through end of module and end of year evaluations and celebrates the success of its students, both in-course successes and in the wider community. For example, the video created for this student TEF submission has been shared on the College website to celebrate the success of the two FdA Film and Media Production for the Creative Industries videographers that created the student TEF film.

VIDEO TRANSCRIPT

Speaker 1: Hiya my name is _____ and I'm currently studying early years practice, the whole child at Bradford College. I chose to study at Bradford College because I knew of the degree. It was a little bit different before I started, but two of the girls that I used to work with were currently studying this at the time so I was already aware of the degree. And then I joined when _____ came to observe one of the students in my setting at the time and I just fell in love with the description and everything she was telling me I just fell in love with it. The programs and the modules and everything is absolutely amazing; it really is absolutely amazing. The staff they start with really assessing you how you are when you start and what you can do and then they support you in the taught lessons, they support you via one-to-one tutorials, they come to visit you in the setting, they do phone calls, they do messages, emails, so you are fully 100% fully supported by the tutors. When I completed my level four, when I finished my level four, my employer at the time already had spotted the difference in me how I was as a practitioner from just doing my first year and because of that I was given the room lead position in my setting, so I've seen the growth in myself. The best thing about being here has been having the four amazing tutors that we've had, because it's from them that obviously I've learned and I've grown as a person and as a practitioner. So, I've learned from them and I've grown from them all, and not just them, it's _____ the colleagues - my colleagues as well, all of us we're a small little team here and we've all been really really supportive and helpful towards one another. The

degree has helped me grow as a practitioner, has given me the confidence to stand up for what I believe is right for what I've learned and to say 'no, actually I think this is what we should do' and to take the lead so wholeheartedly whoever wants to do the degree you will see improvements within yourself, you will see, as a person, as a practitioner, , and overall, as a student, you will see the growth.

S2: Well I think when I was first deciding the study here is I'd gone through like three or four different colleges and kind of just weighed up my options and really just thought through is what is the next step for me you know. I studied a course here before, what I found is I've been to, you know, , I've been to , I've been all over the place in terms of like just finding what's best for me and I can confidently say the expertise in some of the tutors here just lie way higher than the rest of them. And I think that I gelled with all the tutors here that have taught me into teaching me and I think you know that's just helped my personal development way more than any other college could. And these three tutors have been the absolute best I could have asked for you know. The way I learn is I can't read a definition and take it in, I have to find my own definition and asking them questions they help define my own definition and they really do just go the extra mile for you and they really do make sure that you're knowing where you are and you're not ever feeling alone within the actual program which is, you know, every student's dream. And I found that you know is, I was doing networking because I thought networking was the right avenue for me and then once this tiny little unit of development came and I was like, you know, I think I'd rather do this for a living, you know. So then my kind of choice was like, you know, how do I develop this? As I said I went through loads of different colleges to try find the right, you know, course for me and, software engineering, after I'd read like the modules and everything it just it was it was a no-brainer you know I didn't even have to consider anything it was just a hand in the offer and hope and yeah and my development from then has probably increased a thousand percent and that's not even over exaggerating you know I have developed really far.

S3: I've known about the textile courses at Bradford College for quite a while they're quite well known and the opportunity came up for me to find the time to study at Bradford College so I knew it'd be here and I knew it'd be the textile course because it's so lovely. We often start our projects with kind of using a piece from the textile archive as our starting point of our inspiration and then we look at more modern designs and techniques and blend the two and yeah it's just another example of where we've got fantastic facilities and staff that really go above and beyond to help us with our projects. Yeah I'm in my third year now and I am loving it, great people to study with lovely staff everyone's very supportive very flexible, yeah I think I've studied in other places after school and I think I feel this is the place where people have known me and have a relationship with me which is really nice so they understand who you are and what circumstances and are really supportive in your studying and what else you've got going on in your life. So I'm doing a textile course here at Bradford College and that's quite different to what I do the rest of the time so I wasn't very confident when I came but I think with the support of my colleagues on the course and staff I've become a lot more confident in my creativity and we've learned loads of new skills Photoshop lots of different techniques to do with textiles, how to present work and we've done a lot of work in groups and presenting things to each other so yeah it's helped me develop in lots of ways.

S4: So the program we study, I found it really engaging there's counselling and psychology at 50% each, the psychology is my main area of Interest so being able to look at in-depth mental health conditions especially in the third year and I've been able to look over Christmas like schizophrenia and build on my A-level knowledge of psychology and with regards to tutors, you can tell that they're knowledgeable within their subject areas and they've got that drive and that focus to get you to where you want to be as well. So, it's allowed me to become that person where I can go home look at the topic, study in depth and know that I can get in contact with my tutors if I need to build on my skills in any area and also the feedback on each assignment, I can look on Turnitin and be able to improve with what I've got for my last semester. So, the staff we can contact via the emails, we've got TEAMS, we've got the tutorials that we can book in-house sessions and we know that we can contact them at any time that we need tutorials, I can ask some questions in class, I also know that I can, you know, be able to show them my work and see what

progress it needs. So the first thing to say is I wouldn't have done this when I first started at Bradford College and it's only because of the course and learning about how, if we accept ourselves and then we can change, as _____ would say, and to be able to do this is one of the things that will just build my confidence and it's shown me that we shouldn't limit ourselves, you know, you can build on that and you don't have to be that person that you used to be and by doing this it shows me that it's changed me greatly because I would not have done this without the course. I'd say my best thing is the fact that I get to do independent study, so when I was at A level you were constricted to doing specific topics and you couldn't pick what area you wanted to look at, whereas now, on this degree course, I can come into what I want to do after Bradford College. I can look at mental health, I can look at the one that I wanted to do, you know, I can look at schizophrenia, I don't have to be doing a subject that I don't want to be doing. I can continue that and make sure that any current research that I can find, whereas I couldn't do that when I was at A level. And now it's allowing me to look at what I want to do after Bradford College on this course and I wouldn't have been able to do that without Bradford College.

My first option is to continue and do master's degree in psychology because I get higher marks and psychology than the counselling and that's my absolute passion and it has been for ages, for years. My other route is to take a bit of time out, to work within like Mind or a charity that's mental health-based and then further down the line, when I'm a bit older and I've got a bit more experience, then do a Masters, so yeah those are my two different options

S5: So I think the thing that made me decide to come to Bradford College was first of all the price of the HE course so it's much cheaper than other universities - that was like probably one of the biggest driving factors for me. I also, when I came for the interview, I really enjoyed the vibe and I felt that I was sort of like respected as an adult learner, that other university that I've been to were a bit more rigid and not as welcoming. So, I really enjoyed, sort of like, the environment and the people that I met on my first interview day, so I think that really helped me to make my decision to come and study my degree here. Studied a real range of different subjects, topics, things like that. It's been really interesting and engaging and it's been quite a diverse course in the sense that they've delivered a lot of the, the lectures, things like that, through different, different ways, so that's been really useful as well. One of the really good things that I found here is it's like staff are quite accessible so they will give like a phone number, an email. So, I sort of think, well, a bit like "I've come a long way", but I think I have really.