



**Higher Education Student
Enhancement Framework
(Incorporating the learner journey;
student engagement; student
success; and enhancing learning,
teaching, and assessment)**

2016-2019

CONTENTS

PAGE NO

1. Introduction	3
2. Key outcomes of framework	3
3. Procedures for student journey	3
3.1 Pre-application to Induction procedures and checklist	3
3.2 Student engagement activities in the learning experience	3
3.3 Transition interventions for students	4
3.4 Student success	4
4. Procedures for supporting staff to enhance their professional practice, and scholarly activity	4
5. Appendix 1 – Checklist for Personal Tutoring/Mentoring session	6
6. Appendix 2 – Activity sessions for students	9
7. Appendix 3 – HE Transition Interventions for students 'At Risk' (procedures)	10
8. Appendix 4 – HE Student Checklist for PDP/HEAR	12

1. Introduction

Bolton College has well-developed strategies, frameworks, and procedures for our students to be able to succeed in their chosen course of study. The college HE Student Enhancement Framework does not wish to duplicate, but seek to strengthen and enhance existing procedures for the benefit of both students and staff engaged in HE provision.

The HE Learning, Teaching and Assessment Strategy 2016-2019 has aspirational and ambitious objectives in relation to enhancing the student experience, by setting key outcomes that serve to support both students and staff. In order to present a coherent and integrated framework and procedures for the learner journey, student engagement, student success, and enhancing learning, teaching and assessment, this document combines all those elements, and can be read in conjunction with existing college frameworks and procedures. In line with the HE Learning, Teaching and Assessment Strategy, the following key outcomes for this framework are directly related and translate into procedures for all students and staff to follow.

2. Key outcomes of framework:

1. Student journey procedures, from application to student success
2. Transition interventions to support student success
3. Enhanced attendance and monitoring procedure to support the student life cycle
4. Enhanced student engagement initiatives and activities in the learning experience
5. Personal development planning activities for student success
6. Strengthened procedures for peer review, peer observation, and peer sharing
7. Strengthened procedure to support the role of the personal tutor, in supporting students at risk, student engagement, and feedback events
8. Increased use of innovative blended learning approaches to teaching, learning and assessment

3. Procedures for Student Journey

3.1 Application to Induction procedures and checklist

- Refer to HE admissions process in HE Admissions Policy and Process
- Refer to Student Induction checklist
- Refer to Appendix 2

3.2 Student engagement activities in the learning experience

- Refer to the HE Student Handbook and Student Programme Handbook
- Student representative engagement: HE Student Forum; Course Committee; Student Surveys; validation events
- Structured, flexible and regular opportunities for all students to feedback will include, 'face to face' and technology assisted processes via a student engagement and feedback start of course experience feedback, module evaluations, end of year course evaluation, a HE

Moodle student forum, regular one-to-one personal tutor events; and a 'you said, we did' inclusion in all Action logs

- Allocation of personal tutor and mentor
- Setting of dates and times for personal tutoring / mentoring sessions: **Appendix 1**
- Embed personal development planning for students into personal tutoring sessions
- Work based learning activities
- Enrichment and engagement activities: In addition to college enrichment activities, each course to develop at least 3 activities per year **Appendix 2**
- HE Convention/ Career / Open Days: setting dates and times: **Appendix 2**
- Introduce the opportunity for students to undertake the PDP/HEAR which recognises student academic achievements and extra curricula activity
- Ensure students are informed about additional support for those with additional needs
- Ensure students have received a library induction and are signposted to college learning resources, e.g. SiD

3.3 Transition interventions for students

- Ensure students are aware of and understand attendance requirements
- Monitor registers weekly
- Staff to monitor students who may be 'at risk' from success in their studies and follow procedures **Appendix 3**
- Ensure all students attend the personal tutoring sessions

3.4 Student success

- Ensure each student completes the course
- Withdrawals or non-completions to be monitored weekly. Non-achievement and withdrawals to be included in annual programme SED and explanation given for non-achievement and withdrawals. SEDs to be reviewed at, HE Quality Assurance Committee
- Encourage student to write a CV and portfolio that documents their achievements during the course. Achievements to include, academic, personal, professional, extra curricula, new skills and competencies **Appendix 4**
- Encourage students to attend the college HE Celebration event
- Inform students of the DLHE survey for all Alumni, approximately 6 months after completing the course. Encourage students to complete

4. Procedures for supporting staff to enhance their professional practice, and scholarly activity

- Strengthen staff development sessions that include the sharing of good practice and innovation with regard to learning, teaching and assessment, including formative assessment
- Increase the use of innovative blended learning approaches to teaching, learning and assessment via staff development sessions
- Strengthen the learning, teaching and assessment forum via the HE Learning, Teaching and Enhancement Group, for all staff who deliver HE courses and modules
- Encourage staff to attend any learning and teaching staff development opportunities at partner institutions and HEA conferences
- Encourage staff to subscribe to the HEA email shots and information, and to engage in HEA initiatives and conferences
- Introduce, via staff development workshops, opportunities for staff to share pedagogic research and / or discipline-based research that informs their teaching and learning

- Strengthen HE Briefings and Actions related to the college HE provision (e.g. strategies, policies, procedures, new developments and requirements)
- Strengthen procedures for peer review, peer observation, and peer sharing. Produce an annual HE OLTA report

Area	HE
Prepared by	HE Co-ordinator
Approved by	HE Quality Assurance Committee
Last Updated	August 2018
Next Review Date	August 2019

Appendix 1
Checklist for Personal Tutoring / Mentoring Sessions

Year/Term	Meetings/ sessions	Type	When	Purpose / Activity
Year 1 1 st term Autumn	1	Group	First 3 weeks of the start of the course	<p>Main purpose: To orient new students to the college. To introduce course tutors, and personal tutor/mentor. To check on all aspects of student progress.</p> <ul style="list-style-type: none"> ✓ Student induction activities (student induction checklist, and HE student handbook), including all in this section ✓ The personal tutor/mentor and schedule of meetings, and ad hoc meetings ✓ How to contact the personal tutor/mentor ✓ What is expected of students and what support is available from the personal tutor/mentor, student services, student support, counselling, finance advice, careers 'service, student representatives ✓ Ensure that students have at least 1 student rep from their course ✓ Where to find college policies and procedures and HE specific policies and procedures ✓ SiD ✓ LRCs and HE A.3.43 LRC ✓ Introduction to PDP, employability and career planning
	2	Group	Half way through first term	<ul style="list-style-type: none"> ✓ Ask students how they found their start of course experience ✓ Check students are settling in, making friends, and using support systems if needed, and making progress in their studies ✓ Check students have completed the induction process and signed and returned their induction checklist ✓ Check students are aware of the mitigating circumstances and appeals process ✓ Check students understand referencing and the use of unfair means ✓ Check students are progressing with their PDP and introduce purpose of the student HEAR ✓ Give opportunity for student rep/s to speak with group, in order to collect issues and concerns and relay these to appropriate committee ✓ Orientate students regarding UCAS applications (if appropriate and relevant)

	3	Individual	Immediately after assignment results day	<ul style="list-style-type: none"> ✓ Review with student that they have had feedback from all assignments, and each piece of work ✓ Check that the student has understood formative assessment and summative assessment feedback, and know how they can improve ✓ Discuss student progress with PDP and HEAR ✓ Encourage students to complete student surveys ✓ Encourage students to complete and submit UCAS applications (if appropriate and relevant)
Year 1 2 nd Term Spring	4	Group	Early in Term 2	<ul style="list-style-type: none"> ✓ Check students are settling into term, and identify any issues they may have, and enable them to feedback to student reps ✓ Encourage students to complete student surveys
	5	Individual	Immediately after assignment results day	<ul style="list-style-type: none"> ✓ Review with student that they have had feedback from all assignments, and each piece of work ✓ Check that the student has understood formative assessment and summative assessment feedback, and know how they can improve ✓ Discuss student progress with PDP and HEAR ✓ Encourage students to complete student surveys
Year 1 3 rd Term Summer	6	Group	Early in Term 3	<ul style="list-style-type: none"> ✓ Check students are settling into term, and identify any issues they may have, and enable them to feedback to student reps ✓ Encourage students to complete student surveys ✓ Check students are up to date and on schedule with their assignments ✓ Check students are progressing with their PDP and HEAR
	7	Individual	Immediately after assignment results day	<ul style="list-style-type: none"> ✓ Review with student that they have had feedback from all assignments, and each piece of work ✓ Check that the student has understood formative assessment and summative assessment feedback, and know how they can improve ✓ Discuss student progress with PDP and HEAR ✓ Encourage students to complete student surveys
	8	Group	Near end of Term	<ul style="list-style-type: none"> ✓ Orientate students towards second year of study (where relevant), and what to expect ✓ Gather student feedback regarding the personal tutoring/mentoring sessions ✓ Discuss with students, how they perceive their own PDP and future career or academic progression by using HEAR ✓

Year 2 1 st Term Autumn	9	Group	Early in Term 1	<ul style="list-style-type: none"> ✓ Inform students of any changes to their course and tutors, and to any college or HE policies and procedures ✓ Check that all progression students are up to date with assignments ✓ Ensure that the course has at least 1 student rep ✓ Remind students about referencing, using unfair means, mitigating circumstances, and any additional support on offer ✓ Remind students about their PDP and HEAR, and employability and career planning ✓ Remind students that they can feed back any issues or concerns to student reps ✓ Encourage students to complete student surveys ✓ Encourage students to consider employability and to use the careers service and utilise opportunities offered by the careers service to enhance their employability skills
Year 2 2 nd Term Spring	10	Individual	Immediately after assignment results day	<ul style="list-style-type: none"> ✓ Review with student that they have had feedback from all assignments, and each piece of work ✓ Check that the student has understood formative assessment and summative assessment feedback, and know how they can improve ✓ Discuss student progress with PDP and HEAR ✓ Encourage student to complete student surveys
Year 2 3 rd Term Summer	11	Group	Near end of Term	<ul style="list-style-type: none"> ✓ Check with students that they are course to complete all assignments ✓ Remind students about their PDP, employability and career planning ✓ Encourage students to consider employability and to use the careers service and utilise opportunities offered by the careers service to enhance their employability skills ✓ Encourage students to complete student surveys ✓ Check that students have maintained their portfolio: i.e. PDP, up to date CV, examples of assignments completed, examples of skills and competencies acquired for their HEAR
Year 2 3 rd Term	12	Group	End of Term	<ul style="list-style-type: none"> ✓ Have an end of course get-together with tutors and students ✓ Encourage students to attend the HE Celebration event ✓ Remind students that they will be receiving a phone call from researchers enquiring their destination: career, further education, employment



Appendix 2

Bolton College HE Open Days/ HE Fairs / HE Conventions/ HE Interviews / Keep warm events / Enrichment Activities

ACTIVITY Open Day/Fair/ Convention	Course	Date	Time

ACTIVITY Interviews	Course	Date	Time

ACTIVITY Keep warm events	Course	Date	Time

ACTIVITY Enrichment activities	Course	Date	Time

Appendix 3

HE TRANSITION INTERVENTIONS FOR STUDENTS 'AT RISK'

The following are indicators of students who may be at risk of not completing their studies. The indicator list is not exhaustive but should alert you to any students who may be experiencing difficulties in completing their studies.

Indicators:

1. Non-attendance of classes for 2 weeks of study
2. Non-attendance of work-based learning for 2 weeks of study
3. Little engagement with peers/colleagues in work-based learning
4. Lack of engagement with HE Moodle, and learning resources on HE Moodle
5. Non-submission of assessments
6. Low achievement in summative assessments
7. Non-attendance of personal tutor sessions
8. None or little engagement in group activities in class

It is crucial that any module tutor should report to the course leader and personal tutor, any of the above indicators, especially if there has been non-attendance. Please make a judgement as to whether you think sufficient indicators have been breached; if they have then please follow procedures to avoid a negative outcome.

Procedures:

1. Module tutor to contact course leader and personal tutor about the student
2. Discuss which indicators have been identified and arrange a meeting with the student
3. Personal Tutor should meet with the student and discuss the concerns identified from the indicators
4. Identify the issues/concerns the student has and take these into account when advising/supporting them
5. If the concerns are academic then arrange for additional support from module tutor or personal tutor
6. If the concerns are personal then signpost the student to the relevant service for advice
7. If the student will not discuss concerns then signpost the student to relevant service, e.g. counselling, finance, student support. Arrange for a meeting between student and the service identified, if the student is agreeable to this

8. Draw up a plan of action and agreement with the student. Set deadline dates for each action to be taken. Arrange future date and times to meet with the student
9. Monitor the student's activity against the indicators for a further period of no shorter than 4 weeks
10. If the outcome of any meeting with the student is negative, and the student refuses help and support, then advise the student that they may be on the wrong course and advise them about other courses. If the student still does not engage, then the student should be withdrawn from the course, and a report should be written as to the reasons for withdrawal.



Appendix 4

HE Student Check list for PDP/HEAR

Student name:

Student ID:

Name of Course:

Keep all documentary evidence in a portfolio

Activity and Evidence	Year of course	Who helped you and supported you with this activity?	Date when activity was completed and signature of Personal Tutor
CV and Covering letter			
Assignments and feedback. Name each assignment in this section (keep evidence of how you might improve at the back of your assignment):			

Work-based experience/learning and feedback. Name each assignment related to work-based learning in this section:			
Competencies gained. List the competencies you have gained:			
Skills gained. List the skills you have gained:			

Enrichment/extra curricula activities. List all activities you have undertaken, including those outside of college:			
Student representative activities. List all activities you have undertaken as a student representative:			
Personal achievements. List all personal achievements you have made, including outside of college:			
Completed UCAS application. If you have completed a UCAS application in order to take your qualification further, please give details or state N/A			