STRATFORD COLLEGE LONDON

...commitment to success

Quality Enhancement Strategy

Revised August 2020

Stratford College London

Contents   Page

Stratford College London

Introduction

The Strategy for Teaching, Learning and Enhancement for our Higher Education provision supports the College's strategic aim and applies to all students and staff who deliver on our Higher Education programmes. The Strategy will be overseen by the Academic Board.

The definition used for enhancement at Stratford College London (SCL) and as agreed by the student body is 'taking deliberate steps at provider level to improve the quality of learning opportunities.' This definition means that enhancement is more than a collection of examples of good practice that might be found across the College. It is about our awareness of our responsibility to improve the quality of learning opportunities and providing policies, structures and procedures to ensure that these opportunities are realised. The willingness to consider enhancement at Stratford College London stems from a high level awareness for the need for improvement and this is embedded throughout our provision.

Key Aims of the Strategy

- To strengthen and enhance the quality of students' experiences on Higher Education study programmes within the College wherever necessary, appropriate and practical;
- To encourage everyone involved in teaching and supporting learning to be involved in enhancing and ensuring quality;
- To sustain an environment where excellence in teaching, learning and assessment is celebrated and curriculum innovation supported and fostered;

We will develop students who are enterprising and achieve great things. They will be supported by a staff team which delivers excellence in teaching, learning and assessment and provides a broad College experience where students enjoy learning. Stratford College London will be recognised as a high performing College whose students have the confidence and skills to make a positive contribution to the cultural and economic prosperity of this country.

Student Voice

The structure of the College, the delivery and design of the programmes and the participatory curriculum ensures direct engagement between staff and students at every level on a regular basis as an integral part of the programmes of study. The College has a culture of listening and responding to the student voice at every level of activity through Internal Student Surveys, National Student Survey (NSS), Student Feedback Meetings, Teaching, Learning and Assessment Reviews along with a range of informal communication via the personal tutor system, lectures and group discussions.

The College is keen to further develop and enhance the student experience in line with the College's ambition to ensure students are fully prepared to make a positive contribution to the cultural and economic prosperity of this country. We would also continue to raise awareness of the NSS with all students. The College would also develop a new training package for the student representatives.

Technology Enhanced Learning

Technology enhanced learning plays an important role in the creation of independent students and helps to secure a high quality learner experience. SCL provides staff and students with access to a wide range of specialist equipment and software to include laser printers, SMART boards, etc. In addition our HE students have access to College VLE – Moodle to enhance and enrich their learning experience. The use of social media as a means of communication is encouraged and effectively utilised in some areas.

We will continue to respond creatively to a range of learning needs and challenge our HE students constructively through innovative practice. We will continue to foster and promote a culture of greater experimentation in teaching and learning to widen the range of learning experiences. We recognise and acknowledge the changing patterns of technology usage and the need to consider the diversity of students' experience of technology when designing learning activities. We also accept that the use of technology must be pedagogically appropriate and that we may need new approaches to staff and student support.

Induction

The student voice is heard through learner feedback groups with class representatives in attendance to review and evaluate induction and information regarding support services and resources available to HE students. New students are introduced to a variety of support services to ensure that they are fully prepared for their experience of higher level study. Information and study skills support, VLE (virtual learning environment), learning support and access to specialist counselling and personal tutoring are available. All students receive an induction talk from the

relevant staff and have an opportunity to visit the premises. All students are informed of the mechanisms for learner feedback.

Induction would be continuously reviewed and enhanced. The needs of differing cohorts of students will be taken into consideration when planning induction, with good practice from across all areas to be shared. The College is keen to ensure that students enrolled are clear about the support entitlement at the College.

The College would develop a standard 'checklist for induction' encompassing good practice from across all higher level provision.

We would ensure consistency of information in relation to support available to students.

Internal and External Review of the Student Experience

The College has a robust system of annual self-assessment with curriculum areas encompassing a review of the whole of their provision. External Verifier Reports followed by Quality Review Reports are part of College's quality monitoring processes. The College is also successful in encouraging higher level students to complete the National Student Survey (NSS). There is also an internal student survey which is completed each semester. Results are collated and prompt feedback and action taken by the College.

The continuous development and improvements to our current internal and external evaluation will be vital in the preparation for our QAA Review and any future inspections. The College plans to include External review of College annual self-assessment through Assessment Groups and Quality assurance processes for any approved HNC/HND courses clarified and documented.

Student Retention

Student retention is driven through a whole College approach which has seen a trend of improving retention rates across all provision. Student Services use the VLE to provide information on a wide range of services and resources available to students to include financial support, counselling, and support for disabled students, careers advice and guidance, learning support and study support. We operate in accordance with the partner awarding body rules on attendance.

Moving forward, we would evaluate the Student Retention and Achievement Strategy on an annual basis. Ensure all students have an introductory session during induction to inform them of available support and resources and to reinforce the importance of attendance and retention.

Quality Enhancement

Quality Enhancement is embedded across all aspects of teaching and learning at SCL and enriches the student experience in a variety of ways. Here at SCL we recognise that there are some key drivers which will enhance the student experience and support progression into employment and/or further training and development. The College has a track record of making a difference to the student experience by working with employers. The College also seeks to develop new collaborative opportunities to extend the breadth of provision and opportunity for our students. We want to continue to review and evaluate our Higher Education portfolio ensuring that current students and employers engage in and influence the direction and continuous improvement of our courses.

Employability Strategy

We see employer engagement as a key strength of the organisation. The College hosts a range of employer events, supporting local businesses in recruitment and networking. We want to work even closer with employers and forge employer forums where realistically possible to ensure that we continue to deliver programmes that meet local employment needs and opportunities. We also aim to ensure that we support students to be 'work ready' and employable whilst developing both entrepreneurial and enterprising skills. Establishing an Employer Forum would contribute towards promoting employability of our students.

Developing Excellence in Teaching via CPD

The College has a commitment within its Strategic Plan to ensure that its on-going support for professional development improves the enhancement and enrichment of the student experience through excellence in teaching and learning. Each academic member of staff has the opportunity and is supported to attend appropriate professional development activities. Activities range from bespoke onsite training, external training, attendance at conferences, awarding body updates, activities and events with partner HEIs, work shadowing to enhance professional practice and qualification updates. Staff members also have access to appropriate journals to support and update knowledge to enable students to receive current information regarding professional practice across a range of specialist areas.

The College aims to measure the scholarly activity of staff delivering Higher Education programmes with a view to assessing both the impact of the activity and the cost effectiveness. We will also develop a bespoke induction period for staff delivering Higher Education programmes for the first time using best practice from the New Staff Induction Programme recording document used for all new staff starting in the College.

Monitoring and Review of Strategy

Quality Enhancement Committee shall submit an annual review report to the Academic Board to review the Enhancement Strategy. The Committee would also quarterly review all activities to ensure that principles and approach outlined within this strategy are being adhered to and that there is a unified and strategic approach to enhancement in those areas for which they have institution-wide responsibility.

Next Review: August 2021