

Barnfield College

Enhancement Statement

This document provides an overarching framework for enhancement across the college, reflecting the wider sector definition of enhancement as **“the taking of deliberate steps (at provider level) to improve the quality of students learning opportunities.”** (Annex 2, *Higher Education Review: A handbook for providers*)

In accordance with Part B of the UK Quality Code, the enhancement statement actively encourages ways in which learners can develop and achieve their academic, personal and professional potential. It seeks to do this not only by providing opportunities for learners in which fundamental skills can be promoted and developed but by recognising that Higher Education learners are independent learners that need to use skills in an individual context. Fundamentally, the college seeks to create an enabling environment that supports the skills set of all learners and which will be beneficial in helping them to achieve their full potential as learners, professionals and individuals. The enhancement statement has been created to support staff in the development of and reflection on effective approaches to learner experience and to share good practice to implement beneficial opportunities to learners on higher education provision. It encourages staff from all departments to work together and to combine skills sets and knowledge to create the best possible contexts to support learning. However, it recognises that learners themselves should have a voice in developing the enhancement opportunities at the college and seeks to use student representation to help facilitate its statement.

Enhancement at the college puts the learner central to all activities and seeks to support them in participating in activities that are positively enhancing wherever it can. The college recognises the importance of making sure that all learning opportunities are fully resourced, can be accessed and are communicated effectively and understand that it is through this effective communication that learners feel empowered to take control of their education in order to become independently motivated.

The college recognises its responsibility to monitor and evaluate the effectiveness of its strategies to support learners and will actively put systems in place to check that these are beneficial. Progress on enhancement will be monitored using:

- Annual Monitoring
- The Quality Cycle
- Student Voice
- Sub Groups
- Higher Education Academic Board
- CLEG
- Senior Leadership Team
- Governing Body

Key areas for the enhancement of learner experience include:

- The resourcing of all areas to promote the effective study of learners, enabling students to reach their potential and develop independent learning skills and using learner voice to achieve this (this includes the Learning Resource Centre, specialist areas and support staff).
- Developing an additional support and lecture programme that is designed to inform learners of organisational, research and academic writing skills.
- The improvement of feedback to learners.
- Interdisciplinary activities that enable learners to work with others across HE and FE.
- The organisation of trips and visits that enhance understanding of subject specific programmes and the wider experiences of learners.
- High quality and innovative teaching and learning that incorporates enhancement strategies
- Working with employers and outside agencies to make links that are designed to enhance the curriculum and the experience of learners
- Fostering confidence and ambition
- Supporting learners in their own enhancement activities that develop knowledge, independence and professionalism.
- The identification and sharing of good practice and initiatives that promote and expand enhancement, to provide the best experience for students in terms of learning.

The enhancement statement acknowledges and incorporates the application of the enhancement expectation from QAA. It uses this as a basis for maintaining and developing initiatives to enhance the curriculum, learning and experience of all learners within Higher Education. It also uses the application of enhancement expectation to reflect on provision and systematically monitor processes.