

Leeds City College

HE Strategy 2015-18

(Student & Staff consultation September 2015)

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Higher Education Strategy

Leeds City College

1. This document outlines the HE Strategy for the development and delivery of all Higher Education within the Leeds City College which became a reality on the 1st April 2009. Staff and students of Leeds College of Technology, Leeds Thomas Danby College and Park Lane College Leeds and Keighley merged to form what will be one of the biggest colleges in the country. On 1 August 2011 Joseph Priestley merged with the College and a strategic alliance was formed with Leeds College of Music. The new college has 50,000+ students and a turnover of £80m a year.
2. The Higher Education Strategy builds on the long and successful legacies that Park Lane College, Leeds College of Technology, Leeds Thomas Danby and now Joseph Priestley and Leeds College of Music bring to Leeds City College. This provides a firm foundation from which the College can make a real difference locally, regionally and nationally. Leeds City College is committed to being one of which all students and partners can be proud and one that will provide the highest quality education for students, employers and the wider community.
3. Our mission is:
To be recognised as an exceptional and responsive College providing life changing skills and experiences for individuals, businesses and communities.
4. Higher Education is a significant aspect of the mission of the College. The College is a national provider of education, skills, training and employability opportunities and has developed extensive provision which is not provided elsewhere through more traditional HEI developments. Opportunities for progression from Further Education onto Foundation Degrees and Top Ups in Higher Education will be energised by the College and its bringing together resources and expertise to meet the social and economic needs of the City and the region.
5. This Higher Education Strategy ensures that the needs of the market can be met effectively and efficiently with minimum risk to financial stability. The Higher Education Strategy is based on a sound vision for Higher Education, fully aligned to the vision and mission of the College, and a self-critical review and assessment of current performance which has led to the creation of achievable, realistic business/operational plans for Higher Education.

6. As a large, diverse organisation, Leeds City College provides numerous benefits to the region, employers, employees, students and the community. Particular advantages for students are being gained through bringing together higher and further education opportunities in a way which supports progression and access. Leeds City College is well placed to offer a vocational higher education curriculum that articulates well with the further education curriculum and in the future, this will be a positive attribute in enabling progression from Level 2 and Level 3 diplomas for 14-19 year olds. The College through its Further Education and Higher Education will be a major deliverer of the skills agenda within the region including up skilling of individuals during the current recession.

Management of Higher Education

7. The Principal of Leeds City College has overall responsibility and accountability for the College and leads an Executive Team which includes executive-level Deputy Principals, one of whom has responsibility for Higher Education, and Senior Managers with briefs covering planning, performance monitoring, finance, curriculum, resources, quality, student welfare, estates and business assurance.
8. Higher Education within the College is managed through the Higher Education Development Office (HEDO). The College has invested in an infrastructure to develop and manage the higher education provision. HEDO has both strategic and operational management and oversight of the HE provision within the College. This includes the management and monitoring of distinct quality assurance processes for higher education along with providing support for curriculum teams in the design, development and delivery of HE programmes.
9. The Higher Education Development Office is accountable to the Executive Team and through this group to the Corporation. It is responsible for:
 - Maintaining a strategic overview of Higher Education and supporting the Executive Team and the College in determining the strategic direction for Higher Education;
 - Promoting awareness, raising aspirations and widening participation in Higher Education;
 - Designing and developing progression routes into and through Higher Education
 - Managing and co-ordinating the Higher Education deliberative structures including the Higher Education Committee and Higher Education Academic Board
 - Coordinating the development of Higher Education policies, procedures and practice across all of the College including the audit function;

- Approval, monitoring and review of Higher Education programmes;
- Deciphering regulations relating to Higher Education through the HE Academic Board and Higher Education Committee and Annual Planning.
- Management of assessment processes including Examination Boards;
- Monitoring of consistency and comparability in terms of the student learning experience and academic standards;
- Management of relationships with awarding bodies;
- Taking responsibility for ensuring that the external reporting requirements are met including the Access agreement and monitoring reports, National Student Survey, Destination of Leavers survey, key information set and QAA Reviews.
- Expanding employer engagement and maintaining the relevance of the provision.
- Monitoring the financial viability of the provision.
- Ensuring appropriate staffing levels.

Locus of delivery of Higher Education

10. Higher Education provision is currently delivered through faculties across college and campuses. HEDO is responsible for the delivery of targets agreed with the Executive Team. The Curriculum planning cycle is used to review and evaluate the opportunities and potential growth areas for development across the whole of the organisation.

In addition, the faculties are supported by a number of service units including: MIS, Estates, Student and Learning Services, Human Resources, and Marketing. There is a degree of central co-ordination but the development and management are devolved to HEDO.

Higher Education

11. Leeds City College is able to offer the resources, choice and location of a large college combined with the flexibility and responsiveness of smaller community-based institutions. Its current Higher Education provision, therefore, is offered as programmes and awards at all levels: access, undergraduate, postgraduate and professional.

12. The College is the largest provider of HE in FE in Leeds. It has worked successfully awarding bodies for many years.

Partnerships

Leeds City College Partnerships with Awarding Bodies

13. The College has formal agreements with 5 Higher Education awarding bodies. These have developed as part of an overall strategy that allows the College to offer the widest possible choice of opportunity to learners and employers. The College Higher Education management strategy takes advantage of its maturity and level of autonomy to develop its own overarching Higher Education Quality Assurance procedures, which take into account the UK Quality Code and which meet in full the requirements of all its awarding bodies. This approach streamlines management and ensures consistency and comparability of quality and standards on all of the Higher Education provision. The College has taken advantage of opportunities offered by each of its awarding bodies to extend maturity in the development of Higher Education provision and also benefit from the experience and staff development programmes within the awarding body.

Regional Partnerships

14. Leeds City College has a number of partnerships with national, regional and local bodies and will continue to develop strategic partnerships that expand opportunities in both Higher Education and Further Education. The emphasis is on the development of higher level skills, meeting employer needs, providing progression opportunities for students and on the personalised needs of learners. The College also has a successful history in offering qualifications awarded by professional bodies. Extensive consultation and discussion of development plans regularly takes place with employers, Heart, LAs, regional agencies and a range of stakeholders including sector groups, who have all confirmed the market potential and requirement for vocationally based, Higher Education programmes. The development of Higher Education is particularly focused on professional and work related higher level learning. Further developments in this area of activity will make a significant contribution to the need for a qualified workforce and workforce development. Delivery of Higher Education in the workforce benefits from the College's Further Education links enabling the College to assist the region to emerge from recession.

15. The College continues to develop innovative partnerships with schools, other FECs and local HEIs to promote progression into and through Higher Education, widen access and participation by under-represented groups and to create new opportunities to address the challenges posed by the national agenda. The College continues to focus on the needs of employees, the 14-19 age group and adults new to Higher Education.

16. Key features of the Higher Education Strategy will, therefore, focus on the need to:

- Achieve foundation degree awarding powers
- Establish progression routes from Further Education to Foundation Degrees and Honours Degrees and effectively manage the provision in a difficult economic climate.
- Engage with employers and other providers in the design, development, delivery, funding, accountability and quality assurance of short courses and programmes of study of higher level learning;
- Place emphasis on the higher level vocational skills agenda and improve employability;
- Provide innovative opportunities for widening participation and increasing access to Higher Education;
- Develop with employers, professional bodies and other regional agencies, models and frameworks for learning that are credit rated, flexible and responsive to market need and underpinned by scholarly activity;
- Ensure the continued development of innovative partnerships with local HEIs and other agencies.
- Ensure relevant validation arrangements are in place including the College achieving Foundation Degree Awarding powers.
- Further develop opportunities within the international market aligned with the College's International Strategy.
- Ensuring that the College provides appropriate HEness and a HE learning experience.
- Promote scholarly activity and facilitate opportunities for staff and students to engage in research as partners

17. The College will ensure a targeted approach to create opportunities for cross fertilisation across the institution and with employers and agencies in the region. This customer focused approach will increase the capacity of the College to provide responsive, flexible courses which provide learning opportunities in a way that meets individual learner needs, preferences and abilities with more choice, advice and support. The College will take these initiatives forward through partnership with employers and their representative bodies; individuals and trade unions; training and education providers; the community and voluntary sector and other Government

departments and agencies in order to deliver a sustainable, long term vision for skills in Leeds and its region.

Rationale for Developing Higher Education

18. Higher Education students benefit from the ethos of the College which does not differentiate between Higher Education and Further Education students in terms of the need for a first class learning environment. The philosophy of the College is to provide relevant services for staff and students regardless of the particular programme on which they teach or learn. Higher Education students therefore benefit from a mature range of services and committed staff. The very relevant range of provision is highly responsive to the needs of learners, employers, local communities and those who are underrepresented in education and training. The College has, during the current recession, been responding to the increased demand for vocational training and higher level skills.

Strategic Direction

19. The Corporation of Leeds City College is responsible for setting the strategic direction of the College. The Principal and College Executive Team are responsible for managing and implementing the vision and strategy within the College. The Development Plan contains strategic goals each of which is elaborated by a series of sub-goals which are disseminated throughout the College.

20. The College delivers the mission through its strategic aims and operational processes which include the following strategies:

- To relentlessly pursue excellence in everything we do, leading further education in the City Region.
- To provide high quality learning opportunities of a wide range and level.
- To provide an inclusive learning and working environment that is safe, friendly and supportive.
- To attract, develop and retain a highly qualified, skilled and professional workforce who will work collectively to deliver our priorities and outstanding 21st century teaching and learning.
- To ensure the financial health and solvency of the College, enabling investment in the Mission through effective utilisation of resources.
- To continue to develop the vision for a flagship College for the City and Region whilst maintaining and improving the existing estate.

- To develop and maintain effective external partnerships, assisting key stakeholders to achieve their goals.
- To harmonise the College culture and develop structures, policies and procedures to secure the transition and a successful future.
- To prepare an Annual Operating Statement which is reflected in the plans of teams across the college.

National, Regional and Local Priorities

21. Government policy identifies that growth in Higher Education will be delivered through an increase in the number of part-time students. More flexible ways of learning, learning in the workplace, the development of credits which carry value in their own right, and acceptance of credits from other institutions will be used as a basis for increasing participation and developing vocational skills. The college will continue to work with employers to identify and develop innovative ways to bring Higher Education learning into the work place.
22. Leeds City College will continue to work productively with its local HEIs and regional partners to ensure that the current and planned growth meets national and regional social and economic priorities and builds on the strengths of the college. The college will plan to work with partners across the region to identify how best to use the strengths of the College and satisfy niche markets in Higher Education. Provision at all levels is flexible, innovative, employer-facing, responsive to market needs, is demand-led and is consistent with the overall strengths, resources and staffing of the Leeds City College. Recent examples of this include work with the NHS and Dettica The College has particular strengths in addressing and supporting the needs of part-time students and students in the work place. In addition it will continue to work effectively with its local HEIs in seeking opportunities for progression and linked curriculum that enhances the opportunities for all learners.
23. The College continues to invest in staff and resources to ensure credibility, expertise and support for Higher Education which articulates effectively with other provision, including progression from Level 3.
24. There are well established planning processes, that include Higher Education Committee, annual self-assessment, business performance management, estate development plans, risk management, human resource plans, three-year financial plans, and equal opportunities which all reflect the management and investment in Higher Education.

25. Leeds City College plays a major role in socio-economic challenges making use of its wide ranging networks and market intelligence to ensure the range of provision. It aims to widen participation in further and higher education and to meet the needs of learners from increasingly diverse backgrounds. The strategies for accessing and widening participation address these student needs, and have led to the development of an exemplary student learning support system.
26. The development of Higher Education is demand-driven by its students and stakeholders. The college, through its widening participation and access strategies, recruits a large number of learners who would not gain entry through traditional routes to Higher Education. It also provides a nurturing environment that encourages and enables students, progressing from Further to Higher Education, to succeed and has developed strengths in supporting non-traditional learners in Higher Education. The College will continue to develop innovative programmes that promote wider progression opportunities and involve strategic partnership working.

Major Changes

27. This 2015 -18 Higher Education Strategy has been developed in response to a number of major changes in the internal and external environment.
- Changing government policy in terms of the funding model and the removal of the student number control.
 - The ongoing development of Leeds City College and the opportunities and challenges raised through the mergers and strategic alliance.
 - The need to address and support the needs of part-time and work place based students;
 - The economic downturn and the short and long term implications for workforce development eg. upskilling, reskilling and increased demand for higher level skills.
 - The need to provide flexible, leading edge curriculum to meet the needs of employers including improving the skills bank of their employees.
 - Demographic changes and the continued requirement to widen participation amongst groups under-represented in higher education and encourage progression into and through Higher Education;
 - National and regional economic strategies and priorities including STEM priorities;
 - The growth and consolidation within the institution which opens up new challenges and opportunities particularly for widening participation and increasing access to higher education by under-represented groups;

HE Strategy 2015-18

28. The College has overarching aims and objectives for Higher Education which will run throughout the 2015-18 and apply to all parts of the College. The Higher Education Strategy and its aims and objectives will be reviewed on an annual rolling basis as a natural consequence of the dynamic nature of the external and internal environment.
29. The strategy will enable the College to further develop its Higher Education so that it builds systematically on successful achievements to date in further and higher education and meets the needs of a learning society primarily at local and regional level but also national and international levels. Development of Higher Education must, therefore, be sustainable, ambitious in raising aspirations of students in the region and support the development of a highly skilled, knowledgeable workforce for the future.
30. The College takes a planned, strategic approach to the development of its Higher Education and therefore all aspects are integrated and embedded within the overall operation and planning of the College. The continued development of Higher Education is an integral element in achieving the overall mission of the institution.
31. The Higher Education Strategy is further embedded into the College through strategies and policies relating to teaching & learning, assessment and APEL. These related strategies and policies are listed in Appendix 2. Access agreements will be used to promote widening participation linked with the fees policy which will focus on providing a competitive edge supported by a comprehensive bursary system.

The College would like to facilitate growth in student numbers by adding to its directly funded learner numbers by constantly reviewing the portfolio of HE programmes and the external market to identify possible growth areas

Strategic priorities

32. This strategy focuses on the development of higher level skills and vocational learning in line with the findings of Leitch; the building of the skills infrastructure under the direction of the Local Enterprise and Partnership and relevant Employment and Skills boards. It is instrumental in the strengthening of the relationship between the worlds of education and employment. Emphasis is placed on learner preferences; employer needs and market intelligence within the context of active engagement with lifelong learning networks, Employer bodies sector skill organisations, National Apprenticeship Service, National and regional agencies. Awards will be designed to offer a second chance to mature students without qualifications or seek to find careers in new areas of development, and

to encourage new opportunities for career development, employability and progression to further study.

33. The key aims of the Higher Education Strategy are to:

a) **Review the Higher Education provision across the college.**

Leeds City College will continuously review all of the Higher Education provision and the existing partnership arrangements. It will seek to maximise efficiency and effectiveness and ensuring that the programmes offered to students best meet the needs of Leeds & the Region. The College is also committed to providing high quality provision. The Higher Education Development Office will work to ensure that consistent quality systems and procedures are embedded across the whole of the provision.

b) **Achieve foundation degree awarding power**

The College will build upon its existing HE quality and enhancement systems to ensure that it is well positioned to achieve FDAP. This will include not only include enhancing existing quality assurance systems but also promoting and facilitating scholarly activity amongst both staff and students.

c) **Continue with its goal, already embedded in all parts of the College, to improve progression into and through Higher Education and increase and widen participation in Higher Education by under represented groups of learners.**

The College seeks to increase and facilitate the participation of students that are currently under represented in the Higher Education sector including students from disadvantaged backgrounds and students with physical and/or learning disabilities. This will require the further development of personalised learning and coherent vocational pathways that promote lifelong learning and employability.

d) **Design, develop and deliver a relevant curriculum that put the students' needs first, offers flexible, responsive programmes appropriate to the social and economic needs of the locality and region that reflect the diversity of the student body.**

The College continues to pioneer, manage and develop a range of teaching and learning initiatives which provide innovative curricula and personalised learning. Development is focused on flexible, responsive programmes that are professional, work-related and engage the learner in the acquisition of higher level skills and

knowledge and are responsive to the diversity of the student body. This ensures that developments are relevant to the social and economic needs of the locality and region and hence increase employability of students. To this end, it will access and appropriately manage funding allocations to support the core activities and develop both students and staff.

e) **Improve recruitment of part time students.**

Leeds City College will further develop foundation degrees that are accessible to employers, full and part-time students and widen participation. Consideration of the portfolio on offer and looking at innovative models for curriculum design and delivery and building partnerships with employers. This will require the development of staff expertise and ensuring that the systems and support structures are in place to meet these needs. The aim is to ensure that the range of products and services offered are employer facing and demand led. By working with employers, professional bodies and other regional agencies, the College aims to develop models and frameworks for learning that are credit rated, flexible and responsive to market need. Activity will be sustainable through different models of funding and investment.

f) **Develop and strengthen partnerships with employers, sector groups, HEIs, FECs, schools and other providers to address the regional economic strategies and priorities.**

The College will strengthen partnerships with HEIs, other FECs and other providers to ensure optimum use of resources and staff expertise. It will continue to foster regional collaboration and dissemination of good practice through working with regional agencies and partner institutions.

g) **Develop a research profile through scholarly and pedagogical activities that will underpin the growth, development and strategic management of Higher Education.**

The College aims to foster a systematic approach focused on both subject scholarship and pedagogic excellence to ensure that Higher Education academic staff are competent to teach, facilitate learning and undertake assessment to the level of the qualification being awarded. The mission and vision for Higher Education statements set the ethos whereby all Higher Education staff are focused on the need to contribute to the College in terms of outstanding performance;

creating a culture of research and experimentation and as a leading vocational, intellectual and creative resource for the communities it serves. The College will provide a rich range of planning and development opportunities available to all staff for the benefit of students, staff, employers and the College.

To increase links with the Higher Education Academy through the accreditation of a HE CPD scheme.

- h) **Promote future proofing and sustainability through all its developments and activity within higher education and ensure measures are in place for review and evaluation purposes.**

The College has a fully integrated and embedded risk assessment and management system to ensure continuity and sustainability. The College will ensure that its strategies, policies and procedures are reviewed annually to ensure appropriateness and relevance for the current environment.

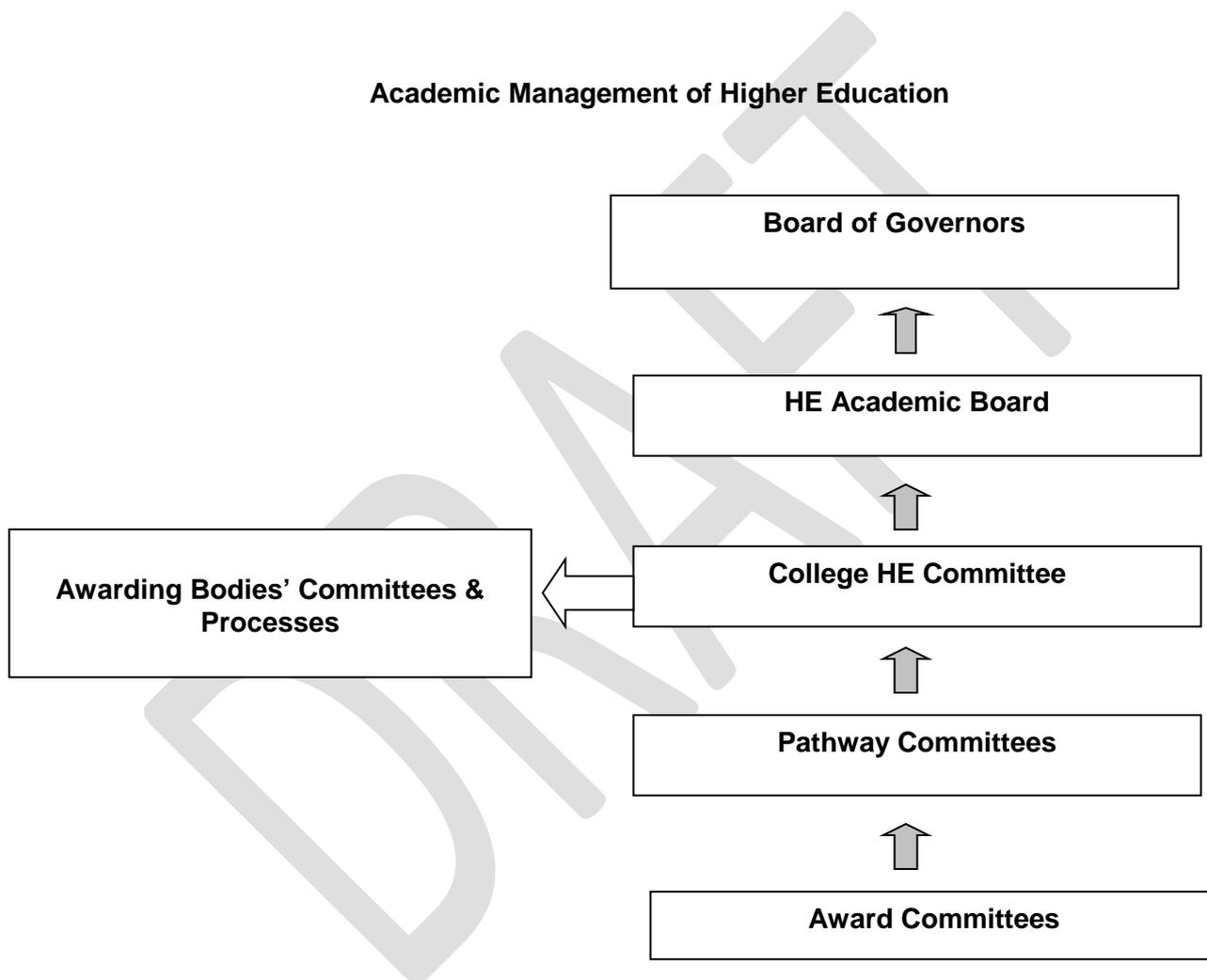
34. Appendix 1 builds on these aims and identifies key objectives and recommended action. All parts of the institution are invited to identify how they will promote and support the continued development of Higher Education. The Higher Education Directorate is responsible for ensuring that appropriate structures, systems and processes are developed to support this activity.

Strategic Management of Higher Education

35. The College continues to support a holistic approach to the development of Higher Education. This is implemented through a devolved structure with centralised support through the Higher Education Development Office to ensure ownership of Higher Education by all levels of the College. Hence ensuring that Higher Education in the College is vibrant, self-reliant and outward looking. This enables the College to fully support the region in addressing the needs of a dynamic economy, healthy environment and a distinctive culture whilst at the same time working to enable everyone to have the opportunity to realise their full potential. Higher Education is resourced and financed through the normal business planning processes of the College and will continue to be a prime focus for activity within those processes.

Academic Management of Higher Education

36. The College takes full responsibility for the management of the academic quality assurance and standards of its Higher Education through its academic structures as illustrated below.



Curriculum Development

37. The College aims to design, develop and deliver curricula that puts the learners' needs first, offers flexible, responsive programmes relevant to the social and economic needs of the locality and region and be responsive to the diversity of the student body. The college will review the curriculum in terms of mode and delivery for flexible, innovative teaching, learning and assessment for full time and part-time students including:

- integrating and embedding employability within programmes of study and increasing the use of blended and distance learning and the use of technology;
- building on current successful models and developing innovative curriculum models for working in partnership with employers
- further growing customised and short programmes to L5 designed to improve skills for the workplace using the Business School as the engine for development.
- annually reviewing and rationalising the portfolio of programmes for effectiveness and efficiency in relation to the relevant regional and national agendas.
- consultation with employers thus ensuring relevance

Resourcing of Higher Education

38. The college is aware of the need to work towards providing an appropriate experience for those studying on a higher education course within a college environment. All students regularly complete end of module feedback forms, participate in course committees and have a Higher Education Officer as part of the Student Union executive. The Higher Education Development Office and faculty management teams review issues raised and identify good practice.

39. The College has provided a number of dedicated study spaces for higher education students. The College is looking to provide a higher education centre.

40. Higher Education programmes are supported by staff in the College's libraries in the provision of appropriate resources. Learning materials are made available on the VLE to support both generic study and subject specific knowledge and skills. The students also have good access to ICT equipment, assistive technology and other aids to learning.

41. A designated member of the Library+ team is linked to a specific curriculum area and supports the resourcing process as well as being part of ongoing programme committee meetings. There are strong links between LRC staff within College and the LRC staff in partner HEIs. These links also provide opportunities for staff development for our LRC staff. LRC staff are welcomed as part of the team supporting Higher Education within the college and the LRC Manager is a member of the Higher Education Committee.

Continuous Professional Development & Scholarly Activity

42. The College aims to develop a research profile through scholarly and pedagogical activities that will underpin the growth, development and strategic management of Higher Education. It will

- deliver a staff development programme in order that the College is prepared for increased responsibility.
- support staff in scholarly activity and monitor the impact upon learning & teaching
- promote the achievement of postgraduate qualifications and membership of HEA.
- Monitor the impact of the new HE CPD scheme

Recruitment, Retention and Progression

43. The College's Access Agreement sets out its position and plans to widening participation and increasing participation by under-represented groups. The College aims to:

- Continuously review the participation & success rates of under represented students on Higher Education programmes and establish benchmarks for the new college
- provide innovative opportunities for widening participation and increasing access to Higher Education and develop and consolidate links pre and post Higher Education within the College and in the community.
- review and promote progression opportunities for apprentices.
- develop new additional learning materials to support students moving into Higher Education.
- offer additional Higher Education Summer Schools for both internal and external students.

- provide focused IAG for students from non traditional backgrounds and students with physical and/or learning disabilities to provide an inclusive learning environment

Risk Management

44. The policy relating to risk is to integrate corporate governance with management processes in line with adapted guidance from the Turnbull Committee. All provision and initiatives within the Higher Education portfolio will be subject to risk management analysis, monitoring and review. The review of risk covers business, operational and compliance as well as financial control. The policy forms part of the Leeds City College internal control and corporate governance arrangements.
45. The approach to risk makes prudent recognition and disclosure of its financial and non-financial implications of risk. The College is committed to an inclusive approach to the identification and management of risk and all key risks are carefully monitored. The policy defines the responsibilities' and risk management focus and is fully explicated within the Development Plan.
46. The management of risks will mean that:
- business plans will be developed and agreed for Higher Education annually.
 - appropriate measures to enhance performance will be determined making use of internal and external performance indicators.
 - annual review of student numbers and market demand will identify areas for development within the institution and with partners.
 - systems for data collection, analysis and management will be further developed to ensure accessible evidence for external scrutiny.

Conclusion

47. This Higher Education strategy covers a period of 3 years. An action plan for its implementation is shown in Appendix 1. The College aims to provide Higher Education of excellent quality that meets the needs of individuals and businesses of the Leeds City Region and beyond. Growth in Higher Education remains an ambition of the College but this will have a clear focus on part time vocational programmes and set within the current funding constraints.

Appendix 1 2015-18

A) Review the Higher Education provision across the college.

The College will seek to maximise efficiency and effectiveness by dealing with any areas of duplication and ensuring that the programmes offered to students' best meet the needs of Leeds & the Region.

Objective	Action	Impact	By Whom	By When	Progress To be reviewed annually
Provide a coherent Higher Education offer to Leeds and the Region which is efficient and effective.	To continuously review the HE provision and to identify new markets	<i>To ensure that the HE offer is current and responds to market needs.</i>	HEDO	July 2018	
Provide high quality Higher Education programmes	<p>Monitor and enhance consistent quality systems and procedures across the Higher Education provision.</p> <p>Continuously work to improve the HE facilities for learners to facilitate a quality "HE in FE" learner experience.</p> <p>Continuously monitor the performance of HE programmes to ensure that standards and quality are maintained</p>	<p>Review and where appropriate develop systems and procedures. Consistently applied across all HE programmes.</p> <p>Work with the property strategy as the College estate is redeveloped and ensure HE accommodation is developed.</p> <p>High quality HE programmes with good outcomes for learners</p>	<p>HEDO</p> <p>HEDO/Estates</p> <p>HEDO</p>	<p>July 2018</p> <p>July 2016</p> <p>July 2018</p>	

Achieve FDAP	Work towards the achievement of FDAP	Review and develop the College infrastructure, processes, procedures, relationships to facilitate achievement.			
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B) Achieve Foundation Degree Awarding Powers

Objective	Action	Impact	By Whom	By When	Progress To be reviewed annually
Achieve FDAP	Ensure that the College is in a position to achieve FDAP by ensuring that the policies, procedures and practices are fit for purpose.	By achieving FDAP the College will have the flexibility to offer HE curriculum which is truly vocational and responds to market demands.	HEDO to lead but whole college to be involved	July 2018	

C) Improve progression and widen participation in HE by underrepresented groups of learners

The College seeks to increase and facilitate the participation of students that are currently under represented in the higher education sector including students from disadvantaged backgrounds and students with physical and/or learning disabilities. This will require the further development of personalised learning and coherent vocational pathways that promote lifelong learning and employability.

Objective	Action	Impact	By Whom	By When	Progress To be reviewed annually
Widen participation and increase participation by under-represented groups	Continue to develop links pre and post HE within the institution and in the community.	Increased awareness of LCC HE provision	HE Business Development Officer/HEDO	July 2018	
	Ensure that the Access Agreement is effective by monitoring the participation of under represented students on HE programmes	Increased participation by under represented groups.	HEDO	July 2018	
	Review and monitor the performance of under-represented groups	Increased success rates by under represented groups.	HEDO	July 2018	
Provide innovative opportunities for widening participation and increasing access to higher education	<p>Review and plan for coherent vocational pathways from FE to HE and progression through HE</p> <p>Develop additional learning materials to support students moving into HE</p> <p>Focused IAG for students from</p>	<p>Establish progression ladders from FE into HE for vocational areas across the new college and market appropriately.</p> <p>Run HE Summer Schools for both internal and external students</p>			

	nontraditional backgrounds and students with physical and/or learning disabilities to provide an inclusive learning environment	Audit and review success and achievement data of WP students identifying institution-wide activities and particular groupings needing additional support. Establish benchmarks			
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D) Curriculum development

The College continues to pioneer, manage and develop a range of teaching and learning initiatives which provide innovative curricula and personalised learning. Development is focused on flexible, responsive programmes that are professional, work-related and engage the learner in the acquisition of higher level skills and knowledge and are responsive to the diversity of the student body. This ensures that developments are relevant to the social and economic needs of the locality and region and hence increase employability of students. To this end, it will access, and appropriately manage funding allocations to support the core activities and develop both students and staff.

Objective	Action	Impact	By Whom	By When	Progress To be reviewed annually
Design, develop and deliver curricula that puts the students' needs first, offers flexible, responsive programmes relevant to the social and economic needs of the locality and region and are responsive to the diversity of the student body	Continue to ensure that work related learning and employability are embedded within programmes of study	Review and rationalise the portfolio for effectiveness and efficiency in relation to the relevant regional and national agendas.	HEDO	July 2018	
	Review curriculum in terms of mode and delivery for flexible, innovative teaching, learning and assessment for full time and part-time students.	Increased student numbers and part-time and students from under- represented groups.	HEDO/Programme Managers	July 2018	
	Review the HE Curriculum	Attractive and high quality portfolio courses	HEDO	July 2018	

E) Improve recruitment of part-time students

The College will further develop foundation degrees that are accessible to employers, full and part-time students and widen participation. This will require a review of the provision to ensure that an appropriate portfolio is offered.

Objective	Action	Impact	By Whom	By When	Progress To be reviewed annually
To increase the number of part time students	Develop more flexible delivery methods which allow participation by students in full-time work or with other commitments	Flexible modes of delivery leading to increased part-time student recruitment	HEDO/Programme Manager	July 2018	
	Further develop the infrastructure to support employer engagement	Increased support from employers	HEDO/ Business Development Manager	July 2018	

E) Development of partnerships

The College will strengthen partnerships with HEIs, other FECs and other providers to ensure optimum use of resources and staff expertise. The institution will continue to foster regional collaboration and dissemination of good practice through working with regional agencies, partner institutions and taking a pivotal role in local nation projects..

Objective	Action	Impact	By Whom	By When	Progress To be reviewed annually
Develop and strengthen partnerships with employers, sector groups, HEIs, FECs, schools and other providers to address the regional economic strategies and priorities	Sustain and further develop partnerships through: <ul style="list-style-type: none"> • Collaborative activity with local HEIs, FECs, schools and other local providers of education and training; • Workforce development activity with employers, regional and national networks • Developing new models of engagement with employers and pursuing co-funding of provision • Develop closely relationships with Employer Responsive 	Explore the range of partnerships currently in place. Review, evaluate and prioritise in order to maximise use of resources of the organisation. Identify the most appropriate range of partnerships to underpin the institution's strategic direction. Develop innovative employer partnership models to support higher level skills agenda.	HEDO/ Business Development Manager/Programme Managers	July 2018	

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F) Research and the development of scholarship

The College aims to foster a systematic approach focused on both subject scholarship and pedagogic excellence to ensure that HE academic staff are competent to teach, facilitate learning and undertake assessment to the level of the qualification being awarded. The mission and vision for Higher Education sets the ethos whereby all HE staff are focused on the need to contribute to the College in terms of outstanding performance; creating a culture of research and experimentation and as a leading vocational, intellectual and creative resource for the communities it serves. The College will provide a rich range of planning and development opportunities available to staff for the benefit of students, staff, employers and the institution.

Objective	Action	Impact	By Whom	By When	Progress To be reviewed annually
Develop a research profile through scholarly and pedagogical activities that will underpin the growth, development and strategic management of higher education. Engage students as true partners	Further implementation of measures that will increase and monitor the impact of scholarly activity	Increased level of scholarship and pedagogic development within the staff profile. Enhanced profile of staffing and experience of students.	HEDO/ HE Learning & Teaching Development Officer/ Programme Managers	July 2018	
	Embed the HE CPD scheme	Increased number of HEA fellows		July 2016	
	Implement strategies from the HEA Strategic Enhancement project				

G) Risk Management

The College has a fully integrated and embedded risk assessment and management system to ensure continuity and sustainability. The College will ensure that its strategies, policies and procedures are reviewed annually to ensure appropriateness and relevance for the current environment.

Objective	Action	Impact	By Whom	By When	Progress To be reviewed annually
<p>Promote future proofing and sustainability through all its developments and activity within higher education and ensure measures are in place for review and evaluation purposes</p>	<p>Manage risk through Business Planning and Performance Monitoring</p> <p>Review HE strategy regularly</p> <p>Identify, assess and manage risks to HE provision, through the deliberative and executive structures and action planning</p> <p>Determine appropriate measures to enhance performance and delivery of higher education. Use of benchmarking and increased use of internal and external PIs</p> <p>Further develop systems for data collection, analysis and management to ensure accessible evidence for</p>	<p>High quality experience for students.</p> <p>Viable and attractive HE provision.</p>	<p>HEDO</p>	<p>July 2018</p>	

	external scrutiny				
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Appendix 2

Linked strategies and policies

A Guide to Quality Assurance for Higher Education

APEL Policy and Procedures

Assessment Policy

Learning Entitlement Policy

HE Admissions Policy

HE e-Learning Policy

Widening Participation Strategic Assessment