



Higher Level 4/5 Student Enhancement Framework
(Incorporating the learner journey; student engagement; student success; and enhancing learning, teaching, and assessment)

2024-25

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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 Higher Level 4/5 Student Enhancement Framework does not wish to duplicate, but seeks to strengthen and enhance existing procedures for the benefit of both students and staff engaged in this provision.

The Higher Level 4/5 Learning, Teaching and Assessment Strategy 2024-2025 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 Higher Level 4/5 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:

- a) Student journey procedures, from application to student success
- b) Transition interventions to support student success
- c) Attendance and monitoring procedure to support the student life cycle
- d) Student engagement initiatives and activities in the learning experience
- e) Personal development planning activities for student success
- f) Strengthened procedures for peer review, peer observation, and peer sharing
- g) Strengthened procedure to support the role of the tutor, in supporting students at risk, student engagement, and feedback events
- h) 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 admissions process in Higher Level 4/5 Admissions Policy and Process
- Refer to Higher Education and Higher Level 4/5 Student Induction checklist
- **Refer to Appendix 1**

3.2 Student engagement activities in the learning experience

- Refer to the Programme Handbook
- Refer to Module Guides
- Student representative engagement: 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 module evaluations, regular one-to-one personal tutor events; an 'end of year student survey', and inclusion in course committee feedback
- Allocation of personal tutor
- Setting of dates and times for personal tutoring: **Appendix 1**
- Embed personal development planning for students into personal tutoring sessions
- Work based learning activities

- Enrichment and engagement activities.
- 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. Moodle

3.3 Transition interventions for students

- Ensure students are aware of and understand attendance requirements
- Ensure all students attend personal tutoring sessions
- **Refer to Appendix 2**

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 monitoring (Programme Plans) and explanation given for non-achievement and withdrawals.
- 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

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
- Encourage staff to attend any learning and teaching staff development opportunities, including the University of Bolton and Advance HE
- Encourage staff to subscribe to the Advance HE email shots and information, and to engage in Advance HE initiatives and conferences
- Strengthen procedures for peer review, peer observation, and peer sharing.
- Encourage staff to undertake the HEA Fellowship award



Appendix 1

Checklist for Personal Tutoring

(Please note that below are activities that you need to action. If your course runs less than 1 or 2 years then please use equivalent timespans so you are able to undertake the activities)

Year/Term	Meetings/sessions	Type	When	Purpose / Activity
Year 1	1	Group	First 2 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 programme handbook), including all in this section • The personal tutor and schedule of meetings, and ad hoc meetings • How to contact the personal tutor • What is expected of students and what support is available from the personal tutor, student services, student support, counselling, finance advice, careers 'service • Where to find college policies and procedures and Non-Prescribed HE specific policies and procedures • Moodle
	2	Group	Half way through first term OR Equivalent timespan of course	<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 • Give opportunity for students to speak with group, in order to collect issues and concerns and relay these to appropriate committee

	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 • Encourage students to complete student module surveys
	4	Group		<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	<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 • Encourage students to complete student module surveys
	6	Group		<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 module surveys • Check students are up to date and on schedule with their assignments
	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 • Encourage students to complete student module surveys
	8	Group		<ul style="list-style-type: none"> • Orientate students towards second year of study (where relevant), and what to expect • Gather student feedback regarding any personal tutoring sessions
Year 2	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 Non-Prescribed HE policies and procedures

				<ul style="list-style-type: none"> • Check that all progression students are up to date with assignments • Remind students about referencing, using unfair means, mitigating circumstances, and any additional support on offer • Remind students that they can feed back any issues or concerns to course leader • Encourage students to complete student module 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
	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 • Encourage student to complete student module surveys
	11	Group	Near end of Term	<ul style="list-style-type: none"> • Check with students that they are course to complete all assignments • 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 module surveys
	12	Group	End of Term	<ul style="list-style-type: none"> • Have an end of course get-together with tutors and students (if possible)



Appendix 2

HE TRANSITION INTERVENTIONS FOR STUDENTS 'AT RISK'

This section is to accompany the college 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 (if applicable)
3. Lack of engagement with Moodle, and learning resources on Moodle
4. Non-submission of assessments
5. Low achievement in summative assessments
6. Non-attendance of personal tutor sessions
7. 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.