

BPP  
PROFESSIONAL  
EDUCATION

2021 - 2022

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# LEARNER WRITTEN SUBMISSION





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# Introduction

At BPP, Student and Learner Centricity are at the very heart of the BPP experience. Regular and up-to-date feedback is gathered in order to measure student satisfaction and to make continual improvements and this Learner Written Submission triangulates this invaluable feedback to provide a holistic impression of what it is like to be a learner at BPP. This Learner Written Submission aims to demonstrate an insight into the learner experience and demonstrate how their views are incorporated into the decision-making and quality assurance processes of BPP – and further offers recommendations and examples of good practice across the BPP group.

The first annual Learner Written Submission was well received by Learners and Management across BPP, and we are excited to present this second annual Learner Written Submission. Whilst this document takes a significant amount of time and effort to produce, we feel that it is appreciated by key stakeholders (especially Learner Representatives, Student Representatives and BPP Staff) and therefore it is worth the extra work as continuous improvement is within the DNA of BPP, allowing BPP to go from strength to strength.



**Hajra Babariya**

GROUP HEAD OF STUDENT EXPERIENCE

As a comparison, within the university sector, the Quality Assurance Agency (QAA) and the Office for Students (OfS) recognise the theme of 'Students as Partners' as integral and quintessential to UK Higher Education, with a move towards students being considered partners in all aspects of their student experience, including in the design and delivery of programmes. 'Students as Partners' is more than just involving students in feedback requests; it is also the involvement of students in actively engaging and in shaping and enhancing their learning experiences. 'Students as Partners' principles and approaches are pertinent to many aspects of enhancement and innovation in curriculum and pedagogy which ultimately correlates with positive learning experiences and outcomes for students. We believe the good practice of 'Students as Partners' is directly translatable to key aspects of Apprenticeship and PQ experiences.

This Learner Written Submission is written by collating direct feedback from a range of representatives within the Apprenticeship, Professional Qualifications and Professional Development space. At times within the document, the words 'Learners' and 'Students' are used interchangeably, and this is a deliberative step especially where direct feedback has been received from a student representative or learner who refers to themselves in a particular way – we have decided not to edit their words and provided the exact feedback as it was received.

I would like to formally thank all those who helped provide the feedback that we used to create this document and I hope you find this document useful in encapsulating the learner experience over the past year.



# 1 CHAPTER

## METHODOLOGY

## Feedback Sources

We have used a robust methodology in producing this Learner Written Submission. Multiple feedback mechanisms have been used to identify learner feedback and produce this submission, ensuring that we incorporate BPP's values of 'Learner and Student Centricity', 'Students as Partners' and 'Together we Change'.



The robust evidence base for this document includes, but is not limited to, the following:

- Feedback from Learner Representatives, including that of their peer groups and programmes,
- Direct learner feedback,
- A range of surveys including Apprentice Surveys and Daily Feedback Surveys and Learner Staff Liaison Committee (LSLC) minutes.

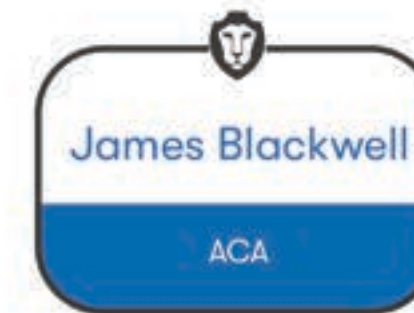


# Learner Voice at BPP



*Thank  
you*

We would specifically like to thank all the staff who have had sessions with the learners and the co-authors of this Submission, without whose input, support, and guidance this document would not be possible and especially the following:





Through the Learner Voice, BPP works collaboratively with all learners to continue to improve their experience at BPP. In addition to surveys that are run at various stages of the learner journey and the learner representation on the quarterly Apprenticeship Steering Committee, BPP have introduced Learner Staff Liaison Committees (LSLC).

The LSLC is a new additional feedback mechanism by which learners and staff can communicate and obtain feedback about all aspects of the BPP experience, including feedback on their programme, facilities, welfare, careers, activities, and pro bono services. Learners are elected to attend the LSLC at the start of the year to represent their cohort. These representatives meet with staff to raise any issues, suggest areas for improvement and offer feedback on new initiatives. LSLCs has been well received by learners and there is scope to continue to introduce them across all learner programmes.

Where possible, the format of this document follows the learner journey (i.e. starting with induction) which will allow the learner journey to be mapped and analysed at key learner touchpoints.

We also received significant positive feedback on the use of direct quotes from learners and in many cases, these were richer and more powerful than narrative or explanatory paragraphs – and hence this Learner Written Submission contains an increased number of direct learner quotes.





## 2

# CHAPTER

## Thematic Feedback

## Induction / Starting the Programme

Having a smooth induction and orientation onto a programme are essential to the overall learner experience. In many cases, learners are coming to a new institution, maybe after a break from studying and may be anxious as well as unfamiliar with IT and specific learning platforms that will be used. Therefore, having a well-planned induction can result in improved retention, satisfaction, and overall achievement.

It is pleasing to note that overall feedback on induction was positive, and learners felt well supported. Many positive comments were received from our learners who felt inductions were supportive, informative, and detailed:

“The induction of the course is very informative, they give you a breakdown of the course and what to expect, at a high level, at each stage of the course which I feel helps to understand each stage clearer from the offset, which may in turn help people to feel less overwhelmed as it is broken down into modules/stages.”

“I was pleased to be given BPP plan documents early into the program which lined out each key deadline along with the submissions I was expected to complete by each one of these deadlines, therefore my understanding of the layout of the program was clear and concise.”

Although the inductions have been very informative and detailed some learners did highlight that for some, there could be a potential risk of 'information overload' in the first few days and weeks of starting at BPP. Some possible recommendations are as follows:





### Area for Consideration

“The induction is very comprehensive covering a range of areas, I do not recall there being a drop-dead deadline, but I think it took a good 2-3 days to get through it all. So perhaps some expectation management at the beginning would be good / drip feed things in over the first month?”



### Area for Consideration

“I believe that it would have been beneficial for all students to be invited to a starting program webinar to discuss the learning plan as well as discuss the type of work that would be involved within each submission, to avoid time being wasted due to confusion surrounding the task.”

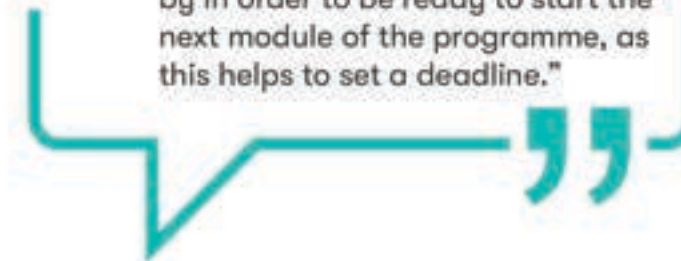
The above are highlighted as areas for consideration when planning future inductions.

## Timetables

Timetables were accessible, received early, set out clearly and were easy to follow, this allows learners to organise workload and be well prepared. Although sometimes webinars and dates moved due to unforeseen circumstances, issues were resolved in a timely manner.



“The timetables are simple and clear but very detailed. I like to have this in place to help plan ahead in regard to when webinars will be taking place to ensure I am free to attend every one and setting expectations within my role to ensure that colleagues are aware of times that I am unavailable due to attending these. I also like that the timetables state when each module/exam should be completed by in order to be ready to start the next module of the programme, as this helps to set a deadline.”



### Area for Consideration

An area for consideration, noted by learners was around the timing of the consolidation webinars and portfolio submissions. Learners would like to see these webinars alongside the portfolio submissions.

Overall, the timetables are well received, and lessons are well-spaced to provide enough time to learn the next module ahead of time. The timetables were made flexible around Covid restrictions to ensure work is spread more evenly which saves a mentally challenging time on virtual sessions. Webinar reminders are also sent which really is a useful instrument for busy learners.



## Quality of Teaching

One of the most important parts of this document is feedback on the quality of teaching which is at the heart of academic and professional standards at BPP. The quality of teaching at BPP continues to be a key strength of BPP. Learners have reported the quality to be of a high standard which continues from last year. Tutors are professional, passionate, attentive, informative and knowledgeable in their subject area – which makes them fantastic at executing the content.



Below are some quotes directly received from learners:

“The quality of teaching continues to be of a high standard. As the actuarial exams continue to develop in the new online format, tutors offer additional insight into how to perform well in the new format. They are also always willing to offer further assistance both during and outside of tutorials.”

“Overall, the quality of teaching is very good across the board. It is definitely an area of strength. Tutors were professional and extremely knowledgeable in their subjects. My tutor for the Professional Banker Qualification stood out for me the most! She was extremely attentive and informative. She was excellent at sharing her knowledge and so passionate about the subject.

She clearly explained what to expect from the exam. Due to Covid everything was done remotely but still she tried to engage with everyone attending the course and making sure all are ok and understanding each topic before she moved to the next. She always tried to answer the questions in the way that is understood by all.”

“I personally feel that the quality of teaching is at a high standard. Both of the tutors that I have had (Nigel and Penny) have worked at a pace that seemed to work well for everyone and always make the webinars engaging by asking questions and allowing time for questions to be asked, always keeping an eye on the chat box for anyone asking questions during live teaching.

They speak clearly and ensure everyone understands before moving on, especially with mathematical material. Both of the tutors have made it clear as to how we can reach out to them if we have any questions between classes (either by the BPP forum or by email directly). I feel this is very helpful as some people may feel uncomfortable with asking questions in front of others and would prefer more of a 1 on 1 discussion in further detail about particular parts of the study.

I liked that they made time to have the last webinars for revision together as a group to help reflect on the course and see where our weaker points are where we need to focus more on revision, as well as our stronger points.”

“Since joining the program in November 2020, I have been amazed by the standard of teaching and it has undoubtedly been some of the best I have received. All of the tutors have been extremely knowledgeable of their subject. As well as this they engage incredibly well with the class and have been really committed to the course, often running sessions after class to ensure students sufficiently understand the content. All the teaching I have received so far has been online, which I find particularly impressive considering the level of engagement and commitment from the tutors.”

“Throughout the apprenticeship I have found the quality of teaching to be a high standard. Each tutor works in a different way and has adapted well to online interaction. With a variety of polls, use of chat box and interactive presentations you remain engaged throughout webinars. The ability to watch back webinars is also positive in ensuring that if you wish to revisit a topic you do not need to rely solely on your notes.”

Here we can see there is glowing feedback across the board in relation to the quality of teaching.





## Area for Consideration

Whilst there is overall positive feedback, improvements can continually be made. One area for development would be to have webinars on the more complex modules. This may already occur on some programmes but doesn't take place across the board. Therefore, where there are supplementary videos on complex modules, although the video content helps, there is no opportunity to ask questions or clarify any points and a webinar would be invaluable in this regard.

Additionally soft skills are essential to the workplace and feedback has suggested that webinars which some learners have on Teamwork, Assistant Relationship Manager, Delivering Results, Customer Service etc. could be more in depth. They are good for some learners who are just starting their first job and have no or little experience, however for someone who has experience they felt the information and knowledge provided was basic and perhaps providing more complex and in-depth sessions would help especially for those looking at career progression or dealing with more complex situations.

## Course Quality

Receiving direct feedback and acting upon it is the cornerstone of making tailored improvements that results in shared benefits for both learners and for BPP. Learners are given the opportunity to feedback at various stages of their journey. Below is some excellent feedback received across a variety of topics during the Learner Staff Liaison Committees.



"The learners recognised the work that had already been done to improve and develop the course and really valued this meeting from the view that they were being listened to and it was an open and collaborative discussion."



"The learners really enjoy the practical and collaborative elements of the programme and would like to see these built upon and expanded. They particularly like the webinars, workshops, demos and coach mentor conversations."



"I think the programme has a great mix of topics that are important to blend. I've benefited hugely from learning about coaching, professionalism and safe working which goes hand in hand with the lean methodologies to get the best from our teams and stakeholders."



"The course quality is at a high standard, I personally feel that I have gained a multitude of skills and knowledge from taking part in this course, many of which I use in my day-to-day role."





“

“I think the course quality, which is obviously somewhat restricted by the requirements of the ICAEW professional syllabus, is formatted in an understandable and approachable manner. I particularly find the ‘passcards’ handy as useful summaries of key topic points which can often get lost in the mountain of information that is covered for each exam.”

”



## Area for Consideration

An area for consideration was noted regarding the learner workbooks. Learners commented that the workbooks could perhaps be utilised in class too, particularly for the significant areas of the course.

Certain tutors have recommended looking into the workbook for further information beyond the course notes, but it would be helpful to have sections referenced during tuition that might well encourage more people to look further into the workbook.

## Coaching



Building further on the feedback received last year in Coaching, BPP have continued to provide excellent support to learners through coaches. Again, some fantastic comments have come through the Learner Staff Liaison Committees:

“

“The course had exceeded expectations largely due to the breadth of the curriculum and the reflective practice required as part of it, enabling them to develop as integrative coaches. This was highlighted to a particular learner specifically when discussing coaching practice with coaches who had trained on other courses.”

”

“

“Learners really value the relationship with their coach mentors, the role and the breadth of experience and knowledge they bring. As a result, they would like to see more opportunities to make use and benefit from this.”

”



In addition to this, we have also received more positive direct feedback from student representatives,

“My coach has been really supportive throughout and always makes herself available when needed. The feedback she provides both in response to my written work and during my monthly catch ups is constructive and pushes me to be the best I can. Our monthly catch ups are laid back and allow me to think about my progression in ways I may not have already. I am able to talk about my achievements and any struggles in an open and honest way without feeling embarrassed.”

“My coach is attentive, approachable and extremely helpful. I feel I can call her or email her anytime and she will either answer straightaway or always get back to me within short period of time. She is amazing and a great support throughout my apprenticeship. She always encourages me to aim high.”

“This is still a fantastic element of being an apprentice. As well as assisting with the portfolio element of the apprenticeship, coaches offer a different perspective regarding career paths and are also on hand to ensure our workplaces are fully supporting our study requirements.”

“My coach is very friendly and helpful. Hazel is always available if I need assistance, responds to my emails very quickly and ensures any issues are resolved as soon as possible. The coaching sessions help me to see where I am at and whether I need any additional support. We are given tasks to think about ahead of coaching sessions which we then discuss during the call. This helps to work towards what is needed towards the end of the programme so it helps to break it down throughout the duration of the course, making it less overwhelming when coming to do so once all of the exams are completed. This also makes you think and collate examples of any successes and moments of going above and beyond within your role and encourages you to do so more often where possible, as the tasks make you think more about things you didn't so much beforehand, such as the distinction criteria of each task.”

“I believe the coaching I have received from BPP has been extremely good. I think the ongoing support I received even after the period of teaching was exceptional, all tutors responded very quickly to any issues I had after the course ended.”

“She leaves clear and concise notes on my work and allows me the chance to make amendments to ensure my work is at the best possible standard. She is very supportive, and it is always nice to chat with her about changes in my role and where I want to be in the future. She ensures to encourage me to push for new opportunities and gives me a lot of confidence in the work that I do.”

“I cannot really fault the coaching. My coach is very knowledgeable and going for their master black belt, so able to relate and input into portfolio marking and course content really well. They have industry experience as well as dedicated coaching for BPP so can draw on a range of experiences to get the best out of me. Dialogue is free flowing, and we are able to share ideas and break concepts down to put in place a clear learning / additional learning plan to get the best out the course and myself. My coach takes on my feedback and adapts the coaching to get the best out of me and has fed back changes to the course that have been implemented to aid in class learning.”



### Area of good practice

There continues to be positive feedback on Coaches. Learners have celebrated the renewed focus on mentoring within the coaching relationship and many have provided glowing feedback on their experiences. The pastoral, academic and professional benefits of coaching are clear. Therefore, the quality of coaching is recognised as an area of good practice.



# Logbook / Portfolio

The learners that are required to complete a logbook or portfolio have given varied feedback about this including some suggestions for improvement. Some direct learner comments,

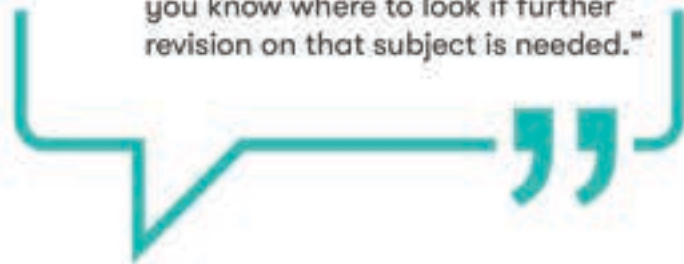


"I do understand why it is necessary to provide written evidence to prove your understanding of your role, industry and more. However, I am finding lots of things being repetitive and unnecessary. Missions which I have put a lot of work in to achieve the desired marks count for nothing which is so disappointing.

Maybe would be nice to see them added to the final portfolio as I think it shows and evidence your growth, development and builds bigger picture on your knowledge of the industry, products, customer service etc. Evidence for the portfolio should include various work throughout your apprenticeship not only from extremely restrictive timeframe especially now where most of us worked from home. The expectations should be clearer and more transparent."

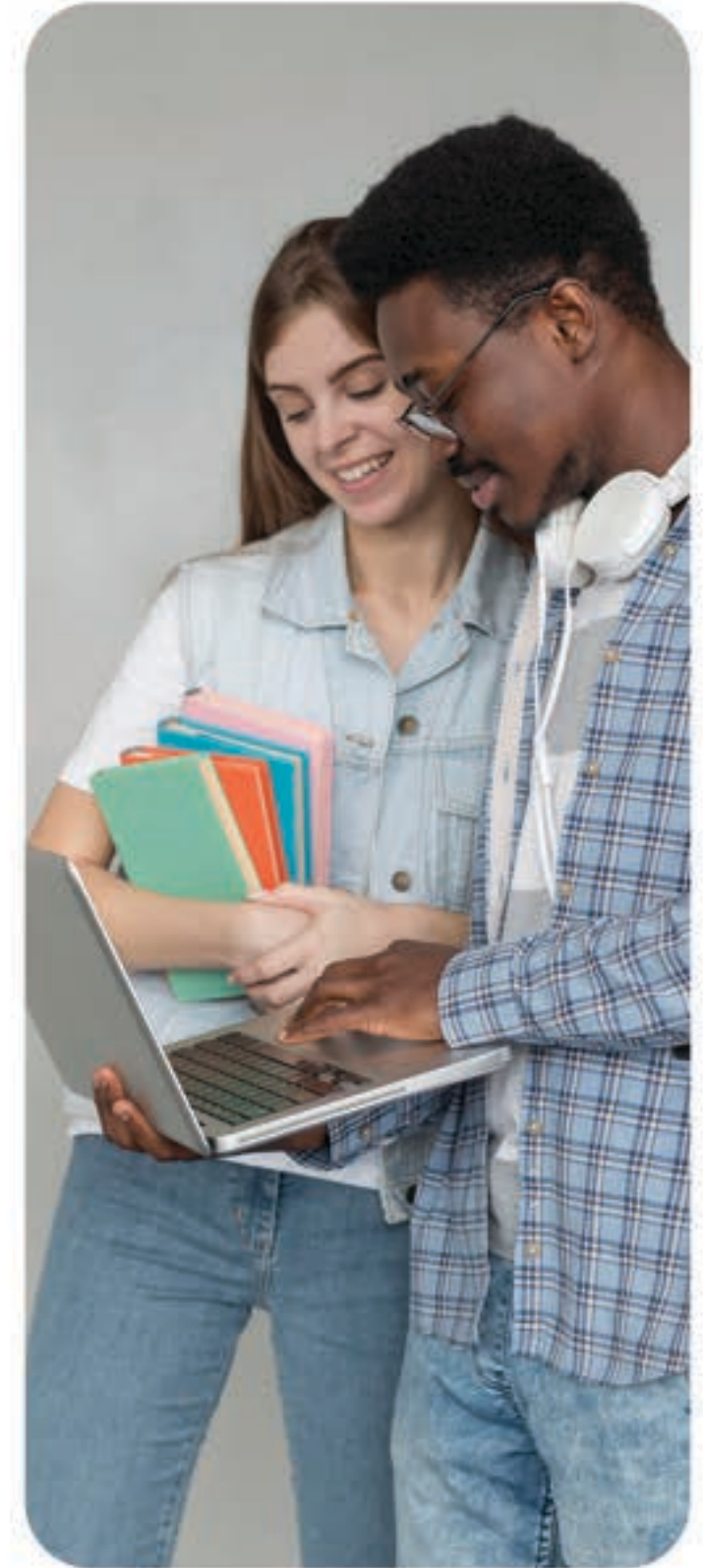


"I'm very pleased there is a digital version of the log book that you can download from the BPP Hub, as this helps when I come to revise and am looking for particular parts of the workbook, I can just simply search for it and have it straight away. The workbook provides other chapters/parts of the workbook to refer to if any of them are linked which is very useful and enables you to refer and forth between them as needed. The end of chapter questions and multiple-choice questions are also very useful as they state exactly where you can find the answer in the workbook so you know where to look if further revision on that subject is needed."



"The portfolio submissions are buried in the modules and think there could be a central portfolio section to bring it all into one place for ease of navigation and submission".

Therefore, it may be worth looking at the logbook/portfolio and seeing if any changes could be made in light of the above. Additionally, or in the alternative, it may be a case that a short session or information piece is required which explains more about the importance of the logbook and why certain information needs to be recorded – as providing clear information and managing expectations is important in this area.





# Assessments

There continues to be some great feedback across the assessment sphere. Overall, learners have had a good experience with assessments with clear, well-informed instructions.

## Quotes from learners,

“For ACA exams, I find the professional mock assessments very helpful. I have found that the mocks themselves as well as the feedback provided has been a fundamental part of my exam revision and progression.”

“Outlining the learning outcomes that you are working towards in each assessment is really useful for giving you a focus for your writing. Having both pass and distinction criteria so clearly laid out helps you to really think about what examples show off your ability.”

“I feel BPP have done brilliantly to ensure that all students are as comfortable as they can be when it comes to the remote assessment. The step ladders are a great way to measure progress through a form of assessment.”

Some learners have commented on the timeliness of feedback on formative assessments. They have reported that the marks are received too late, and therefore was of little use when trying to prepare for exams.



“It is good that remediation steps are in place for when feedback quality is poor, however, I personally found that the remediated feedback was provided a great time after the initial submission and so close to my final exam that it was of little use.”

## Area for Consideration

This may be the case on only particular modules but reiterating SLA's, having clear and consistent published feedback timelines and managing student expectations with regards to when they will receive feedback will help in this regard.



## Technology – The Hub

Some learners continue to feel that this is an area for development. Learners are finding it difficult to navigate around the Hub, and it would be helpful to see some additional support or student communications in this area.

“I found difficult to navigate at the beginning, I found that there is overload of information and quite often things don't work properly and efficiently. I suggest for the Hub to be more interactive you should include regular updates, information, announcements and notifications.”

“My course has only recently been moved from the VLE to The Hub. Unfortunately, there was very little help in the way of transitioning between the two, and some apprentices choose not to engage with The Hub for this reason, though there are some useful resources on there. From my own personal experiences, I also find it is not very easy to navigate and the more important documents get lost behind the links to less important documents.”



### Area for Consideration

As a **recommendation**, having a hub-specific workshop or focus group with a range of learners feeding back directly to the team working on the Hub would be the best way to hear learner views directly and to discuss any feedback around this area in the depth it requires.

## Learning Support

There was some exceptional feedback from learners who have needed to access this service.

“I believe that the support that was given to students was second to none...”



“I am dyslexic and the onboarding to receiving support was incredible. ...once I had been confirmed to receive extra time and support in the class, it kind of stopped there. None of my tutors have been aware of my additional support I sometimes require, so a suggestion could be for BPP to share this information on a need-to-know basis with tutors when they have a student in their class (virtual or face to face) who needs extra support.”



### Area for Consideration

There have been some reports of cases where once learners have support measures put in place they have not been communicated with tutors, requiring learners to tell all their individual tutors of their requirements. It would be useful to have a process whereby this responsibility does not lie with the learner themselves as is the case in other education providers. If this already happens, then a review of whether it happens in all cases or better information in this regard would be helpful.



## Safeguarding and Counselling



BPP offer a lot of support with safeguarding, counselling, and promoting mental health. They provide a range of material and make it very clear of where any concerns or issues can be raised. The safeguarding training was very comprehensive, and as a result, teachers and students would be able to spot, refer and support anyone who may be struggling. The Safeguarding Team has always been appreciated for the quality of services provided. Tutors and coaches regularly bring up safeguarding and wellbeing and provide reminders on the support available should this ever be required. Some learners reported that questions around wellbeing are always the first topic in their regular catch ups with their coach but are casual, allowing learners to feel comfortable in being open.

Occasionally, even with support, some learners have needed to take learning pauses. The counselling offered to learners is a great initiative, mental health is so key to everyone. BPP have been very supportive of this each time and have done everything they can to make this an easy process.

As an additional initiative, the Safeguarding team have also created a Sexual Misconduct and Harassment Working Group as well as a Student Focus Group made up of Apprentices and University students. The aim of both groups is to ensure visibility of BPP's stance on this behaviour, empower our students and learners to be advocates for each other and ensure that students know how to keep themselves safe and where to access support.

The Safeguarding team has always been recognised and appreciated for the quality of the care provided. There have been numerous positive steps taken to inform learners and students of the services available and this has been recognised as an area of Good Practice.



## Virtual Campus

The Virtual Campus is an innovative sector-leading, engaging, and welcoming online space for BPP learners, students, staff, and alumni – a safe space to socialise, make friends, attend events and benefit from the university experience. It has aided the formulation of a wider BPP community and the number of learners using the platform continues to grow.

The Virtual Campus has been a great initiative that has brought together the learners of BPP in a time when we are physically apart. It has provided a way to connect, network, wind-down, meet new people and enter fun competitions weekly. Learners have enjoyed the different forums available and found it easy to use, having a social-media interface and being accessible as a smart phone app, with lots of opportunities and competitions to get involved with.

In 2021, we reported that some learners had not yet engaged with the Virtual Campus as much as they would like, however, in the last six months we have seen an increase of 69% of Apprentices sign up to the platform. New Apprentice skills competitions have been introduced over the last 12 months, including communication skills, personal development and teamworking skills. The topics of the competitions were chosen specifically to link to the key skills apprentices need to demonstrate as part of their course and to help support professional development. Professional based competitions are now part of our weekly engagement competitions on the Virtual Campus in order to promote learners sharing good practice with each other.

There is also a Professional Apprentice Network group on the platform, which is a key group on the Virtual Campus. A well-received [video](#) has also been developed to highlight the benefits for apprentices.

The Virtual Campus is a pivotal resource and many learners have appreciated the immense effort of BPP, in creating the Virtual Campus and commented that it has been a fantastic initiative and has been recognised as **an area of Good Practice**.

 BPP  
**THE  
VIRTUAL  
CAMPUS**





## 3

## CHAPTER

You Said, We Did  
Campaigns

## You Said, We Did Campaigns

Across BPP a 'You Said, We Did' campaign has been introduced and has been well-received by learners as it shows that feedback is valued and acted upon and completes the feedback loop. This has been a great tool in sharing how BPP continually take learner feedback and triangulate it. There have been some great examples of how some excellent outcomes have been reached through receiving feedback.

- **You Said:** You want to see more activity in the tutor-led forums.

✔ **We Did:** We merged the online forums into one per course, not one per class, so that there was more engagement and content to learn from.

- **You Said:** You are feeling disconnected while working and studying from home.

✔ **We Did:** We launched the Virtual Campus, our online community where you can connect with others, sign up for events and discover industry insights.

- **You Said:** You want to see content in different formats online.

✔ **We Did:** We created a suite of podcasts on relevant theory and practice, available on the Hub to provide another way of learning.



- **You Said:** You want more guidance on developing your skills & behaviours

✔ **We Did:** We created a suite of guidance documents and checklists to help you progress through your Skills & Behaviours content and activities.

- **You Said:** You want to understand your strengths and development areas.

✔ **We Did:** We launched our Personal Competency Reflections and Skills & Behaviours diagnostics to understand your own personal strengths and development areas, with targeted content and coaching to help you progress.

- **You Said:** There were audio issues with Adobe Connect.

✔ **We Did:** We reported this to Adobe who provided several technical updates in the software. We also provided guidelines to staff and learners on how to get the best performance from Adobe Connect.

- **You Said:** You need a better understanding of Bookkeeping Basics

✔ **We Did:** We created a recording of Introduction to Bookkeeping which is available in ICAEW Accounting Module and in Foundation module for apprentices to help supplement their professional qualification training.

- **You Said:** Your employees need to be equipped with data and digital skills.

✔ **We Did:** We embedded data and digital within our Skills & Behaviours including:

- A new introductory module on digital literacy, information and communication skills, which will equip learners to manage their own development in these key areas.

- Introducing material on basic data analysis to our existing content on problem solving and decision-making.

- Updating material on legal and ethical issues to take account of emerging areas of importance to the profession including use of data and artificial intelligence

- Additional content to be available on ongoing management of professional development and personal wellbeing in a digital age



# 4 CHAPTER

## Areas of Development & Recommendations

### Areas of Development & Recommendations

This year it has been great to see learners use various feedback mechanisms which are offered by BPP. With all the positive feedback received, there has been mixed feedback and suggestions for improvement in some areas. No area has been highlighted a major recommendation requiring immediate remediation, but learners feel small steps can be taken in order to further enhance the learner experience. These have been highlighted throughout the document and are summarised below:

#### Induction:

Learners would like to be invited to a starting programme webinar where they can discuss induction material, submission, and some information on the time that will be required for their tasks.

#### Timetables:

Learners feel the consolidation webinars and portfolio timetabling needs to be reconsidered and they need to align to each other.



**Course Quality:**

Learners commented that the workbooks could perhaps be utilised in class too, particularly for the significant areas of the course.

**Logbook/  
Portfolio:**

Learners would like to see some work from their logbooks added to their portfolio. It would be good to see portfolios have evidence of growth and development rather than just restrictive evidence.

**Assessments:**

Learners would like to see more timely feedback, especially in advance of sitting exams.

**The Hub:**

Learners are finding it difficult to navigate around the Hub, and it be great to see some additional support in this area.

**Learning Support:**

There have been some reports of cases where once learners have support measures put in place they have not been communicated with tutors, requiring learners to tell all their individual tutors of their requirements. It would be great to see a process whereby this responsibility does not lie with the learner themselves.



## 5

## CHAPTER

## Areas of Good Practice

## Areas of Good Practice

Areas of Good Practice are stand-out areas where learners feel that BPP are sector-leading and require specific praise. These are highlighted throughout this document and are as follows:

### Quality of Teaching:



Learners have continued to report excellent satisfaction surrounding the quality of teaching they have received, and this is reflected on the variety of surveys run across the group.

### Quality of Coaching:



There continues to be positive feedback on Coaches. Learners have celebrated the renewed focus on mentoring within the coaching relationship and many have provided glowing feedback on their experiences. The pastoral, academic and professional benefits of coaching are clear.

### Safeguarding:



The Safeguarding Team has always been appreciated for the quality of services provided. Tutors and coaches regularly bring up safeguarding and wellbeing and provide reminders on the support available should this ever be required.



### Virtual Campus and Student Engagement:



The Virtual Campus is a pivotal resource and many learners have appreciated the immense effort of BPP, in creating the Virtual Campus and commented that it has been a fantastic initiative.


### 'You Said, We Did' Campaign:



These campaigns have been seen as a great tool in sharing how BPP continually take learner feedback and triangulate it. There have been some great examples of how some excellent outcomes have been reached through receiving feedback.







We thank BPP for their support in continuing Good Practice measures and making improvements based on suggestions and recommendations.