

Teaching Excellence Framework (TEF) submission 2023

1. Provider context

City College Norwich (CCN) is a large, mixed economy, general Further and Higher Education College, serving Norfolk and North Suffolk. It is rooted in the local community tracing its foundation as a technical school for Norwich to 1891. Of the 8917 students enrolled at the College, 920 are studying Higher Education (HE) courses, with those students studying on full-time courses (60%), part-time courses (13%) and Higher or Degree Apprenticeships (27%) containing Foundation or Bachelor degrees. (<https://www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/data-dashboard/>).

The College's strategic approach builds on this position as a local community college, acknowledging our place in meeting the needs of local students, local employers and the local economy. The 2021-26 Strategic Aims ([2021-2026-CCN-Strategic-aims-and-success-indicators.pdf](#)) expand on this and drive the direction of Higher Education and its evolution over recent years. The City College Norwich Strategic Aims are

- 1. To achieve outstanding outcomes for our students and apprentices that add value and enable personal and professional progression**
- 2. To make a significant and exemplary contribution to education and training at all levels to respond to changing economic development needs**
- 3. To have a culture where we strive to continuously improve through innovation and aspiring to excellence**
- 4. To deliver a professional and inspiring college environment in a sustainable way**
- 5. To engage at local, regional, and national levels to build purposeful partnerships which benefit our communities**

Our Students

94% of our higher education students have a home address in Norfolk or North Suffolk (based on internal data for 2020-21 HE enrolments), and commute into college. We have a strong widening participation track record and ethos, 49% of our students, using the OfS' published metric of young entrants, come from low participation POLAR4 postcodes (Quintiles 1 and 2). This rises to 73% when Quintile 3 is included. In terms of deprivation 35% of our students come from the two most deprived Index of Multiple Deprivation Quintiles (IMD 2019). Some 22% of our students declare a Learning Difficulty or Disability, and 61% of our students are mature (over 21 years of age) on entry. These figures compare to the national picture of 28.3% of students from POLAR4 Quintiles 1 and 2; 43% from areas of deprivation (Index of Multiple Deprivation (IMD) Quintiles 1 and 2), 17% of students with a declared LDD, and 32.8% mature on entry. Typically, our students have achieved lower Level 3 outcomes than their contemporaries, but as we will show under the educational gains section below, they progress well in the learning environment that we offer.

HE delivery offers students an environment where they benefit from high levels of support and individualisation, small class sizes and a student-centred teaching pedagogy that allows them to achieve strong outcomes and realise their career ambitions. Curriculum delivery is compressed into a maximum of two days per week (except the BSc (Hons) Professional Aviation Engineering Practice) to allow access for our student demographic who disproportionately for the sector, have

working, caring or childcare responsibilities (61% mature, 21.75% apprentices) and who, in the main, wish to remain locally once their study has completed.

There is a focus on primarily vocational courses, covering areas such as Agriculture, Additional Needs and Disabilities, Animal Sciences, Aviation, Business Management, Construction and Engineering, Early Years & Childhood Studies, Healthcare, Policing, Public Sector Leadership, Sport, and Wildlife & Conservation. Where programmes are traditionally more academic in nature, such as our English and Psychology with Sociology degrees, these students typically progress to further study, frequently within our School Centred Initial Teacher Training provider, the Norfolk Teacher Training Centre, or locally to the University of East Anglia (UEA).

The well-established local partnership with UEA (since 2006) meets local community needs providing progression routes to further study. Collaboration between the two institutions is highly developed with the College represented on the University's Senate and Learning and Teaching Committee. UEA supports programmes through a network of academic links (academics from the field of study within UEA) who attend Course Committees. This aligns with the College's 5th **Strategic Aim - 5.-... to build purposeful partnerships which benefit our communities.**

Table 1. The key demographics of our students, by mode of study: -

Mode (with % of student in each mode, based on 4-year averages)	Full-Time undergraduates (63.59%)	Part-Time undergraduates (14.66%)	Apprenticeship undergraduates (21.75%)
Young Students (under 21 entry)	54.10%	25.50%	7.80%
Mature Students (21 or over on entry)	45.90%	74.50%	92.20%
Mature Students (21 to 30 years on entry)	28.70%	37.30%	37.80%
Mature Students (over 30 years on entry)	17.20%	37.20%	54.40%
Students with a Learning Difficulty or Disability	19%	11.60%	13%
TUNDRA (Tracking Underrepresentation by Areas) Students in Quintiles 1 and 2	74.20%	70.20%	77.60%
Student from Index of Multiple Deprivation areas (IMD Q1 and Q2)	34.30%	29.90%	36.60%
Eligible for Free School Meals	14%	0%	0%
Female Students	61.50%	35.50%	72.30%
Male Students	38.50%	64.50%	27.70%
White	93%	95.90%	95.60%
BAME	7%	4.1%	4.40%
Students with A Level grades equal or above CDD	12.60%	5.10%	6.10%
Students with no or unknown entry requirements or BTEC qualifications below DDM	30.80%	34.70%	57.80%
Travel to Work Areas (TTWAs)	34.9%	34.2%	36.9%

Data from <https://www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/data-dashboard/> gives (taking the published 4-year averages as datapoints):

Size and Shape

Courses are delivered across four sites, three within the city of Norwich (Ipswich Road, Norfolk House and the International Aviation Academy Norwich) and one in a rural setting at Easton College, six miles outside of the city.

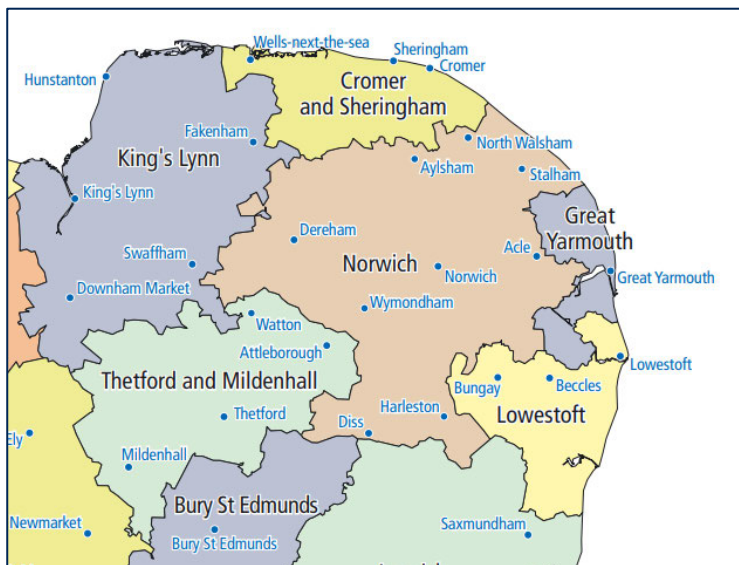


Image 1. Norfolk and North Suffolk Map showing Travel to Work Areas (TTWAs)

Source:

<https://geoportal.statistics.gov.uk/documents/b248db54996c469c917ac3421d8e2975/explore>

We have included the optional apprenticeships in the submission as they are a key strategic area in line with ***Strategic Aim 2 – to make significant and exemplary contribution to education and training at all levels to respond to changing economic development needs.***

Within our range of apprenticeships, we work with NHS trusts, for health and mental health, including Norfolk & Norwich University Hospital (NNUH), James Paget Hospital, Queen Elizabeth Hospital King's Lynn (QE2), Norfolk and Suffolk NHS Foundation Trust (NSFT), Norfolk Community Health and Care (NCHC), with the local council, Norfolk County Council (NCC) for Social Work, and local businesses for our CMI (Chartered Management Institute) approved Chartered Manager Degree apprenticeship (Flagship, NCC, NNUH, Aviva). We have approval to deliver programmes from the following Professional, Statutory and Regulatory Bodies (PSRBs): - Chartered Manager Degree Apprenticeships, through the CMI; Social Work England (Social Work Degree Apprenticeship); College of Policing (through the BA (Hons) Professional Policing Degree, which is licensed as a Pre-join Entry Qualification into the Police Service). In addition to these PSRBs, our BSc (Hons) Professional Aviation Engineering Practice degree provides the opportunity for our students to achieve a European Aviation Safety Agency (EASA) Certificate of Recognition, through our EASA approved training partner, KLM UK Engineering Limited, alongside their degree. This EASA qualification allows students a fast-track route into the aviation industry.

2. Student Experience

The data evidence of Student Experience (from the TEF Data Dashboard).

Full Time (Overall)

Most indicators fall within the *Broadly in Line* with benchmark categorisation, where they are *materially below* this is not a significant proportion of the statistical distribution. We feel these indicators support a *Very High Quality* features designation.

The exception to this is students' experience of learning resources, which differs to benchmark in more statistically significant way. An aspect of this fall in student satisfaction is derived from access to learning resources during the pandemic although students in the 2021 NSS recognised CCN had a strong response to the pandemic more broadly. The pandemic NSS questions showed 65.28% for *I am content with the delivery of learning and teaching of my course during the covid-19 pandemic* (17.2% above the sector average) and 85.12% for *I have received useful information about changes to my course during the covid-19 pandemic* (12.03% above sector average).

Additionally post-merger with Easton College in 2020 a change in access to some online materials has been noted by students who enrolled with that institution initially where different levels of access to UEA online resources were formerly in place. As a response City College Norwich introduced Taylor and Francis across all HE programmes as our main source for academic journals. This continues to be reviewed with academic colleagues and students to provide the best range of journals for the programmes delivered. Whilst some aspects of this metric are explainable as noted, the College has recognised the need to develop access to more technical resources to ensure that its vocational curriculum is well supported. This is an ongoing development whereby new journal databases are being considered and trialled (for example Wiley for land based students at Easton) as part of our response to student feedback.

Significant OfS Capital funding investment of £436k will refurbish our teaching rooms with upgraded audio visual and content capture technology being added at our Ipswich Road, Norfolk House, and Easton College sites. This will enhance the learning experience and flexibilities for students, acknowledging the needs of our recruitment and their feedback post-pandemic that the remote learning, using BlackBoard Collaborate and the recording of sessions was a positive as it enabled them to go over elements that they did not immediately understand or may have missed through their initial notetaking. This new development enhances this capability by allowing for synchronous remote access (for students unable to attend classes) and face-to-face delivery (for those that can attend the sites).

Table 2. Full-time Splits (data shows the percentage of metrics falling within the Outstanding, Very High Quality or Not Very High features designations)

Student Experience - Full Time Students			
Theme	Percentage of Split Metrics with Outstanding Quality Features	Percentage of Split Metrics with Very High Quality features	Percentage of Split Metrics with Not Very High Quality Features
Teaching on My Course	13%	68%	19%
Assessment and Feedback	10%	65%	26%
Academic Support	6%	58%	35%
Learning Resources	3%	23%	74%
Student Voice	10%	55%	35%

This summary of the split data shows a similar picture, with most individual split metrics being *broadly in line* with the benchmark. Again, the exception is Learning Resources. With part-time courses covering Engineering & Construction Higher Nationals this is an area where following student and employer feedback on resources there has been recent investment in new facilities – the Digi-Tech Factory (£11.4m investment supported by the New Anglia LEP) to deliver digital skills, engineering, electronics advanced manufacturing and civil engineering, and the Advanced Construction and Engineering (ACE) centre, £3.1m investment from the Norwich Towns Deal opening fully in Spring 2023, offering high tech equipment to support FE and HE students to keep pace with new technologies of a low-carbon future.

Chair of New Anglia LEP, said, *“This facility is not only a striking addition to the campus at City College Norwich but a priceless asset to the region as it looks to futureproof its skills in this fast-growing sector”*; Leader of Norwich City Council and co-chair of the Norwich 2040 Vision Board, Councillor Alan Waters, adds: *“We’re delighted to have been able to financially contribute towards the new Digi-tech Factory through our successful Town Deal bid. This incredible facility is a huge boost for our city – providing the technology, skills and teaching to ensure our residents are equipped with the skills of the future.”*

Part-Time (Overall and Split Metrics)

Due to smaller cohorts in this mode of delivery, we do not have any published student experience metrics at either the overall, or split level.

Apprenticeships (Overall)

This is an area of our student experience where we have scored less well with most metrics pointing to Not Very High Quality features. This scoring of the apprenticeship student experience has been significantly affected by both the pandemic and specific features of the largest two Apprenticeship programmes we deliver with our employer partners.

The majority of Apprentices at CCN (71%, 165 / 233 apprentices in 20/21) undertake the Level 5 Healthcare Assistant Practitioner standard with an FdSc or the Social Worker Degree Apprenticeship. The former programme (55% of Apprentices) is delivered with local NHS Trusts serving clinical and mental health who contributed significantly to the validation of the Foundation Degree. The majority of apprentices on this programme enter with relatively low levels of prior attainment - average of 82% UCAS point equivalent compared to 92% across all other programmes - having progressed vocationally through previous apprenticeships. Although the choice of the FdSc is a conscious one, supported by employers, it is significantly more challenging for this cohort of students than the more frequently used alternative of a Level 5 off-the-shelf Diploma of only 120 credits. Crucially however it links closely with the workforce development plans of the local Trusts and the potential progression opportunities into Nursing with the UEA. The Social Worker programme (16% of apprentices) is delivered in close partnership with Norfolk County Council (NCC) and is hugely demanding requiring degree level study alongside employment as a Social Worker.

Table 3. Apprenticeships (Splits)

Student Experience - Apprenticeship Students			
Theme	Percentage of Split Metrics with <i>Outstanding Quality</i> Features	Percentage of Split Metrics with <i>Very High Quality</i> features	Percentage of Split Metrics with <i>Not Very High Quality</i> Features
Teaching on My Course	0%	11%	89%
Assessment and Feedback	0%	16%	84%
Academic Support	0%	11%	89%
Learning Resources	5%	95%	0%
Student Voice	0%	21%	79%

In the period covered by this dataset the impact of the pandemic and increased staffing pressures on the NHS and NCC provided a uniquely challenging environment in which to undertake these apprenticeships, with apprentices in this area disproportionately pausing their studies and utilising regulatory flexibilities to complete their programmes in what became a disrupted learning experience. In response to these metrics CCN HE managers increased liaison and joint working with Apprenticeship managers from both NHS Trusts and NCC to align support for apprentices and ensure feedback from these cohorts is addressed by all parties. Regular operational meetings take place, outside of Course Committees, to discuss apprentice support and progress. Flexibilities in learning – including remote learning and rescheduling of sessions – are in place to provide additional support. An increase in staff from employers directly supporting sessions also provides reassurance for apprentices. This remains an ongoing priority.

The exception to this picture is that apprentices felt that the Learning Resources, although the same as those available to Full Time students, were above benchmark for this metric and mode of study. The experience of non-public sector apprentices, represented by the Chartered Manager Degree Apprenticeship is different from those noted above with significantly higher rates of satisfaction on the most recent NSS with 96% of students rating these positively.

As will be covered later, the student outcomes metrics for this mode (apprenticeships), show very strong performance, with a combination of *Outstanding* and *Very High Quality* features.

Academic Experience and Assessment

In keeping with the College's strategic approach to meet the needs of local employers and students, courses are frequently designed with local organisations or sectors to meet their needs, including NHS Trusts, Norfolk County Council and Norfolk Constabulary. The employer helps shape the curriculum. As one recent example, local NHS trusts collaborated to revalidate Health Studies and Mental Health Foundation degrees to provide the appropriate training to meet their current and future staff needs. These programmes are incorporated in the Healthcare Assistant Practitioner apprenticeship and as stand-alone foundation degrees. Work is underway with these trusts to seek Higher Technical Qualification (HTQ) approval for these programmes including a work-place element, mirroring the employer's role in the apprenticeships in these areas, so that self-funded students will be able to enjoy placements in local trusts completing the key skills and behavioural elements of the occupational standard. This will create an enhanced HTQ where the

capacity for students to develop and demonstrate to employers the required skills, knowledge and behaviours will be embedded within the programme.

For our College of Policing licensed pre-join degree (BA (Hons) Professional Policing) Norfolk Constabulary have helped to shape the design of the programmes and are active in delivery. Across the 3 years of delivery their input builds from guest lectures and visits to their training headquarters to delivery centred on that location in the 3rd year and the offer of Special Constable places. This clearly demonstrates the targeted vocational focus of our work, and the way in which we are building effective engagement with local employers.

External examiners feedback positively on course design and currency of the curriculum. For external examiners reviews carried out in the period 2019/20 to 2021/22 (46 reviews of 26 courses), 87% of external examiners agreed that the courses were current, with the remaining 13% noting that whilst the course under review was current in terms of its curriculum, the course teams should look to develop the programme going forward to maintain currency with new developments in the field. Minor changes to modules have been incorporated through our validating partner, and more significant changes have/will be incorporated as part of the routine revalidation of these programmes. Overall, this external view of our programmes supports the view that our courses are well designed to meet the career aspirations of our students.

Pedagogy

Our sound knowledge of the CCN intake of students has led to curriculum design which includes specific HE Skills modules in the first two years of all programmes (Higher Learning Skills/Professional & Academic Skills and Research Skills) With the lower tariff starting points of our students, their non-traditional entry points and their time away from education this ensures that they are best able to maximise their academic success. These modules cover elements such as time management, fundamental IT skills, academic writing skills, and exam techniques to name a few. The modules are well supported by Library Service Offices, who not only help facilitate the sessions but also run extra sessions to support groups and individuals. Courses have modules covering employability or industry specific skills tailored to the field that the students are aiming for, such as Professional Development (2nd year compulsory module, BA (Hons) Additional Needs and Disabilities (Children and Young Adults)), or Ecological Techniques for Industry (3rd year compulsory module, BA (Hons) Wildlife and Conservation). These contextualise student learning in terms of the knowledge, skills and behaviours required for their destinations which enable them to make a success of their next steps.

With smaller class sizes of up to 28 we deliver courses in an interactive style, maximising the opportunities for classroom discussion and group work. Teachers get to know their students well and therefore are able to provide them with individualised, targeted support through their studies, and where necessary ensure that they receive additional academic and pastoral support. Students are taught in class-sized groups and all sessions involve a mix of lecturer input and student activities. Teaching focuses on developing students' academic and critical thinking skills as well as their subject knowledge. Students receive regular developmental feedback, and all modules contain formative assessment, designed to provide students with a chance to practice the method of assessment as well as to gauge their progress in developing their knowledge of the subject area. A variety of assessment methods are used to support students in developing professional and academic skills.

In addition to the support provided in lectures, students are supported in developing their academic and thinking skills through tutorials and sessions provided by the college librarians. Lecturers offer one to one tutorials to support students with the modules they are studying and the HE Tutorial Supervisor is available to provide more general support.

How are students aware of the intent of programmes / purpose of modules / how these link to their chosen career or progression route?

The intent of programmes is set out for students in their Course Handbooks and provide them with clarity both about the educational gains that they will achieve through successfully completing the programme but also the transferable skills and career opportunities that the course will foster.

Taking one example, from a more academic programme, which demonstrates how we set out the aims of the programme, the broader transferable skills that they will obtain, as well as the career opportunities that the programme will present.

“The degree aims to provide students with knowledge and understanding of the development of literature and culture in English, as well as the thinking skills that the QAA benchmarking statement identifies as inherent in the study of English literature. Our small classes ensure a high level of contact between staff and students, and a strong degree of pastoral care that would not be possible in a larger institution. The staff have extensive teaching experience as well as expert subject knowledge and research experience. The English degree therefore provides intellectually challenging work in an intimate and uniquely supportive environment.

The aims of the programme are:

- *to provide students with knowledge of English literature and culture in line with the nationally recognised standards for the subject*
- *to encourage students to recognise the diversity of English writing across periods and cultures, including global English*
- *to emphasise the significance of genre in shaping the content and form of literary texts*
- *to highlight the complex relationships between texts and their historical context*
- *to develop critical skills in the close reading and analysis of written and visual texts*
- *to cultivate transferable skills of argument and analysis*
- *to develop an ability to work and think independently and question received wisdom*
- *to foster effective communication, both orally and in writing, to address a range of audiences*

While teaching at primary, secondary, or tertiary level is a popular career choice for our graduates, there are many other career opportunities for those with an English degree. Students have progressed onto graduate careers in a wide range of fields, including librarianship and archiving, marketing, banking, social work and the law.” (BA (Hons) English, Course Handbook 2021-22)

Building Professional and Academic Skills of Teaching Staff

Our Teaching and Learning Development team (TLD), support staff to develop their practice. Within the TLD, we utilise dedicated Teaching and Learning Coaches (x8), as expert teaching practitioners, to work directly with lecturers to develop their teaching skills. The TLD team also provide support for staff to utilise technology be that our Virtual Learning Environment (VLE) or bringing technology more effectively into the classroom.

The College's strongly embedded culture of teaching and learning development is well supported through established internal structures and staffing which impact directly on the teaching provided to students. This derives from **Strategic Aim 3c – Staff are supported to gain and retain dual professionalism and/or specialisms**. Teacher training focuses pedagogically on the skills, knowledge and behaviours necessary to deliver impactful learning in a broadly vocational academic context. Lecturing staff, without a recognised teaching qualification, are enrolled on a Level 5 Diploma in Education and Training within their first two years of employment internally delivered through our Teaching, Learning and Assessment team. This course focuses on teaching theory and practice with mentor support, classroom observations and a portfolio of practice to create inclusive and reflective practitioners. 75% of staff hold or are studying for a recognised teaching qualification.

The Diploma in Education & Training (DET) programme delivers to those who teach across a variety of programmes, levels and settings. This provides opportunities for Lecturers to gain an appreciation of pedagogical practices beyond those that they may have experienced themselves as HE students, and to gain deeper insights to the FE and/or access routes from which many students progress to HE provision. As a result colleagues teaching HE at CCN typically develop teaching styles built upon (social) constructivism, and student-led/problem-based learning. This enables HE students to develop critical enquiry skills and habits as they progress through their HE journey. The DET curriculum adopts a spiral approach to exploring pedagogical practice, meaning that staff completing the programme revisit the principles of teaching, learning, assessment and feedback frequently during the two-year part-time programme, and in doing so have the opportunity to reflect on their development as it aligns with professional expectations, including IfATE, ETF, UKPSF and Professional Bodies as are relevant to individual trainees. As teacher trainees, our HE staff experience ways in which to fully exploit virtual learning environments, including experience of learning supported by educational technology, assessment facilitated through a VLE, and means for both peer-to-peer and student-tutor collaboration. Assessment(s) within the DET allow for training staff to (re-)present and research their specialist subject areas and the pedagogical/assessment practices that best align with these, with individualised opportunities (across both years of the programme) for a focus on subject-specific practices, and to adopt an action-learning orientation to their studies. A significant strength of the DET programme is the opportunity for reflecting with the course team on classroom practices; a total of 8 hours of training HE Lecturers' practice is observed by DET tutors, with feedback adopting a twin-track approach of detailed written reflections on practice (by tutor and trainee) and dialogic reflection through 1:1 feedback meetings that enable the identification of strengths, areas for development and targeted actions for ongoing development. Trainee HE Lecturers at CCN report that they feel *enabled as a result of cohesive links between theory and [specialist] practice, an appropriate course structure with effective assessment, and a strong focus on observation feedback that empowers trainees to reflect, individually and collaboratively, in order to improve their practice and their students' experiences* [DET Evaluation Winter 2022].

All HE staff participate in regular teaching, learning and assessment focused CPD both in the School of Higher Education and across College. Two annual Development Days provide opportunity for lecturers to keep up to date with best practice and current research in pedagogy delivered by experts from across the College. Lecturers are often referred to sessions by line managers to meet their development needs and feedback from their students. Additionally regular CPD internally to the School of HE covers areas of development drawn directly from the College's

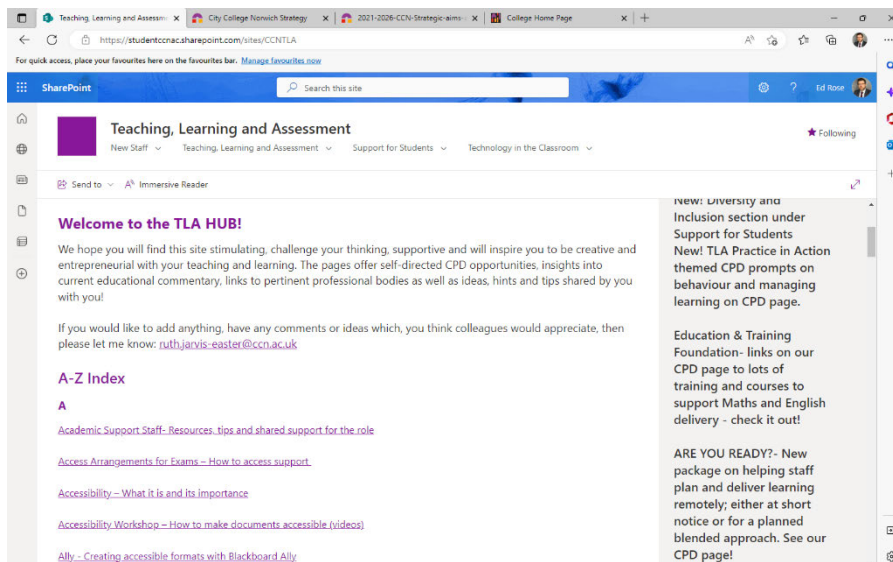


Image 2 – Blackboard Teaching, Learning and Assessment Hub.

Quality Review processes (sessions of staff questioning techniques and stretch and challenge in the classroom, flipped learning opportunities have been delivered), feedback from Student engagement in Course Committees/HE Forum and External Examiners. UEA, as our partner University also provide some input to these sessions (marking guidance for use of the UEA Senate scale). A central, Blackboard based TLA Hub contains resources to which lecturers are referred to develop their own teaching practice (screenshot above, taken from BlackBoard).

This culture of learning is developed further across the School of HE through support for staff to undertake further academic study. We have directly supported lecturers to complete EdD and PhD qualifications and several of our academics are undergoing further study at Masters level to enhance their specialist subject knowledge and keep abreast of the latest developments in their fields. 58.64% of staff hold or are studying towards a masters or PhD.

Recognising the importance of engagement with wider thinking within Higher Education, specific staff are supported through application processes to gain Fellowship of HE, Senior Fellowship, or Associate Fellowship through Advance HE (current cohort of 9 working through this process). This provides a valuable benchmark to wider HE practice and validates staff skills and experience against this sector standard.

Building Evaluation Capability amongst staff

As part of our building of evaluation skills within our staff, we are actively involved in a TASO (Centre for the Transformation of Access and Student Outcomes in Higher Education) pilot project on small-n evaluation, using Contribution Analysis. This is particularly focused on our Higher Education Tutorial Supervisor role (which provides an additional layer of academic and pastoral support) and aims to evaluate the impact this role has had on the outcomes of students with Learning Difficulties or Disabilities (LDD). As well as evaluation of this role, the project (of which ours is one of six pilots across the sector) will provide valuable insights into how various methodologies, being tested elsewhere, can be applied across the sector and in particular to cases where the provider has smaller cohorts. The outcome of this work is scheduled to be published in March/April 2023. Additional research funding has been drawn down from the Mixed Economy Group ([Home Page - Mixed Economy Group](#)) for small scale research entitled *Higher Expectations: An analysis of the perception gap of HE students in an FE setting*. This work seeks

to understand further the drivers of satisfaction for College-based HE students and is a key piece in working to understand our students so that we can drive further improvements to their experience.

Ensuring Outstanding Teaching Quality

Teaching, assessment and feedback at City College Norwich is strongly aligned with and focused on the student demographic served by the institution. Teaching is small group and significantly participative reflecting the range of learning styles of our students who have lower attainment at level 3 and are frequently studying on vocationally focused programmes. Learning in modules is well scaffolded and structured to allow significant student engagement in face-to-face sessions, differentiated from a more typical lecture theatre approach.

Development of Higher Education staff is reinforced with a programme of Scholarly activity which is demand-led by colleagues within the teaching teams. A budget for this is provided with a programme of activity across the academic year which may include support for Masters programmes, specific modules of additional development, PhDs, conferences or Advance HE Fellowship of varying levels. In addition, HE staff are given remission for research tasks related to internal requirements such as student achievement across assessment types.

Teaching quality is reviewed directly, continuously and thoroughly with a strong focus on student experience. Quality Reviews, undertaken by senior HE staff and appropriately qualified wider college colleagues provide regular, structured analysis of the quality of the learning experience for students leading to development plans for staff and curriculum areas.

In the 21/22 academic year, 79 individual Quality Review activities took place as broken down below.

Table 4. Summary of Quality Reviews

Quality Review Type	Number
E-ILP (Students' Learning Plan) Audit	14
Learning Walk	12
Scrutiny of Student Work	1
Student focus group	13
TLA Direct Session Review (DSR)	30
VLE Audit	9
Total	79

30 staff were individually observed in their teaching practice leading to individually targeted development plans following developmental conversations with their observer. This is over 60% of total HE teaching staff and is representative of any given year ensuring all staff are formally observed in a 2-year period. 90% of these observations were completed by experienced, senior Teaching, Learning and Assessment (TLA) staff from outside of the School of HE. 13 groups of students from different courses participated in focus groups reviewing their experience of teaching, learning and assessment at the College leading to specific feedback to HE Delivery Managers and Course Leaders to improve the performance of the programme.

Quality Review activity is reported in a central College system providing a mechanism for feeding back to both individual staff and wider teams informing individual and team CPD activity. Outcomes

from Quality Reviews are reported to College Leadership in a Teaching, Learning and Assessment review where the strengths and areas for development of provision are agreed and recorded. These meetings are attended by a link Governor of the College, Chair of the Curriculum & Standards Committee and Vice Chair of the Board of Governors as well as the Principal and Vice Principal for Curriculum & Quality. HE Curriculum areas report strengths and areas for development in practice seen each half-term with challenge from the panel and provide improvement actions for the following period. Provision is scored between 1 (Inadequate) and 10 (Outstanding). HE provision, based on evidence provided and following internal challenge scores consistently at the middle to high end of Good (5-7/10) with some aspects reaching the bottom of Outstanding (8-10) this year. This scale is used across the College to rate the quality of teaching and learning and has been used for over 5 years. It has proven to be a reliable indicator of external judgements as demonstrated by the College's 2021 and 2019 Ofsted inspections which provided the same external ratings across curriculum as the internal scoring.

In summary, Quality Reviews provide a transparent view of quality on a granular level and an organisational focus on development necessary to meet student requirements.

Assessment and Feedback

Assessment practice at the College is consciously aligned both with the needs of our particular cohort of students, and the vocational goals of our programmes. External Examiners (EE) note the continued innovation in assessment design and variety, including the wider skills developed as part of those assessment methodologies. For example in FdA Early Years the EE recognises the value of the professional development portfolio in the Employability module which *"students can use in the workplace as an ongoing tool"*. Likewise in the BA(Hons) Leadership in the Public Sector, the EE notes the *"innovative, creative 'real world' themed contemporary assignments...contextualising theory to practice"*. In BA(Hons) Business Management the EE highlights that the *"practice of requiring the students to produce a 1-page poster / slide summarizing their project and forming part of their professional discussion presentation is, I believe, extremely beneficial in building some of your students Independent Learning Skills. The clarity of thinking this promotes, as well as the critical skill of distilling the most important elements of their work, is producing really very high-quality work and it is something I think could well be included in some of the Programme work I am developing myself at The University of XXXXX"*.

Across the College's programmes the development of assessment is strategic in balancing academic skills with vocational application. The creation of academic posters, delivery of group and individual presentations, compilation of portfolios and reflective journals are all commonplace assessment approaches. In Apprenticeship programmes, assessment aligns with the Knowledge, Skills and Behaviours required of the Standards being studied with employers noting their applicability to the working environment. Some more innovative methods are used across programmes, for example in the BA (Hons) Childhood and Youth Studies degree, students are required to produce a digital resource for a Digital Worlds module. The BA (Hons) Crime, Terrorism and Global Security degree the Insurgency and Counter Insurgency module uses an online forum to contribute to a live academic debate. In the Animal Sciences and Zoology (BSc Hons) degrees anatomical drawing reports are used. This acknowledges our pedagogical style and ensures that students who are less comfortable with a more traditional assessment style as a result of their prior experience or time out of education are able to demonstrate their abilities. These assessments capture the skills required and nature of the industries our learners are looking to progress in to

and allow elements of creativity and independence in the way students approach their assessment work.

Feedback provided to students is developmental and targeted with a feed forward approach designed to continually improve student knowledge and skills throughout their programme. In 2020/21 targeted academic feedback highlighting three strengths and three areas for development was introduced following trials and feedback from students and External Examiners. This practice of quick overview feedback/feedforward provides strongly focused and impactful guidance for students. This is underpinned by more detailed feedback with which students are supported to engage. For example in the BA(Hons) English degree, *Students are encouraged to engage with their feedback in an assessed piece of work which prepares them for their own study, which is excellent practice in encouraging meaningful reflection* (External Examiner feedback).

Student enrichment and enhancement activities

To enrich the students' academic experience, *courses* typically include trips and guest speakers. In 2021/22, this enrichment included careers advice and inspiration from Teach England, Norfolk Constabulary, Norfolk County Council's Community and Wildlife Services team, and a Psychological Wellbeing Practitioner (PWP) covering careers in the NHS and private sector (delivered to our BA (Hons) Psychology with Sociology students). As well as talks covering their likely career progression, we also utilised our stakeholder networks to provide enrichment sessions covering a wide variety of topics such as *Children's Safeguarding* (delivered by Norfolk County Council to our BA (Hons) Additional Needs and Disabilities students) to *Managing Psychological Factors in High Performing Teams* (delivered by the Head of Talent at Cornwall Insights to our Chartered Manager Degree Apprentices)

Student academic experience is also enriched by trips to build on their knowledge. For example in 2021/22 visits included: the Shakespeare Globe Theatre (English Students), local zoos and nature reserves (Animal Science and Zoology students), The Earlham Institute at Norwich Research Park (DNA Barcoding Workshop for Wildlife and Conservation) and the Great Yarmouth Third River Crossing Project (HND Construction, and HND Civil Engineering students).

Resources, support and student engagement

Site & Teaching Resources

Higher Education courses at CCN are strategically aligned with wider 16-18 and Apprenticeship provision, reflecting the needs of local students, employers and the wider economy and keeping with Strategic Aim 2 – **To make a significant and exemplary contribution to education and training at all levels to respond to changing economic development needs**. This ensures that facilities and equipment which support that aim are available across all levels of curriculum creating a coherence of approach.

HE courses at our four sites have curriculum aligned to the facilities at each.

Ipswich Road – Digitech Building, Advance Construction and Engineering Centre, Refurbishment of Lewis Building to provide a dedicated HE / Adults learning space at Ipswich Road

Easton College– Onsite Farm (Agriculture), Animal Care Centre (Animal Science and Zoology), Sports Laboratories, Sports Facilities (Tennis Dome, 3g Pitches, Sports Centre) used by Sports

Science students for coaching etc, Science Laboratories, Designated County Wildlife Site (Wildlife and Conservation).

Norfolk House – Dedicated teaching centre for HE and Access to HE courses.

International Aviation Academy Norwich (IAAN) – Purpose built Aviation Engineering training centre which includes workshops and a Boeing B737 for students to develop their aircraft maintenance skills. The impact is evidenced by the success of graduates from this programme finding employment with major aircraft maintenance operators within the UK such as KLM UK Engineering, and Ryanair.

Each site has library and self-study facilities for students. Continued investment in online materials has led to Taylor and Francis and Science Direct accounting for nearly 37000 full text requests from students each year with e-book usage tripling from 99979 to 310296 between 2018/19 and 2021/22. BSc (Hons) Professional Aviation Engineering students are all provided with tablets pre-loaded with the engineering manuals which support their learning throughout their programme.

BlackBoard Ultra is used across the School of HE, augmented with the use of Collaborate to deliver sessions remotely and to record materials when required. Initially implemented for the pandemic this has developed to meet the evolving needs of our students in accessing learning (aligning with Strategic Aim 4 - To deliver a professional and inspiring college environment in a sustainable way). This will be extended in 2023 with a programme in place to invest significantly in teaching resources to enable content capture and with the *“purchase immersive classroom technology, which will enable students to learn at a pace and time that suits them. The new IT Infrastructure and equipment will provide an interactive and flexible learning experience for our construction, engineering, health and allied health and Agri-management students, across our three campuses enabling students to learn simultaneously on and off campus”*. This successful bid was a response to the needs of the local economy (outlined through the New Anglia LEPs Local Industrial Strategy) to ensure that new and existing employees master higher level digital skills to keep up with new and emerging technologies. The use of immersive technologies in undergraduate study are vital preparation for employment for all students but are particularly important for our student demographic who are mainly mature students, and therefore not digital natives.

Academic Support for students

All students have 3 formal tutorials each year. These take place with a lecturer who teaches them regularly and knows them well as an individual and a student as a result of the small group and interactive pedagogical approach of the College. These tutorials check and support academic progress and identify any issues that might otherwise impact on their ability to study and achieve. In addition to these tutorials, a dedicated Tutorial Supervisor supports students on a 1-to-1 referral basis, navigating support through extenuating circumstances or reasonable adjustments and accessing wider College support including the HE Hardship fund or Wellbeing). They dealt directly with 171 students in 2020/21 (equivalent to 19% of the total student numbers enrolled in that year) and 211 (27%) in 2021/22, with the increase potentially as a result of the return to more face-to-face delivery which has allowed for more in person 1-to-1s).

A new student support survey from 2021/22 asks new students at enrolment what concerns or potential issues they may have as they make the transition into higher education. The survey helps to identify what support students feel they may need as early as possible into their academic time at City College Norwich, whether academic challenges, wellbeing issues, or financial concerns so

that we can offer them individual and tailored support. In addition, it asks them to identify what they are hoping to gain from the course, and career aspirations. In 2021/22, 105 first years responded to the survey, with 65% focusing on career development (either progression with their current employer, or who were seeking to progress into a career directly linked to their degree), and a further 22% seeking to continue into further study.

Feedback from students as to the impact of the Tutorial Supervisor role, via course representatives at our Course committees, is extremely positive. As noted above (see page 10), we are undertaking further evaluation of the role, as part of a TASO sponsored small-n project, using the contribution analysis methodology, to evaluate the roles impact more formally. However, we are sufficiently confident as to the roles' impact that we have created a similar function to now work with students on issues around progression and employability, such as CV writing, identifying progression routes to further study, and so on, above and beyond the existing careers advice that students can access

Student Engagement

Student engagement is a consistent thread throughout CCN's Higher Education delivery from course to institutional level and reflects our institutional approach to HE and the demographics of our students.

Key formal structures are in place for students to feedback on their experience at both Course and Institutional level. Course Committees take place 3 times annually with student representatives from each year of the course, members of the course delivery team, the Higher Education Delivery Manager, Head of HE and Assistant Principal present as well as linked employers and representatives from the UEA. These follow a structured agenda sharing course information with all parties and obtaining feedback from students on their experience. The outcomes from these meetings are shared with students through each Course Rep and placed on the VLE to ensure transparency. The following examples demonstrate some of the improvements leading from Course Committees in the last 2 academic years: -

- Following feedback from LDD students with accessibility issues:
 - the adoption of Blackboard Ally - tool used for accessibility
 - Accessibility of PPTs reviewed (following staff CPD on this topic)
 - Use of QR Codes (in course resources) to allow students to improve accessibility to journal articles
- Walkaround with LDD students to review physical accessibility with improvements to lift signage (Braille) and stairwells (Visual indications of steps)
- Provision and relocation of lockers, in response to student feedback.

The HE Forum, which includes the Student Union President, builds on this inviting all students to attend to review key themes and topics across all of HE – including facilities, support and wider student experience. HE leaders prompt discussion at these meetings with themes drawn from the College's NSS and other student feedback to provide a mechanism for students to feed directly into improvements. The Forum in Autumn 2022 led directly to changes in the information that HE students receive from the College as a whole via email to reduce what students see as redundant information and focus their attention on what's important to them. Previous years feedback on the challenges of co-location with 16-18 students at our Ipswich Road site led to a move into a dedicated adult learning building in Summer 2022.

The scale of courses at CCN means that students meet leaders and managers frequently. All cohorts are visited by their HE Delivery Manager half-termly with open discussion about their experience and direct feedback. The Head of HE visits each cohort at the start of the academic year introducing herself to students, providing contact details and ensuring that she is both visible and accessible to students as a senior manager.

A thorough Student induction programme includes sessions on understanding their approach to study, returning to study (where appropriate), contextualising their study for their likely progression and 'what makes a good student' forms the basis of developing a student understanding of their ability to engage with the College. Clear communication is provided to students by way of 'You Said, We Did' notifications (via the VLE, emails and notice boards throughout the College). Questioning of students throughout Learning Walks, Direct Session Reviews and student focus groups also gives valuable feedback which informs staff development and curriculum planning.

Mid-Module reviews allow a discursive approach to reviewing and amending Module delivery to reflect current experience. End of Semester questionnaires are a more structured and data driven method for capturing feedback. These have been effective in the past year at identifying issues with common modules (such as Research Skills) and development required for new and experienced teachers as well as consistency issues between common delivery across multiple cohorts. Student focus groups are used as part of the Quality Review cycle to improve student experience as well as being a mechanism for review from our partner UEA. Representation by HE Student Governors and the Students' Union President at College Corporation meetings ensures that the views of students are included and can impact on the highest level of governance

Staff at all levels work to ensure that the views of students regarding the quality of teaching, learning and assessment for each course, are sought and that this feedback helps to inform an area's ongoing development and the outcome of the Annual Monitoring Report.

We have developed the organisation to create a culture of student led involvement. Students receive clear information at induction about the value of the student voice and are encouraged to engage in teaching, learning and assessment quality review opportunities. Our HE students are, as identified earlier, a diverse group, frequently employed and always progression-focused which means that getting them involved formally can be more challenging. As a minimum, in cases where individual course representatives are unable to attend our student led HE Forum, they are offered the opportunity to send written feedback, so views from their peers are still heard in a formal setting, with clear actions then agreed with college management.

We ensure that Student Voice is integral to the College's decision-making processes. Key feedback and priorities for change from Student Councils and Course Reviews are reported to the Corporation via the Curriculum and Standards Committee. Student Governors (1 each from HE and FE, plus the SU President) are elected each year and are supported to attend full Corporation and associated committee meetings. Student Committee members attend Corporation forums to provide direct student feedback and interaction with Governors. The Students' Union President attends weekly meetings with the Principal and Executive team to provide ongoing student feedback. Student Survey results are an integral part of the College's Annual Monitoring Review process, with focus to develop improvement plans where necessary to raise satisfaction. At a more strategic level, we seek the views of students on any major matter of strategy or provision that is likely to impact on the 'student experience'. Continued development of multi-channel communications with our students is vital. The mantra of over-communication continues, and we

will seek to develop these to ensure that feedback both from and to students is continuously improved.

Staff Awards

Across the college students are able to vote for staff in 14 categories, with the categories being taken from our 'Ways of Working'.

Recent Nominations / Award winner citations included comments from our HE students, such as: -

"A truly inspirational lecturer, which has been invaluable to my educational journey" and "I feel he goes above and beyond to come up with creative solutions to teaching and ways to demonstrate how the theory is applied in practice." (Innovative and Reflective Award 2022)

"She has been amazing for supporting myself and many members of the class through a tough second year. She has gone above and beyond to make sure that we feel supported and are signposted to the correct support." (Individual and Supportive Award 2022)

Chartered Manager Degree Apprenticeship course team, Individual and Supportive Award 2022 Nomination – *"The tutors delivered the course professionally and the support was priceless. Lit a fire under my curiosity and have become a better manager for it"* (Individual and Support Team Award 2022)

"Excellent teaching with great contextualisation. Excellent use of real life experience used to supplement learning. Engaging classes and excellent support given to students. Adult teaching approach." (Skilled and Expert Award Nomination 2022)

3. Student Outcomes

The data evidence of Student Outcomes

The Student Outcomes Indicators (Overall Metrics)

Full Time Overall

For full-time students Continuation and Completion metrics are either broadly in line with benchmark, or where they are materially below (Continuation) the proportion of the statistically uncertainty distribution in line with the benchmark is such that a *Very High-quality* features designation seems appropriate in both cases. Progression does show stronger statistical evidence, that we are below benchmark, but there are specific explanations for this, such as the low response rate relative to the sector, as well as the context of the majority of our students (91% in 2019/20 Graduate Outcomes) seeking employment in the Norfolk area, which can be categorised as an area of lower proportions of Highly Skilled roles.

Table 5. Full-Time Indicators Splits

Student Outcomes - Full Time Students			
Metric	Percentage of Split Metrics with Outstanding Quality Features	Percentage of Split Metrics with Very High-Quality features	Percentage of Split Metrics with Not Very High-Quality Features
Continuation	3%	63%	34%
Completion	23%	67%	9%
Progression	10%	42%	48%

At the split level, a similar pattern is shown with the majority of split metrics pointing to at least very high quality features

Part-Time Indicators Overall

For part-time students Continuation rates point towards a *Very High-Quality* features designation, whereas Completion rates point to an *Outstanding* designation with compelling statistical evidence (almost 100% of the uncertainty distribution being materially above the benchmark). Progression in this case, and for split metrics, is suppressed due to fewer than twenty-three students being in the denominator.

Table 6. Part-Time Indicators Splits

Student Outcomes -Part Time Students			
Metric	Percentage of Split Metrics with <i>Outstanding Quality</i> Features	Percentage of Split Metrics with <i>Very High Quality</i> features	Percentage of Split Metrics with <i>Not Very High Quality</i> Features
Continuation	0%	92%	9%
Completion	84%	16%	0%
Progression	no published data		

For part-time students, split metrics for the two published outcomes (Continuation and Completion) point to very high-quality Continuation features, and outstanding rates of Completion

Apprenticeships Indicators Overall

Perhaps in contrast to the student experience indicators, Continuation and Completion metrics show compelling statistical evidence, which point to an *Outstanding* quality features designation. Progression in this case points towards a *Very High Quality* designation.

Table 7. Apprenticeship Split Indicators

Student Outcomes - Apprenticeship Students			
Metric	Percentage of Split Metrics with <i>Outstanding Quality</i> Features	Percentage of Split Metrics with <i>Very High Quality</i> features	Percentage of Split Metrics with <i>Not Very High Quality</i> Features
Continuation	82%	18%	0%
Completion	90%	10%	0%
Progression	0%	81%	19%

For apprenticeship split level metrics also show strong performance particularly for continuation and completion splits.

Ensuring Excellence - Continuation and Completion

As part of our Access and Participation Plan 2020/21 to 2024/25 we introduced a dedicated support role (Higher Education Tutorial Supervisor, as highlighted previously) to work with students from underrepresented groups of students to minimise withdrawals, and to maximise achievement – through 1-to-1 tutorials, signposting to support services, helping students to access the support

services, and helping them to complete any required paperwork, be that to apply for academic support (Extenuating Circumstances, Reasonable adjustments) or to access financial support through our HE Hardship fund. Students have feedback through course committee meetings, and more anecdotally on the importance and impact of the role.

Ensuring Excellence in Progression into Highly Skilled / Graduate Level Occupations.

For this indicator, our Apprenticeship and Part-time student groups, are in line with the benchmark, suggesting a high-quality feature of these programmes. However, for Full-time students, at an overall indicator level, the Graduate Outcomes evidence suggests that this is Not a High Feature of our programmes for these students. It should be noted that our response rates within the Graduate Outcomes Survey are significantly lower than the sector as a whole (Apprenticeships at 43.4%, Full-time Students at 46.9%, compared to sector-wide response rates of 47.6% and 56.4% respectively). Consequently, a degree of caution should be applied to this indicator, in our case. We recognise that we have more work to do to promote the survey to our graduates so that we can increase response rates and gain a clearer view of the actual picture.

However, the relatively low progression into highly skilled roles, may be better explained through the nature of the local economy, where the vast majority of our students are based after their graduation. The 2018/19 Graduate Outcomes Survey provider data, shows that 86% of our graduates gave an employment city (EMPCITY) as a town/city/village within either Norfolk or North Suffolk, showing that our students tend to stay in employment within the local area after graduation. For 2019/20's Graduate Outcomes Survey, we had a further concentration of students remaining in the local area with 91% of graduates listing an employment city within Norfolk/North Suffolk.

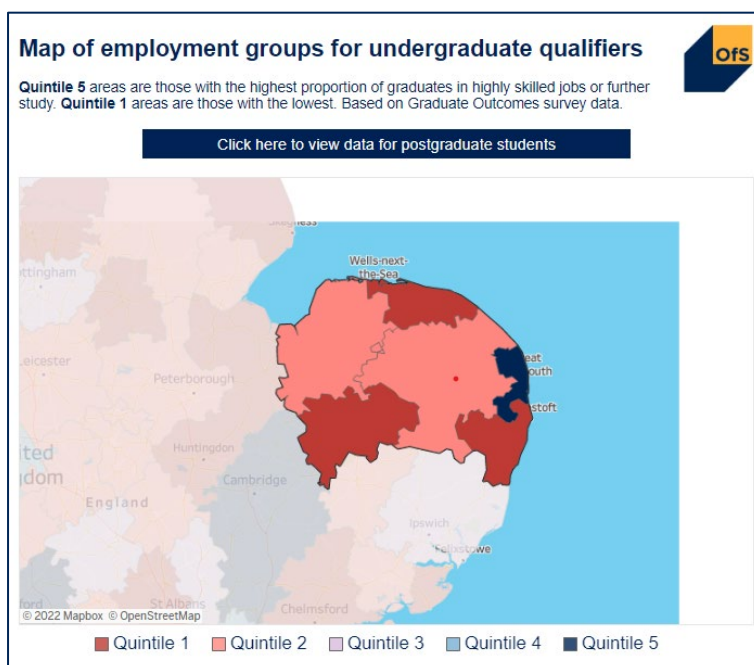


Image 2. Map of Employment Groups for undergraduates

Source: <https://www.officeforstudents.org.uk/data-and-analysis/a-geography-of-employment/>

The map also points to the relative paucity of highly skilled jobs in the local area, with most sub-areas (Travel to Work Areas, TTWAs) being in the lowest two quintiles for the proportion of graduates in highly skilled jobs. There is a small enclave around Great Yarmouth (blue shaded

area on the eastern coast) which has a small number of graduates overall but who work in the offshore energy sector and therefore fall within the highly skilled Standard Occupational Codes.

Although, in this measure of progression, we do not score as highly as we would like, for the reasons given, we do see a different picture emerging when we ask our graduates to reflect on the value of their degree, and the extent to which they consider themselves to be working in worthwhile occupations.

When asked, through the Graduate Outcomes Survey, to reflect on the value that our graduates place on their current activity, how it fits within their future plans, and the extent to which they are utilising the skills learnt on their degree, we show a very strong performance. Across the three questions to allow graduates to reflect on their studies, City College Norwich performs strongly, with scores above the sector average in all but 2019/20's reflection on whether My Current Activity is Meaningful (see table 8 below). This highlights the value that students place on their time studying with us and the way that our courses meet the aspirations of our students and prepare them well for their careers, which is not well reflected through the progression metric. This is fully in line with the intent of our programmes.

Table 8. Graduate Reflections (from Graduate Outcomes Survey)

My Current Activity is Meaningful	Strongly Agree or Agree	
Year of Graduate Outcomes Survey	City College Norwich	Sector Average
2017/18	87%	86%
2018/19	93%	85%
2019/20	85%	86%
My current activity fits with my future plans	Strongly Agree or Agree	
Year of Graduate Outcomes Survey	City College Norwich	Sector Average
2017/18	81%	80%
2018/19	86%	78%
2019/20	77%	77%
I am utilising what I learnt during my studies	Strongly Agree or Agree	
Year of Graduate Outcomes Survey	City College Norwich	Sector Average
2017/18	80%	72%
2018/19	81%	77%
2019/20	77%	71%

This supports the view that our students are getting a very high-quality educational experience, whilst they are with us, that sets them up well to make a success of their careers, even though the in-course NSS may not demonstrate this, and that they go on to value to contribution that the course(s) have made to their career progression.

Educational gains

CCN recognises and understands well the non-traditional starting point of many of our student cohort as well as their intended destinations post-study. As noted throughout this submission the curriculum is developed and delivered in a considered way to allow students to make considerable

progress through a strongly supportive pedagogical delivery, vocationally related assessment methodologies, highly individualised support and targeted feedback especially in their first year of study through the Higher Learning Skills module.

In terms of measurement of educational / learning gain itself, City College Norwich was involved, through our Partner University, UEA, with the pilot programmes through the Office for Students. This project looked at three potential measures of Learning Gain; Mark-comparison, looking at a modified Grade Point Average between two points in time during their course of study; Self-Efficacy Assessment, which incorporated assessment of confidence and understanding, through self-assessment and peer-instruction, and Concept Inventories. The project found strengths in each approach but without being able to make a clear recommendation as to the most appropriate method from these three approaches. (Source: [Full article: Lessons in learning gain: insights from a pilot project \(tandfonline.com\)](#))

Our model of Education Gain requires more development. However, it does provide a headline view of the gains made by some cohorts of students as well as the progress made by disadvantaged students in closing gaps.

The methodology adopted for Educational Gain looks at the following data points

- Prior Attainment achieved by each student (expressed in terms of UCAS Tariff points for those students where we have data, which is 899 / 1553 awarded students)
- Average module percentage at the End of Level 4
- Average module percentage at the end of Programme (either Level 5, or Level 6)

This data is compared across different student groups, specifically:

- Students with declared Learning Difficulty or Disabilities (LDD) against those without
- BAME (Black, Asian and Minority Ethnic) students against White students
- IMD (Index of Multiple Deprivation) Quintiles 1-2 against Quintiles 3-5
- Mature students (21 or over on entry) against younger entrants (under 21 years of age)

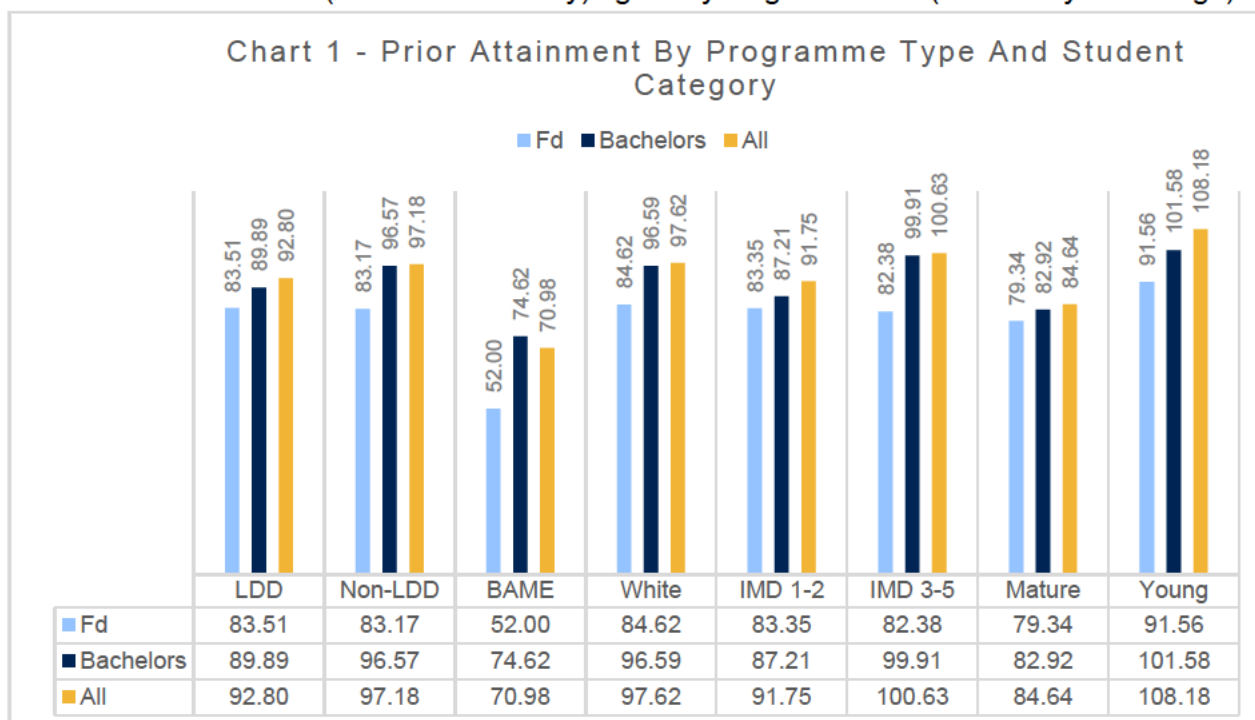
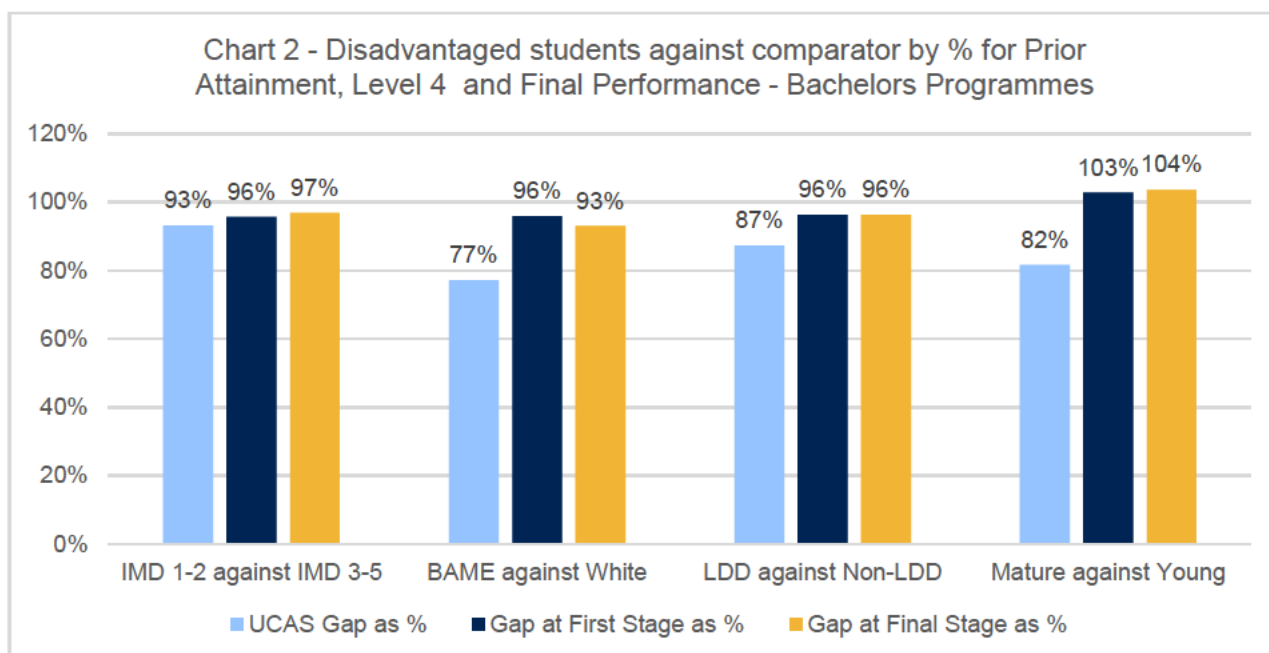
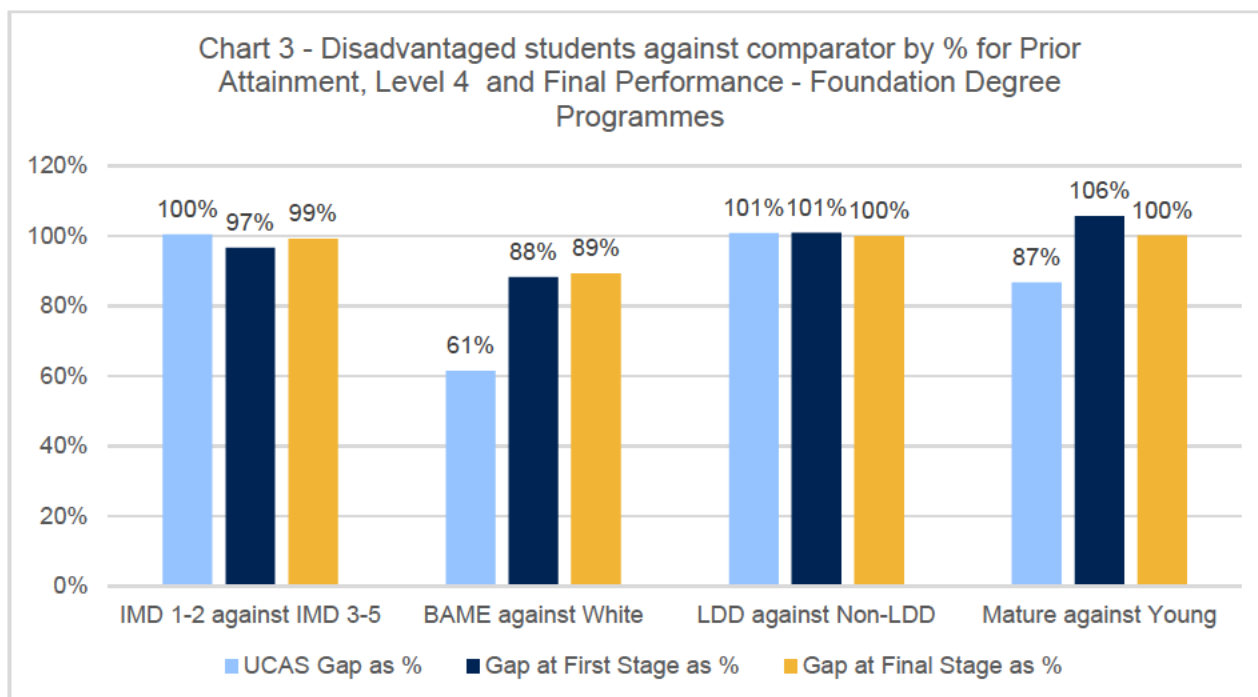


Chart 1 above illustrates the prior attainment of students, across programme types and student categories. This clearly shows the variation in starting point for bachelor's students and the significant consistency for Foundation degree students (with the exception of BAME students).

Data shown in Chart 2 below demonstrates the Prior Attainment, Level 4 and Level 6 performance for each disadvantaged group as a percentage of their comparator cohort. As is clear the disadvantage gap on entry closes significantly across the duration of the programme across all categories of disadvantage. This is particularly stark for BAME students who start with a 23% gap on entry, closing to 7% at award. For the significant majority of students gaps in Prior Attainment are virtually eliminated in their first year of study and final performance is broadly similar. It is acknowledged that there remains work to do to improve Educational Gain for BAME students, but these students do account for a small proportion of the total in this dataset (89 of 1553 students who were awarded in the period 2017/18 – 2021/22).



For Foundation degree students (including those on apprenticeships) their data demonstrates the clear difference in this cohort with very consistent Prior Attainment across most categories except BAME. This consistency remains across the lifetime of the programme. For BAME students, as with Bachelors programmes, there remains a gap at the programme end but this has closed by 27% by the end of Level 4 study, similar to Bachelor's performance. Whilst acknowledging the significant progress that BAME students make it is acknowledged that more needs to be done. Building on the findings of a recent internal study of BAME achievement across assessment methodologies there are plans to increase support in specific skills required for these assessments to further close the gap.



Clearly though distance travelled is only one part of the educational gain story. In addition, we will be able to use the new Employability and Progression role to tease out the broader range of benefits that our students receive from their degree programmes. Some of this will be through the design of programmes so that students are exposed to, for example, a wide range of assessment types, including assessments with a particular focus on the skills that they will need to develop in their careers. This includes poster presentations, in health care programmes, where students design and present to an audience of healthcare professionals, a poster campaign.

In the case of our apprenticeship students, (on FdSc Health Studies, FdSc Mental Health Practice, Chartered Manager Degree Apprenticeships, and Social Work Degree Apprenticeships) we already have in place a system of tripartite reviews between the apprentice, their employer mentor, and our own Apprentice Workplace Supervisor. These reviews look at the progress that the apprentice has made (their educational gain) and looks at a variety of measures for this such as their demonstration of appropriate values, skills and behaviours, alongside their acquisition of academic knowledge. This also includes feedback from other staff of the employee and patients/service users to gain the fullest possible view of their progress and with targets set for future review points.

Apprenticeship students, with the exception of our Social Workers, complete a skills scan at the start of their apprenticeship to set out what they feel are their competency ratings, on a Likert scale, against the apprenticeship standards. This forms a baseline, against which their broader progress can be reviewed and measured. In addition, they build a portfolio of evidence ready for their end point assessment, where they are assessed against the apprenticeship standard. Between the start (Skills Scan) and finish point (End Point Assessment) we can measure the gain for these students. In the period 2017/18-2021/22, 143 apprentices (105 Healthcare Assistant Practitioners and 38 Management Apprentices) have successfully passed through their end point assessment, achieving their degree and the relevant apprenticeship occupational standard.

We intend to use a modification of this framework as the starting point for assessing educational gain more widely within the College, to include non-apprenticeship programmes. In addition, to the

support offered through our IAG (Independent Advice and Guidance) Team, we have also introduced, in 2022/23, a dedicated support role to assist HE Students with their progression (HE Tutorial Supervisor (Employability and Progression). This role has a two-pronged focus; to work with individual students and course teams to identify the wide range of skills that they are developing during their time with us, which may not be apparent to students, such as their professional or transferable skills, and with local businesses to promote our students and to work with these organisations to further enrich our curricula.

As noted, the aims of programmes, both in terms of academic knowledge, and the more intangible skills (professional skills, soft-skills, work readiness) that students will gain from their course, are set out in each course handbook. We will use these programme intents to create a progress review document that will be worked on by the student, their academic mentors, and the HE Tutorial Supervisor (Employability and Progression) to both record the gains that a student has made, but also to help them to determine their next steps be that into a career, promotion, or further study and how they can use their broader educational gains in this regard.

Student Involvement in the TEF Submission

Students through our HE Student Forum have been given guidance on the TEF in preparation for the optional student submission. In addition, the SU President and a representative sample of our students (as course representatives) have been given the opportunity to review our provider submission. Although, feedback from this group has been more limited than we would like, our SU President, has responded, *"I am glad to be able to say that what is stated in this submission is true to the experience of students at City College Norwich. We hold regular forums with our students that allow our them a space where they can voice their thoughts and opinions knowing that they are being taken seriously and being listened to. Through my participation in the Governors and Senior Management Team meetings, I am able to communicate the suggestions of the student body. This gives our students a feeling of importance and inclusivity within the college community.*

SU President."

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