

## Higher Level Study Strategy

### Vision & Mission

Shrewsbury Colleges Group, where every student makes outstanding progress.

*Shrewsbury Colleges Group's Mission is to:*

Provide outstanding academic and vocational education and training for all 16-19 students and adults; Be a local centre of excellence for higher education; Be the college of choice.

This Higher-Level Study Strategy sets out the direction, aspirations, and objectives for Shrewsbury Colleges Group to achieve outstanding delivery of quality higher level provision, improve student satisfaction and outcomes. To enable this strategy to be effective this document outlines our commitment to improving HE students experience (including improving our facilities), curriculum development, enhancing teaching and learning and developing our relationships with partner HEI's and employers.

### Background

Shrewsbury Colleges Group is a designated Sixth Form College, it was formed in August 2016 through the merger of Shrewsbury College of Arts and Technology and Shrewsbury Sixth Form. The college focuses on serving the learning needs of Shropshire's 16-19 students, adult education students, apprentices and their employers and higher education (HE) students. In May 2018, through the Quality Review process, the QAA determined full confidence in Shrewsbury College Group's Higher Education provision, with no specified areas for improvement. The review determined that Shrewsbury Colleges Group's policies, procedures, processes in relation to recruitment, selection and admissions met the expectations of the quality code.

The college currently provides 13 higher education courses in 20/21, delivered in partnership with either Staffordshire University or Pearson.

FT/PT	Awarding Body	Course Title	Last Year 19/21	Enrolled 20/21
FT	Pearson	HNC Business	3	9
PT		HNC Business		4
FT		HND Business	8	2
FT		HNC Music		5
FT		HNC General Engineering		5
PT		HNC Engineering		9
FT		HND Outdoor Activities		11

FT/PT	Awarding Body	Course Title	Last Year 19/21	Enrolled 20/21
FT		HND Sport		6
PT		HNC Construction	10	10
FT	Staffs Uni	BA in Ed	14	14
PT		FD Ed	7	8
PT		PGCE	5	9
PT		Cert Ed L5	8	5
PT	Staffs Uni	FD in Manuf Tech	1	0
PT		FD in Mech Tech	8	0
PT		HNC in Elec Tech	6	10
PT		FD in Elec & Elec Tech	6	0
FT		HNC in Manuf Tech	1	2
FT		HNC in Mech Tech	1	1
PT		FD in Sports	6	0
PT	Pearson	HND in Fashion & Textiles	4	0
PT	Staffs Uni	FD in Counselling	11	0

Table: Enrolments 19/20 and 20/21 to date

The Head of Higher Education supports the development of curriculum, oversees quality and ensures all students receive the support they require. The college HE Strategy identifies four strategic goals:

1. To enhance the learning experience of our students.
2. To provide a high-quality teaching experience through supporting the development of teachers.
3. To provide a curriculum that reflects employer and community needs
4. To secure sustainable destinations for our students through matching provision to local and regional employment needs.

### **1. To enhance the learning experience of our students**

We enhance our HE students learning experience by:

- A. Mapping our provision to the Quality Code for QAA Quality Code.
- B. Completing a student consultative process termly to ensure we effectively gain students feedback and thus supporting the overall satisfaction in the NSS survey. This will be further be achieved by reviewing the consultative questions in line with the NSS. The Head of HE will communicate with Student Representatives, Course Leads and the Curriculum Leader for each area to ensure students fully understand what they are being asked and to address any concerns effectively with regular monitoring of outcomes.
- C. The Higher Education Support Tutor effectively supports students with additional support and learning needs that are identified from the point of application. The Support Tutor is responsible or contributes towards:

- Increasing recruitment from hard to reach groups to support the government target to double the proportion of young people from disadvantaged backgrounds accessing Higher Education.
  - Increasing applications for DSA by providing IAG and resources to potential applicants.
  - Equipping students with additional learning needs to study with us effectively by providing 1-1 support, guidance in assistive technologies and study skills sessions.
  - Improving attendance, engagement, continuation, and achievement rates for students with additional learning support needs through monitoring of reports and liaising with course tutors.
  - Improving progression rates by working with the Agency to ensure IAG is provided for positive destinations and supporting the application process.
  - Implementing a process to address non engagement by highlighting and delivering a support programme.
  - Delivering a “Preparation for Learning” programme for identified groups to prepare students to effectively commence their studies in each new academic year.
  - Researching and drafting Personal Tutoring guidance for HE programmes.
- D. Providing a dedicated HE Centre that has designated classrooms, a HE Study room, break out facilities and a social area for all HE students to use.
- E. Setting up a Widening Participation Working Party to evaluate and monitor progress of the strategies identified in the Access & Participation Plan and determine the progress made towards targets.
- F. Continue develop our HE offer and to work towards a further TEF submission in 2023 to achieve a silver rating.

## **2. To provide a high-quality teaching experience through supporting the development of teachers**

We need to ensure teaching staff are supported and encouraged to develop effective teaching and learning practice to ensure a high-quality experience for all students.

To achieve this, we will:

- A. Provide development opportunities that support scholarly activity.
- B. Set up a Professional Exchange Meetings (PEMs) for HE tutors to use to develop aspects of teaching at higher levels.
- C. Meet half termly as a ‘HE Forum’, to discuss current themes in HE, share ideas and experiences and further develop the HE provision.

- D. Encouraging HE Tutors through HE Forum to access funding available through the Colleges CPD Budget to achieve qualifications at a higher level than the level they are teaching.

### **3. Relationships with Employers and Communities**

We need to ensure we work effectively with employers to identify their higher-level employment needs. This will drive and support the development of curriculum to include Higher Level Apprenticeships. We will achieve this by:

- A. Engaging with the Local Economic Partnership (LEP) and responding to local economic developments.
- B. Consulting with identified employers during 2020/21 through organised events hosted by the College. For example, The NHS, Engineering organisations and educational settings.
- C. Promoting and expanding our existing Higher Apprenticeship offer with our HE partners by September 2021.
- D. Including regular guest speakers in the curriculum offer and agreeing this during curriculum planning.
- E. Developing ongoing enhanced work experience and volunteering opportunities to improve destinations.

### **Curriculum Development**

We need to develop a curriculum which provides progression opportunities for students and considers the identified skills gaps in the local area. We will achieve this by:

- A. Creating a sustainable and responsive portfolio of programmes during curriculum planning taking place in January 2021 for: Level Three progressors, A Level progressors, part time and employed.
- B. Developing progression routes with local HEI's for our level five provision by July 2021 specifically for students studying with the college.
- C. Considering alternative ways of delivering curriculum, including integration and rationalisation during curriculum planning taking place in January/February 2021 to meet target numbers whilst at the same time ensuring quality of experience.
- D. Identifying specific resources to support curriculum development during curriculum planning taking place in January/February 2021.

### **4. Destinations**

We need to ensure our learners have positive destinations and progress into relevant employment. We will achieve this by:

- A. Providing access to a Matrix Accredited Careers service.

- B. Offering employability services through NASES and other graduate recruitment partnerships.
- C. Ensuring that the College reviews thoroughly the destinations and progression of all groups through HESA Graduate Outcomes.
- D. Providing great scrutiny of destinations regarding disadvantaged backgrounds as stated in the Access & Participation