



HE Strategy

Audience	ALL COLLEGE
Requirement	ESSENTIAL
Policy Owner	DP CQI
1st Delegation	SLT
Last Delegation	TSCQ
Review Cycle	Every 3 years
Last Review	Jan 19
Due for Review	Jan 22

Higher Education Strategy

Our Purpose 2020

To improve individuals' life chances and career options. To support local economic development through education and training.

Our Vision 2020

Our vision is that by 2020 we will be a further education college that achieves excellence in all areas of work that we do, inspiring learners, creating opportunities and changing lives by:

- Delivering high quality teaching, learning and assessment by highly effective and dedicated staff
- Delivering a rich, inclusive and holistic student experience that provides our students with a 'direct line of sight' to sustainable careers
- Leading innovation in learning and skills
- Delivering a responsive and accessible curriculum that provides opportunities and supports the development of the local workforce and the regional economy
- Working in partnership to deliver a better future for all our students.

Our Mission 2020

To prepare our students for meaningful careers through the provision of outstanding technical and professional programmes of study.

Our Values and Beliefs

Our core values express what the College stands for and how we will conduct ourselves as an organisation. The College's three core values have been developed with our staff and students.

RESPECT: We will create a culture where **respect** is key for all that work, study and visit Fareham College

INNOVATE: We encourage **innovation** in design, development and delivery of our curriculum

EXCEL: We expect **excellence** in staff and student performance

Our core values underpin our strategies, policies, objectives and procedures by providing a basis and a reference point for everything that we do. These values and beliefs will guide our conduct and that of our students.

CONTEXT AND BACKGROUND

Fareham College is a general further education college (GFE) located on the western outskirts of Fareham, offering education and training opportunities from entry to Level 7. It serves a population of almost 200,000 in the boroughs of Fareham and Gosport in south-east Hampshire.

The small amount of higher education provision (approximately 250 students) is important to the College and is designed to meet employer and educational needs, both locally and nationally.

The economic activity rate across the area is higher than the county average and unemployment is relatively low at around 3% in Fareham and 4% in Gosport, lower than the national rate of 4.6%. However, there are substantial variations with the highest unemployment in areas with high proportions of young people. Both boroughs have some areas of significant deprivation and relatively low attainment by pupils in secondary schools.

The College's Senior Management Team has completed a three-year Strategic Plan for Fareham College for 2018-2021. This plan is underpinned at its core by 6 measurements of success relating to students, staff, stakeholders, skills, systems and study facilities. Much of this work has been consulted on with staff, students, the Corporation and stakeholders, from which, a clear direction, set of aims and curriculum priorities have emerged for the next three years. To increase the profile of higher education, secure its sustainability and economic viability, the College will work to increase the number of higher education students, with a particular focus on part-time, employer-led provision, to support forecasted local demand in areas such as engineering, early years, accountancy, management, teacher training, civil engineering and the creative industries. The College recognises growth in the identified areas will be subject to the Office for Students development policy and allied available resources, whether directly or indirectly funded.

This strategy is updated at a time when the Department for Education's review of Post-18 Education and Funding is underway. As significant reforms move into implementation, this review will look at how the government can "ensure that the education system for those aged 18 years and over is accessible to all, is supported by a funding system that provides value for money and works for students and taxpayers, incentivises choice and competition across the sector, and encourages the development of the skills that we need as a country."

The outcomes of the review could have potential impact to the Higher Education Strategy of Fareham College particularly as a separate review has been launched to determine how best to extend technical education reforms to level 4 and 5, the findings of which will feed into this review. The premise of this review is that the current Higher Education policy does not offer a comprehensive range of high quality alternative routes for the many young people who pursue a technical or vocational path at this age, and the system does not comprehensively deliver the advanced technical skills that our economy needs.

The opportunity lies also in the implementation of T Levels and the greater level of employer involvement in the curriculum at level 3. T Levels lend themselves to progression into higher apprenticeships or technical and professional education at levels 4 and 5.

Regardless of the outcome of the post-18 review Fareham College remains committed to extending its Higher Education provision in line with the local economic skills priorities.

HIGHER EDUCATION AND THE COLLEGE'S MISSION

In the context of the College's mission statement, the general aims of the HE provision are to:

- a. provide a high-quality learning experience through clearly structured, flexible courses and innovative pedagogy.
- b. promote a diverse and stimulating range of experiences, which allow for different backgrounds, learning style, student interests and enable students to realise their potential as educated citizens.
- c. help students gain the maximum benefit from their learning experiences by providing personal and academic reviews, tutorials, CPD and appropriate individual academic and pastoral support.
- d. provide programmes of study that are recognised and valued by employers, national training organisations, professional bodies and universities.
- e. encourage flexibility, knowledge, skills and motivation as a basis for progression into employment, graduate or postgraduate studies.
- f. support the local and national economy by providing relevant higher level technical and professional qualifications, thereby, helping to bridge the skills gap and enable students to overcome barriers to completing their education.

Additionally, specific programmes aim to:

- a. provide students with the relevant knowledge and skills in engineering, early years, accountancy, management, teacher training, civil engineering and the creative industries, plus new programmes to be developed and added to the portfolio.
- b. provide a basis for further choice in more specialised areas of engineering, early years, accountancy, management, teacher training, civil engineering and the creative industries.
- c. provide learning opportunities which develop individual skills and abilities, including learning from private study, which will allow students to produce academic solutions individually and, with others, within given timescales and constraints.
- d. provide students with relevant, high quality feedback which encourages learners to analyse and reflect on their strengths and weaknesses.
- e. develop problem-solving and transferable skills to enhance personal development.

HIGHER EDUCATION AND THE COLLEGE'S CURRICULUM STRATEGY

The shape and nature of the curriculum also reflects the College's commitment to its stakeholders as outlined elsewhere in the Strategic Plan 2018-2021. The focus throughout this document is to place the needs of students first and the College's Higher Education Strategy has been developed to ensure the realisation of these ambitions.

The proximity of Portsmouth and Southampton Docks and the Ministry of Defence Support services and the area as a tourist and holiday destination, together with their relevant associated businesses, are further factors in the local demand for skills. The area also has strengths in Advanced Engineering and Electronics, Business and Professional Services, Manufacturing, Construction, Infrastructure Projects, Education, Health, Visitor Economy and the Arts. Higher employable skills are required in all these areas.

Fareham College currently works in direct partnership with the Universities of Chichester, Southampton Solent and Portsmouth and has strong links with Winchester, Bournemouth and Southampton.

The Higher Education Board of Studies oversees the strategic direction of HE, quality assurance process for the college and feeds directly into key college management committees, including the Governors' Committee for Teaching, Students, Curriculum and Quality (TSCQ). The Deputy Principal has overall responsibility for Higher Education across the college, with the support of the Assistant Principal for Students and Improvement who oversees the Higher Education Quality Assurance and the Assistant Principal for Business and Partnerships who has responsibility for University Partnerships and supporting Faculty Directors with HE curriculum development which is responsive to evidence-based demand.

HIGHER EDUCATION STRATEGIC AIMS

- To develop full and part-time higher level provision, where the College has proven strengths in its further education curriculum and there is evidence of demand.
- To work independently and, via partnerships, to develop suitable full- and part-time provision of sub-degree qualifications for high and medium priority areas in response to local learner and employer needs.
- To ensure progression to Level 4 in priority sectors.
- To ensure high quality provision through quality assurance and enhancement, staffing, CPD (including encouraging scholarly activity), all mapped to the QAA Quality Code.
- To provide a distinctive adult and higher education student ethos, environment and support.
- To pursue a policy of widening participation, through which more students with ability are able to access higher education, regardless of background or the ability to pay.

Specific Objectives to meet Strategic Aims:

a. To develop full- and part-time higher provision where the College has proven strengths in its further education provision and there is evidence of demand by:

- Working with employers and their representative organisations to ensure higher education provision meets local and regional skills' requirements, both now and in the future.
- Determining the development of Foundation Degrees, BTEC Higher Nationals or Professional Diplomas and Certificates in the priority sectors.
- Developing effective partnerships and formal links with local Higher Education Institutions.
- Establishing bridging or compact arrangements with universities to ensure student progression and enhancing employability prospects.

b. To work independently and, via partnerships, to develop suitable full- and part-time provision of sub-degree qualifications for high and medium priority areas in response to local learner and employer needs by:

- Working with local partner Higher Education Institutions.
- Fostering strong relationships with all the Sector Skills Councils in priority areas.

- Working closely with Local Enterprise Partnerships (LEP) to identify and respond to industrial and commercial need.
- To seek funding opportunities through grant schemes such as OfS Catalyst Funds to further develop the breadth and quality of the Higher Education programmes at the College.

c. To ensure progression to Level 4 in all priority sectors by:

- Mapping existing Level 4 progression opportunities for Level 3 learners at the college, including those on Access to Higher Education courses and Advanced Apprenticeships.
- Developing new Level 4 provision in selected areas of excellence.
- Developing teaching and learning strategies which will encourage increasingly autonomous student learning.
- Ensuring progression to Level 5 or full degrees at local universities, or those with whom bridging arrangements have been established.

d. To ensure high quality provision through quality assurance and enhancement, staffing, CPD (including encouraging scholarly activity), all linked to the QAA Quality Code by:

- Following Fareham College and partner universities' quality assurance policies and procedures and relating them to OfS Quality Assessment Framework.
- Overseeing the strategic direction of higher education in the College, and monitoring and improving the quality of Level 4, and higher, courses in the college through the Higher Education Board of Studies.
- Providing substantive higher education teachers with relevant CPD and the opportunity to pursue scholarly activities through case loading.
- Seeking to achieve TEF Silver status through the 2018/19 TEF Year 4 Assessment process.

e. To provide a distinctive adult and higher education student ethos, environment and support by:

- Creating a professional learning environment in areas in the College, where higher education is delivered.
- Offering access to a range of learner support services, both at the college and through the workplace.
- Accessing regular student feedback and responding appropriately.
- Developing remote access to learning and learning resources via educational digital technologies, accessible from home or the workplace.
- Encouraging student involvement with partner university student unions and social groups.

f. To pursue a policy of widening participation, through which more students with ability are able to access higher education, regardless of background or the ability to pay by:

- Facilitating social mobility through access to higher education for those with ability and closing attainment gaps.
- Contributing to greater local, regional and national economic success through the provision of a better educated workforce.
- Providing learning opportunities to enable all with ability to 'get ahead'.

- Collaborating with employers, partners and universities to improve skills shortages and addressing skills gaps leading to sustainable growth and wealth creation.
- Incentivise and empower students to pursue non-traditional routes into higher education.
- Designing curricula which reflect the diverse needs of students in partnerships with, and taking account of, local business and employers' needs.

STAFF CAPACITY AND INVESTMENT

The expansion of Level 4, and higher, provision necessitates investment in terms of development time for the setting up of new courses and working with employers in their design. The College has a strong staffing base, with lecturers who have good connections with employers and who work closely with providers of higher education.

The routes for funded growth are through direct funding from OfS. Investment considerations include the need to develop quantity, quality and other processes specifically for higher education programmes to meet the indicators of sound practice as identified by OfS and the UK Quality Code.

RISK MANAGEMENT

The Fareham College Senior Management Team assesses the performance of all the College's provision, including higher education and provides high level reports to the Governing body. The College manages risk through a comprehensive risk management process, which is the responsibility of the Principal. For further information about the identified risks associated with Fareham College's HE provision refer to the Risk Management Policy and associated Risk Register.

CURRENT PROVISION AND PROGRAMME DEVELOPMENT TIMELINE

The timeline for the development of a new higher education programme is lengthy compared to FE provision. It is necessary to bid for funding at least 18 months in advance of beginning the course and higher education validation has to meet the requirements of the university/awarding body, as well as internal validation processes and calendars. Part of the development process will also require risk and cost-benefit analysis, as well as further market research if these were needed.

Fareham College Higher Education Curriculum

Faculty	Course title	Awarding Body	2018/19	2019/20	2020/21
CEMAST	HNC (PT/FT) Engineering (pathways in Electrical/Electronic, Mechanical or Aerospace)	University of Portsmouth	✓	✓	✓
CEMAST	HND (PT/FT) Engineering (pathways in Engineering, Electrical/Electronic or Mechanical)	University of Portsmouth		✓	✓
CEMAST	HND (PT) General Engineering	University of Portsmouth	✓	✓	✓
CEMAST	HNC (PT) Automotive & Motor Sport Engineering	University of Portsmouth		✓	✓
HSE	Foundation Degree in Early Childhood	University of Chichester	✓	✓	✓
HSE	BA (Hons) Early Childhood	University of Chichester	✓	✓	✓
HSE	Foundation Degree in Health and Social Care	University of Chichester		✓	✓
HSE	Foundation Degree in Sport	University of Portsmouth		✓	✓
HSE	Certificate for the Advanced Practitioner in Schools and Colleges	CACHE	✓	✓	✓
HSE	Assessor/Coach Apprenticeship Standard (Level 4)	TBC		✓	✓
HSE	Learning and Skills Teacher Apprenticeship Standard (Level 5)	TBC		✓	✓
HSE	Diploma in Teaching and Learning	VTCT	✓		
HSE	Assessing vocational achievement	VTCT	✓		
HSE	Internal Quality Assurance of Assessment Processes and Practice (level 4)	VTCT	✓		
EDI	Higher Apprenticeship in Leadership and Management	ILM/CMI	✓	✓	✓
EDI	Chartered Manager Degree Apprenticeship	University of Portsmouth		✓	✓
EDI	Level 4 AAT Diploma	AAT	✓	✓	✓
EDI	Higher Digital Industries Apprenticeship: Network Engineer	Pearson	✓	✓	✓
EDI	Level 4 Accounting/Taxation Professional Standard Apprenticeship	AAT	✓	✓	✓
EDI	Level 4 Associate Project Manager Apprenticeship	APM	✓	✓	✓
	Level 4 School Business Professional		✓	✓	✓
EDI	HNC/D (FT) in Computing (pathways in Network Engineering or Software Engineering)	Pearson	✓	✓	✓
EDI	HNC/D (FT) Travel and Tourism Management	Pearson		✓	✓
CETC	Higher Apprenticeship in Civil Engineering	Pearson		✓	✓
CIND	HNC/D (FT) Creative Media Production	Pearson	✓	✓	✓
CIND	HNC/D (FT) Music Technology	Pearson	✓	✓	✓
CIND	HNC/D (FT) Fashion	UAL			✓