



Student Enhancement Policy

Version 1.0

August 2015

1. Introduction

The College is committed to continuous enhancement of the student learning experience so that it remains of the highest quality, and has adopted a range of quality assurance policies and procedures and an approach to enhancement, which is designed to:

- Make full appropriate use of internal and external reference points, including the Quality Assurance Agency's UK Quality Code for Higher Education.
- Establish, maintain, monitor and review the academic standards of its awards.
- Enhance the quality of learning opportunities and the student experience.
- Ensure that a systematic awareness of student feedback, student performance, academic standards, and external reference points is considered.
- Inform the process of reflection, planning, implementation, enhancement and evaluation.
- Identify actions necessary to bring about continual improvement to teaching, learning opportunities, assessment, student support, engagement and enhancement.

Quality Assurance can be understood as the process concerned with academic standards and the quality of provision, including learning and teaching and the 'student experience', designed to ensure that students gain the highest level of award of which they are capable and that stakeholders can have full confidence in the organisation's academic provision.

Quality Enhancement can be defined as the systematic approach to enhancing the student learning experience by improving the quality of provision and personal development opportunities.

2. Experience and engagement

The College understands that a quality learning experience motivates students to fully engage in their academic and personal development, promotes their academic and professional success, and empowers them as independent learners and citizens. The College will:

- Provide all individual students with clearly defined support as part of their learning group and with a named tutor from July 2015.
- Provide access to additional support for study skills, academic writing and research activities where appropriate through the Director of Studies.
- Provide a range of appropriate and timely learning support options (ensuring they are equipped to engage with modern technologies), recognising the imperative of employing a variety of delivery modes to maximise access and achievement.
- Present appropriate, timely and integrated information and guidance to enable students to make informed decisions at key transition points: pre-entry, entry, progression within programme, and graduate employment and/or further study.
- Ensure that all students are supported to achieve effective access to the curriculum and progression into employment (where appropriate).
- Provide opportunities for a peer support network to enhance both academic and community engagement and peer support will be actively encouraged by course tutors.
- Seek student feedback through the use of timely and appropriate mechanisms in all programmes, with transparent and accountable responses.

3. Excellence in academic and professional practice

The College will promote excellence in our pedagogy and practice that is embedded, owned and disseminated within our learning community. The College is committed to ensuring the effectiveness of teaching and support available to students that enhances their experience and to this end will ensure that:

- Course teams promote and share innovative, effective and proactive practice in teaching, supporting, learning and assessment.
- Course teams provide a variety of formative and summative assessment activities.
- All delivery staff have the knowledge and skills to promote a student centred approach through full and equitable participation in teaching and learning opportunities.
- All staff teaching on HE programmes are qualified to minimum degree level.

- All staff have a minimum level three teaching qualification as defined on the QCF Framework.
- All staff have the necessary skills and experience to facilitate learning and understanding in students using a range of techniques.
- All teaching staff have an HE related component of their annual CPD with that HE component reviewed through annual performance review, individual action planning and personal development planning.
- All staff are provided with opportunities to develop and extend their capabilities, to engage in appropriate development activities and to reflect upon their practice.
- All staff to reflect, and act, upon feedback on their own performance in supporting student learning, and upon that of colleagues with whom they share this responsibility.

4. Equality and Inclusion

The College will continue to develop local access and increased higher education opportunities with flexible and varied modes of attendance and innovative methods of delivery. The College promotes itself as an inclusive learning environment, with learning, teaching and assessment practices that reflect the diversity of our learning community, and ensure parity of experience for all members. The College will:

- Engage with key stakeholders (including employers) regarding programme design.
- Ensure the curriculum content models inclusive practice reflects the experience and needs of a diverse learning community and incorporates a flexible approach to curriculum design.
- Ensure continuing professional development for all colleagues to enhance inclusive practice.

5. Employability and employer engagement

The College is committed to ensuring students are sufficiently equipped to maximise their ambition and potential for employment and economic engagement through the development of employability skills and the acquisition of appropriate technological skills and understanding. The College will:

- Facilitate the achievement of knowledge, skills and attitudes of appropriate professional graduate behaviour in their chosen field.
- Create opportunities for students to develop workplace skills through participation in, and reflection on, relevant workplace experiences.
- Promote effective communication and presentation skills and be able to interact appropriately with a range of colleagues.
- Develop students as independent, reflective and critical thinkers.

6. Develop knowledge, research and scholarship

The College understands that students need to actively learn and to engage in scholarship and critical evaluation. Staff will encourage students to learn how to learn; to appreciate the need for continuing life-long learning; and share with students their expectations of student learning activity, performance and achievement of academic standards. In addition staff will ensure that students engage with and use new and emerging technologies. The College will ensure that all students will be encouraged to:

- Engage actively in learning, and participate fully in the learning opportunities that are presented to them.
- Understand their learning environment, its culture and resources.
- Embrace the aims and expectations of their chosen programme of study.
- Demonstrate understanding of, and ability to reflect upon, the ways in which their skills and knowledge are developing.
- Recognise and value their existing knowledge and skills, and build on them.
- Make effective and responsible use of advice, guidance and feedback from assessment that is provided during their programme of study.
- Avail themselves of the opportunities to acquire and develop learning skills.
- Contextualise and apply their developing knowledge and skills to their wider experience and plans for the future.
- Work together in an informal environment as well as in formal classes.
- Act responsibly in planning their use of the resources available to support learning, including the effective use of their own time in independent study.

- Give constructive feedback on their perception of the quality of their learning experience.
- Show commitment to attaining the academic standards that have been defined for their programme of study.

Priority Actions for 2015

Action to be taken	Time Frame for Action	Person(s)Responsible
1.The Quality Assurance Manager will integrate the enhancement of learning into performance agendas with curriculum leads and this will be presented to SMT.	July 2015	Quality Assurance Manager
2a.Provide all individual students with clearly defined support as part of their learning group and with a named tutor from July 2015.	July – November 2015	Director of Studies
2b. Provide access to additional support for study skills, academic writing and research activities where appropriate through the Director of Studies.	July – November 2015	Director of Studies
4. Engage with key stakeholders (including employers) regarding programme design.	July 2015	Director of Studies

(Student Enhancement Policy next reviewed December 2015)

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