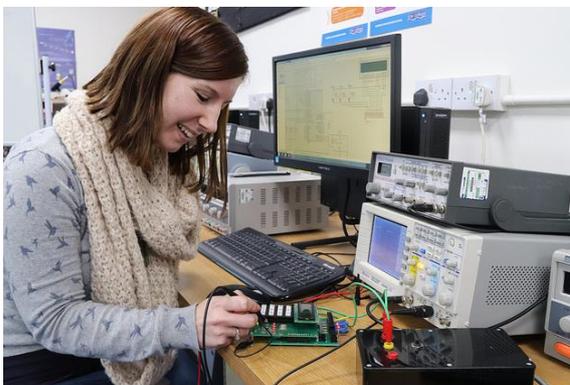




Higher Education Strategy 2018 - 2021



The Bournemouth & Poole College Higher Education Strategy 2018-2021

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1. Introduction

A College dedicated to its students

The Bournemouth & Poole College has been delivering Higher Education (HE) programmes in the South West for over 20 years. The College currently operates on three sites across the conurbation, with HE delivered on two of these. The prescribed provision is delivered in partnership with four Higher Education Institutions (HEIs) – Arts University Bournemouth, Bournemouth University, Southampton Solent University and the University of Wolverhampton.

We are aiming our HE portfolio in particular at students who are local, living within the Bournemouth, Poole and Christchurch areas of our region who wish to access excellent vocational resources and expertise. By increasing our part-time and higher level apprenticeship portfolio we will ensure a flexible offer responsive to the needs of the region, businesses and their employees. This also includes targeting our Further Education (FE) students, providing them with an appropriate progression route.

We are dedicated to and ambitious for our students. We want far more for our students than the acquisition of qualifications. Becoming qualified is, of course, crucially important but it is only part of The Bournemouth & Poole College picture. What we call 'wider student outcomes' are equally important, and is why we are committed to helping our students obtain high grades and become active citizens. Beyond this we then focus on what matters more than anything else: effective progression into work or onto further study.

We believe that if a student comes to our college we can, with our commitment to the whole student experience, enrich their lives, increase their choices and improve their chances of success in an increasingly competitive world. We want them to leave us better qualified, more independent, creative, entrepreneurial and productive. We believe this helps them to become the first choice for employers and universities.

Having this level of ambition for our students is challenging and this strategic plan clearly sets out how we will respond to these challenges to make sure we meet the needs of our students, staff, businesses and communities.

This strategic plan sets out our vision for the next three years to prepare our College for a challenging HE future. We will continue to remain rooted in our community and do all we can to ensure our students become qualified, find jobs keep them and progress in their careers.

Diane Grannell

Principal

2. The College Vision, Mission and Values

The 2020 Vision

Transformation through skills and knowledge

The College Mission

Through inspiring teaching and learning, we develop our students' work skills, life skills and knowledge and so help to build a thriving local economy and community.

Our Values

- A passion for learning & success
- Supportive and caring
- Respectful and considerate
- A champion for equality & diversity
- Ambitious and tenacious

Description of the College

- 2.1 Bournemouth & Poole College is a large General Further Education College in Dorset, with a broad academic and vocational curriculum offered at three College centres, in community venues, on employers' premises and through blended learning. The College's 10,000 students study on programmes that range from entry level to higher education (HE).
- 2.2 The College specialises in career focused HE programmes which are designed to provide students with the skills, aptitudes and knowledge required for work. We firmly believe that we need to build our students' employability skills to enable them to be successful in the current and future global economic environment which will require adaptable, resilient and skilled individuals who can create opportunities and generate new ventures.
- 2.3 Higher Education is a key aspect of the College's curriculum with over 500 students on part-time franchised and full-time validated courses. The College offers HE programmes in partnership with Bournemouth University, Arts University Bournemouth, Solent University and Wolverhampton University. Degree level courses are offered in Business Management, Computing, Engineering, Teaching and Nursing and honours degrees in CGI and Performing Arts. Pearson approved HNC's and HND's are also delivered in a range of subjects. (See table 1 for a complete list of courses)
- 2.4 Over thirty five staff are involved in the delivery of HE and students benefit from dedicated teachers who are experienced in their vocational fields as well as academically qualified and professionally trained practitioners. Teaching is predominantly structured around small seminar groups rather than in large lecture theatres and there is an emphasis on high levels of personalised learning and support leading to excellent retention and success rates. Students retention and success rates on the vast majority of programmes are outstanding with the College attaining 96% achievement rates overall for 2016/17.

Table 1 Range of College HE Programmes

Programme Title	Level	Awarding Body	Mode of Study
HNC/HND Applied Biology	4/5	Pearson	FT
HNC/HND Graphic Design	4/5	Pearson	FT
HND Visual Effects & Digital Film Production	5	Pearson	FT
FdA Business & Management	4/5	Bournemouth University	FT
FdSc Computing	4/5	Bournemouth University	FT PT
FdSc Computer Generated Imagery (CGI)	4/5	Bournemouth University	FT
BSc Computer Generated Imagery (CGI)	6	Bournemouth University	FT
FdA Performing Arts with pathways in Musical Theatre & Contemporary Theatre	4/5	Arts University Bournemouth	FT
BA Performing Arts	6	Arts University Bournemouth	FT
Cert Ed / PGCE	4/5/6	Wolverhampton University	PT
FdA Early Years	4/5	Wolverhampton University	PT
BA Post Compulsory Education	6	Wolverhampton University	PT
HNC / FdEng Engineering – Electronic Design	4/5	Bournemouth University	P/T
HNC / FdEng Engineering – Manufacturing Management	4/5	Bournemouth University	P/T
HNC / FdEng Engineering – Mechanical Design	4/5	Bournemouth University	P/T
HNC Built Environment	4	Solent University	P/T

3. The Structure of the Plan

- 3.1 This three- year Higher Education Strategic Plan is structured to provide a clear link between national policy and our own Vision for HE. We have done this by creating ten Strategic Priorities.

Statement of Purpose

- 3.2 The College's HE Strategy is set within the context of its Vision, Mission, Values and Strategic Plan.

Our 2020 Vision is:

Transformation through skills and knowledge

Our HE Strategy sets out how we will, in a period of unprecedented change, provide relevant programmes at Level 4 and above that: meet needs of local people and employers; address the priority occupational sectors in our region and any corresponding skills gaps; and provide the skills sets required in an increasingly global economy and diverse society. We are committed to enhancing the sustainable employability of our students so that they can progress and succeed in a competitive, dynamic knowledge based global economy which transcends borders.

- 3.3 Our Mission is 'Through inspiring teaching and learning, we develop our students' work skills, life skills and knowledge and so help to build a thriving local economy and community'. Our core values, in particular the values of 'a passion for learning and success, supportive and caring and 'ambitious and tenacious' underpin our commitment to raising the expectations, ambitions and skills level of the communities we serve. We believe that education and training change people's lives and contribute to social cohesion. The measure of the College's success is that our graduates acquire the skills for active citizenship, employability, entrepreneurship and sustainable futures.
- 3.4 The establishment of the Office for Students requires the College to secure a successful registration and fulfil new monitoring and compliance requirements. This process is now underway with the outcome scheduled for August 2018.
- 3.5 As a result of rigorous strategic consultation, which includes thorough consideration of all internal and external stakeholders, the outcomes of external reviews and internal quality assurance and enhancement processes, we have identified ten strategic priorities for our Strategy:

Priority 1	Our curriculum reflects current and future skills needs and provides students with relevant routes to progress
Priority 2	To create an environment in which students are highly engaged and are supported to make the most of their potential
Priority 3	To be in the top quartile of colleges for student achievement
Priority 4	Create a culture of continuous improvement
Priority 5	To develop the skills of our staff so that everyone can contribute to the delivery of our vision
Priority 6	An environment and culture in which staff feel valued and respected, demonstrated through high levels of engagement and performance
Priority 7	Be the first choice provider in all our areas of work
Priority 8	Partnerships and collaborative working that compliment and strengthen opportunities to deliver our mission
Priority 9	Work within our local community to become a true community college
Priority 10	Achieve financial surpluses that enable continual investment in state of the art facilities and resources

3.6 The College's HE Strategy responds to priorities determined from:

Nationally:

- *POLAR 4* (November 2017)
- Higher Education Funding Council for England (HEFCE): *Vocational Degrees and employment outcomes* (February 2018)
- White Paper: *Higher education: success as a knowledge economy* (BEIS May 2016)
- *The Richard Review of Apprenticeships* (2012)

- White paper: *Industrial Strategy building a Britain fit for the future* (November 2017)
- UK Commission for Employment and Skills: *Working Futures 2014 - 2024* (August 2016)
- Higher Ambition: *The future of universities in a knowledge economy* (October 2014)

Regionally and locally:

- Dorset LEP Strategic Economic Plan (2014)
- Economic Growth Strategy – Christchurch and East Dorset Partnership (2015)

Internally:

Through analyses of:

- College data on recruitment, success and progression
- Student Voice activities
- Employer feedback
- Widening participation activities

3.7 HE staff at the College have contributed to the development of this Strategy through a Strengths, Weaknesses, Opportunities and Threats analysis session, HE Planning Days, the HE teachers Conference and the HE Strategy Group. The views of employers and students have shaped the Strategy. At programme level, these views have been gathered through surveys and focus groups with students and for employers, through surveys and a wide range of subject related employer engagement activities via our Employer Advisory Boards (EABs). The College has well established EAB led by employers in priority sectors which advise on curriculum and skills requirements. The views of these organisations and employer representative bodies have informed the College's HE Strategy.

3.8 The College's HE Strategy is closely aligned to our STEM Strategy and our involvement in the Skills Escalator group which has identified key skills gaps.

4. Context and rationale for the College's HE provision

4.1 The College's HE programmes are responsive to the local and regional education, training and skills priorities. The Dorset Skills Plan details six priorities:

- Improving labour market information
- Promoting skills to enable economic prosperity
- Unlocking enterprise and employment growth
- Advising and supporting our future workforce
- Supporting our current workforce
- Supporting the unemployed workforce

Based on data from Cambridge Econometrics Local Economy Forecasting Model, overall employment levels in Dorset will increase by approximately 13% between 2012 and 2022, from 354,800 to 401,800. In addition the LEP is predicting that by 2033 Dorset will be the UK's most sustainable core city region and the most sustainable of these. Looking specifically at the change in employment', the most significant increases are expected to be in:

- Engineering & advanced manufacturing
- Corporate managers
- Caring and personal service occupations (in part reflecting the age demographics of the LEP area)
- Skilled construction trades

The College has experienced a great deal of success in progressing people to Level 4 via academic and vocational pathways and is in a very strong position to expand these types of pathways and provision.

4.2 Working with employers and skills providers through the LEP to ensure correlation between skills supply and demand match is a priority action, as is the involvement of businesses with educational establishments to inspire young people and foster an entrepreneurial spirit within Dorset. The College plays an important role in the regeneration of Dorset and will continue to do so in the future; it is clear that any regeneration activities that go ahead will provide the College with opportunities to act as a training provider, partner and lead in a number of activities, including those activities associated with addressing skills gaps at Level 4 and above for employers.

4.3 The College makes a significant contribution to realising the Dorset LEP vision to '*By 2033 Dorset will be one of Britain's Core City-Regions, and the most sustainable of these. Its competitiveness will be driven by innovation*'. It will assist this globally-competitive

area reach its full potential, enabling existing businesses to grow, become more profitable, enabling new businesses and attracting new businesses to the region.' The College's HE provision has a strong STEM focus with HNC/Ds in Engineering (3 differing pathways), Foundation Degrees in Computing, a Top up Degree in 3D CGI Architectural Visualisation. In Engineering, we offer bespoke HNC programmes for Cobham and RNLI. Linked to our STEM Strategy, the College's HE Strategy seeks to increase recruitment to Engineering and Computing programmes at Level 4 and above, including Higher / Degree Apprenticeships.

- 4.4 The College's other HE subject areas of Business Management, Teacher Education, Graphic Design, Creative and Performing Arts meet other priority skills areas for the Bournemouth & Poole region.

5. Widening Participation

- 5.1 The College's HE Strategy meets identifiable local and regional needs to widen participation in higher education by underrepresented groups, which is particularly important in light of low levels of attainment and significant skills gaps within the areas in the wider sub-region. The College is involved with Southern Universities Network (SUN) and will be working with SUN on three key projects over the next two years.

- Project 1: To Increase the number of students accessing Level 4 Apprenticeships
- Project 2: To Increase Student Knowledge of University Options
- Project 3: To Increase staff and student knowledge regarding careers, to include Level 4 courses through CPD activities

These projects will work towards the following aims:

- Double the proportion of young people from disadvantaged backgrounds into higher education by 2020
- Increase by 20% the number of students from ethnic minority backgrounds
- Address the under representation of men from disadvantaged backgrounds in HE

6. How the Strategy Meets Needs and Adds Value

6.1 The College's HE Strategy has been developed to meet the needs of our local communities and business, and to respond to the changes in the external environment. The Strategy is aligned to local, regional and national priorities to develop a skilled workforce for the 21st century. In an environment where people are likely to have a succession of jobs during their lives, it is vital that students have the capacity to invest in developing their own skills and capabilities. As a College, our strategy is to provide our students with opportunities to act, learn and build as an integral part of their learning. We aim to provide our students with a wide portfolio of personal and professional capabilities to engage with others to create value. The combination of deep technical expertise in a chosen field, coupled with the wider capabilities of creativity, team working, enterprise and other personal qualities will produce agile and resilient graduates.

6.2 Of particular note in relation to meeting needs and adding value, is the support the College provides for students on its higher education programmes. Given that many of our HE students come from non-traditional backgrounds and are the first generation in their families studying at this level, the College adds value by providing high levels of student support, small group sizes and increased contact time on programmes. The College has a strong record of attracting students from typically under-represented groups across the South West which has been recognised as being a cold spot for HE. Out of the 2017/18 intake across all HE courses, 62.12% were male and 37.88% female; 14.5% are from BME backgrounds and 17.23% of students have disclosed a disability. Improvements in widening participation remain a key strategic priority for the college. In our QAA in March 2017 the high level of support the college gives was noted. Student Voice activities confirm students value the support they are given and scrutiny of data identifies that support has enhanced progression to the professions and Honours Degrees.

7. Statement on Current Position & Developments

The management and governance of HE

7.1 The College recognises the importance of its HE provision in achieving its Vision and Mission, and the need to maintain and develop this aspect of its core business. HE programmes are offered in six of the College's 7 directorships and by the International team. The responsibility for the management and quality assurance of HE provision lies with the academic Learning Managers.

- 7.2 The College's Director of Quality, and the Learning Manager with cross college responsibility for HE has oversight of the HE curriculum across the College and works closely with the Learning Managers in curriculum areas to maintain academic standards and ensure consistency in the implementation of quality assurance and enhancement systems across the provision. The Vice Principal, who is a member of the College's Exec, has overall strategic responsibility for HE and reports directly on HE matters to the Principal & Chief Executive.
- 7.3 The College has clear reporting lines within its committee structure which result in regular monitoring of the quality and standards of its HE provision; the reporting lines are as follows:
- Programme Boards have oversight of all aspects of programme development, delivery and quality assurance systems and report to the HE Strategy Board.
 - The HE Strategy Board receives reports from the Programme Boards and makes recommendations on matters related to the College's HE provision, including matters associated with curriculum development, quality assurance and the maintenance of academic standards.
- 7.4 The College sets annual Operational Targets for Higher Education. Progress against these targets is monitored by the Vice Principal Curriculum and Vice Principal Finance and Commercial Development.
- 7.5 The College Board sets the direction for the College's Strategic Plan and associated underpinning strategies.

Quality and standards

- 7.6 The College has well developed quality assurance and enhancement policies, procedures and systems for its HE provision which are understood and applied by staff. Whilst HE programmes follow the same quality cycle as that for Further Education (FE) programmes, HE activities are aligned to the Academic Infrastructure rather than the standards set out in the Common Inspection Framework for FE provision. For example, annual Programme Reviews and annual Self-Evaluation reports are structured around the Expectations of The HE Quality Code. The College's policies and procedures are aligned to those of its university partners and were scrutinised externally as part of the QAA review and at institutional recognition by the relevant universities; for assessment, external scrutiny of the application of policies and procedures occurs at examination boards and at annual visits by External Examiners. Internally, policies, procedures and systems are continuously monitored and reviewed

through the College Committee structure and the annual review and self- evaluation processes.

- 7.7 Quality assurance and enhancement systems at programme level are clearly owned by teachers and managers; student feedback is monitored, evaluated and acted upon; there is clear delineation of roles and responsibilities for monitoring and enhancing quality; and the Learning & Development Strategy supports the requirements of the College's HE programmes by providing opportunities for continuous professional development (CPD), scholarly activity and research to improve practice and HE staff's skills, knowledge and expertise. The College observation review team undertakes teaching and learning observations of all HE staff annually to ensure that students receive high quality teaching and learning opportunities.
- 7.8 Over the next two years the College will continue to work with staff to develop a more explicit understanding of the Expectations of The Quality Code and undertake a variety of activities to support this, including the sharing of good practice through the HE Practitioners' Forum and targeted learning and development activities. HE learning and development priorities are: the use of e technology to enhance students' study and higher level skills; further development of student peer and self-assessment activities; and increased use of online assessment and feedback mechanisms. The College holds an annual Teachers Conference at which specific sessions are held for HE teachers. This also provides opportunities for staff to share the outcomes of scholarly activities and research to improve practice.
- 7.9 The Teaching Excellence and Student Outcomes Framework (TEF) has been introduced by the Government in England to recognise and encourage excellent teaching in universities and colleges. TEF is a voluntary scheme, designed for universities and colleges in England. It is intended to help students choose where to study, by providing clear information about teaching provision and student outcomes. This scheme looks at excellence in addition to the UK's rigorous quality requirements. The TEF looks at what Colleges are doing in addition to the normal quality systems, and awards Colleges gold, silver or bronze for excellence. The TEF process is managed by the Office for Students, and ratings are judged by an independent panel of students, academics and other experts. The College will continue to review and develop its quality assurance and enhancement systems to ensure that the College maintains high academic standards and provides an outstanding learning experience.

Curriculum development

- 7.10 The priorities for curriculum development have been determined through a comprehensive review of existing provision supported by labour market research. Research activities involve close liaison with strategic bodies, such as the Dorset LEP, to determine skills gaps and training needs. Research has identified that expansion of the STEM offer, particularly in Engineering, is a key priority for the College. The College is working in partnership with our EABs particularly in Engineering and Digital developing higher levels in Mechatronics, Electronics, Electrical, Mechanical and Marine Engineering. The College will continue to strengthen its specialism in Nursing and is working with Bournemouth NHS and Bournemouth University and Health Education England on the Trainee Nursing Associate Apprenticeship.
- 7.11 Over the next two years the College is focusing on increasing recruitment to its HE programmes in Engineering, Computing, Construction & the Built Environment, Business Management, CGI. In addition we are in discussions regarding Hospitality and Event Management along with increasing the number of Higher Apprenticeship Frameworks offered.
- 7.12 The College has well-established partnerships with Bournemouth University, Arts University Bournemouth, Southampton Solent University and the University of Wolverhampton. In addition we have recently been working with the University of Portsmouth. The College has recently successfully updated the content and delivery of the HNC / Fd Eng Engineering (Mechanical Design), HNC / Fd Eng Engineering (Manufacturing Management) and HNC / Fd Eng Engineering (Electronic Design) as part of the internal and external re-validation processes in April 2018 for programmes validated by Bournemouth University.
- 7.13 The QAA review team highlighted that the student academic experience is underpinned by close linkages with employers both in programme design and delivery together with high levels of academic and pastoral support from academic and professional staff.

Resourcing

- 7.14 Over the last five years, the College has made significant investment in the redevelopment of its estate. The College facilities available to higher education students includes a STEM centre opened in 2013, a contemporary 136-seat Performing Arts Theatre, purpose-built dance studios and performance venue, a Digital Media Centre and new laboratories for health and medical sciences. The College has also recently created other new facilities such as a Financial Services Centre, Marine Technology Centre,

the Enterprise Academy and the North Light Art and Design Centre. The College has outstanding industry standard facilities and resources to support academic and work related. The North Road site incorporates state of the art engineering and CGI features. Both Lansdowne and North Road sites have dedicated HE areas which can be used by HE students across centres. Having made this significant investment in its estate, the College has undertaken a planned programme of maintenance to ensure that accommodation is kept up to date. Further investment is planned for 2018 to upgrade the College's Digital facilities at its Lansdowne site, including new Digital hub which has been informed by industry needs.

- 7.15 As part of the redevelopment of its Centres, the College has invested in high quality resources to support teaching and learning, including digital technologies to enhance autonomous learning and flexible modes of delivery. All classrooms and workshops are equipped with the latest learning technologies. Over the next three years, the College will continue to enhance the scope and range of its current technology to assist practice, including its virtual learning environment, mobile technologies and a significantly expanded set of tools to allow uploading of video cast and podcast material generated by staff and students. In 2018 the College introduced a new Quality Manager post to support staff with integration of digital technology in delivery. We will make effective use of Student Voice mechanisms and stakeholder feedback to keep abreast of demands and expectations, as well as responding to innovation in technology and other learning resources.
- 7.16 Resources for existing programmes are allocated as part of the annual curriculum planning process; where new provision is planned, the resources needed to support the programme are reviewed as part of the internal validation process. LRC and IT Services staff work closely with academic teams to identify on an annual basis the wider resources, including learning materials, needed to deliver programmes and support learning.
- 7.17 Staffing on HE programmes is reviewed annually as part of the curriculum planning process. Staff currently teach 864 hours a year and 3 hours remission is given for programme leadership of HE courses.

Continuous professional development and scholarly activity

- 7.18 All HE staff at the College have relevant industry specific experience and practice and are required to undertake a minimum of 30 hours CPD annually to keep abreast, for example: general teaching pedagogy; new technologies to support learning; College and awarding body quality assurance and enhancement arrangements; sector developments; and professional body developments. Where teaching staff are not qualified, they are

required to become so within three years; the College supports staff in becoming qualified through its teacher education programme. All staff at the College have three days staff development days; in addition HE teachers have a further day – the annual Teachers' Conference. As part of their CPD, HE staff are encouraged to: attend external conferences and internal training activities to support their continuous development; undertake industrial secondments to keep abreast of working practices; and become External Examiners at other institutions.

7.19 As well as an entitlement to CPD, all HE staff are encouraged to undertake scholarly activity and research. Scholarly activity and research at the College includes:

- Producing internal or external research papers
- Producing or contribution to books and journals
- Presenting papers at conferences
- Studying for Doctorates, Master's Degrees or specialist higher level qualifications
- Pursuing practitioner, pedagogic or disciplinary research

7.20 The College supports scholarly activity and research through:

- The People Development Steering Group; the group, which is jointly chaired by the Executive Director for Human Resources and Organisational Development and the Vice Principal Curriculum, provides direction for activities.
- Support for higher level qualifications through Learning & Development Long Course applications
- Reduced class contact and remission for programme management
- The HE Scholarly Activity Steering group to advise strategy and disseminate opportunities for Scholarly engagement

Recruitment, retention and progression into and through HE

7.21 In 2017, the College was judged by QAA who cited:

- There can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable
- There can be confidence that the quality of the student academic experience meets baseline regulatory requirements

Progression to HE is an important part of the College's strategy to widen participation, and the College measures a wide range of indicators focused on raising aspirations and increasing participation in and access to HE. A key indicator is the proportion of the College's FE students progressing to HE. The College sets

a target and supporting actions for this as part of curriculum planning.

- 7.22 The College provide high levels of support to our HE students, which is particularly important as many of our students are first generation HE. This support encompasses: comprehensive advice and guidance, including financial guidance for students and parents; a transition programme; 1:1 academic and pastoral support; study skills support; small group teaching; and career management and employment support through the College's Business Apprenticeship Skills & Employability (BASE) team.
- 7.23 The most important finding from our evaluation of our widening participation activities is the need to continue to raise the performance and aspirations of young people through continued work with primary and secondary schools and with the College's Level 2 and 3 students through targeted interventions. Of particular importance is improving students' English and maths skills as GCSE 9- 4 results remain below the national average. For our HE students, the evaluation continues to show that non-completion rates are to do primarily with financial and personal issues, including mental health issues. The impact of our strategies has enabled students to remain on their programmes and complete their courses. For secondary schools, we provide 1:1 mentoring, GCSE booster sessions, STEM events and Shadow days. All full time FE programmes include English, maths and tutorial which includes study skills. Our OFSTED 2016 report recognised the work the college has undertaken with regards to progression and stated '*the proportion of students progressing into higher education from access to higher education courses is high*'.

Relationships with employers

- 7.24 The College has an excellent track record in employer responsiveness and engagement. The College typically works with around 2000 employers each year and offers a broad range of training responses including programmes from entry through to Level 6 and above, bespoke training programmes and CPD opportunities. The relevancy and currency of the College's HE curricula are well maintained through close liaison with Sector Skills Councils, employer bodies and individual employers. Directors of Learning and the BASE team work closely with, the LEP and employers to identify skills shortages and local and regional workforce training and development needs. Skills shortages and needs are communicated to programme teams who work with employers to develop specialist programmes which address business needs and skills gaps. Labour market intelligence is used well at whole College and team level to inform new developments and to make adjustments to the content of programmes. We will

continue to review our HE provision in light of emerging needs and any decline in demand.

Planned Changes

- 7.25 There have been a number of planned changes in the College's HE provision since the 2014-2017 HE Strategy.
- 7.26 From 2018, the College's strategy is to focus on increasing recruitment to its existing HE programmes and to increase Higher Apprenticeship numbers and frameworks in STEM and Engineering subjects.
- 7.27 The College will also continue to develop responsive HE curricula that meet the needs of individual international students and our international partners, as part of our wider Vision and commitment to corporate social responsibility.

8. Strategic Priorities and Objectives

The top three objectives are set out below against each of the College's strategic priorities

Strategic Priority 1:

Our curriculum reflects current and future skills need and provides students with relevant routes to progress

This is the main priority for every member of college staff and The College Board. Our courses should reflect skill needs and ensure students are able to contribute to our global economy.

To achieve this we will:

- Continue to review curriculum to ensure right fit and access our curriculum offer against the skills required by business via EABs providing a regular platform to discuss business needs and skill gaps. The College will lead the way in collaborating with the increasing number of Creative and Digital businesses in the region with the creation of a new Employer Advisory Board for the Creative and Finance sectors.
- Expand higher level apprenticeship provision – ensuring employers can fully utilise their levy and SMEs are supported to access cost effective training solutions
- Embed career development for undergraduates throughout their course of study through a combination of employer contact, professional skills development and offer opportunities to access training for self-employment and basic

entrepreneurship skills to equip graduates with greater flexibility and self-sufficiency.

Related document:

- *The QAA UK Quality Code for Higher Education*

Strategic Priority 2:

To create an environment in which students are highly engaged and are supported to make the most of their potential

To achieve this we will:

- Apply to be TEF accredited by 2019/20
- Promote student engagement by implementing the Higher Education Academy (HEA) Student Partnership Framework
- Offer HE specific academic support and intervention programme for students to enable them to realise their potential
- Develop innovative approaches to the use of technology to provide more comprehensive support and resources for students at each stage of their journey

Related document:

- *The Teaching Excellence Framework*

Strategic Priority 3:

To be in the top quartile of colleges for student achievement.

Student success and achievement will be the highest priority as such we will ensure students are fully equipped with the skills to be successful.

To achieve this we will:

- Provide progression routes to ensure each student can achieve the required level of skills and knowledge in their chosen occupation or next level of study
- Provide differing modes of attendance to suit individual needs and expand distance learning modes to meet employer need
- Ensure rigour of entry requirements

Strategic Priority 4:

Create a culture of continuous improvement

To achieve this we will:

- Ensure staff development funding is completely aligned to priority sectors
- Hold an annual HE review with all relevant curriculum staff to share best practice and commitment to targets for improvement
- Consistently promote and facilitate the development of reflective practice skills and peer collaboration for both staff and students

Related documents:

- *The QAA UK Quality Code for Higher Education*
- *Office for Students regulatory advice*

Strategic Priority 5:

To develop the skills of our staff so that everyone can contribute to the delivery of our vision

To achieve this we will:

- Increase staff knowledge regarding careers, to include Level 4 courses through CPD activities
- Ensure career planning forms a part of all staff appraisals and maps skills, qualifications, career pathways and likely salary banding for specific skill acquisition.
- Apply for sources of funding and grants from external organisations to fund staff time for further study. These will be promoted by the Scholarly Activity Steering group

Related document:

- *College People Development Plan*

Strategic Priority 6:

An environment and culture in which staff feel valued and respected, demonstrated through high levels of engagement and performance

To achieve this we will:

- Adopt the AOC Scholarship framework
- To commit to providing funds to support lecturers undertaking higher qualifications if this meets business needs
- Promote membership of the HEA to staff and raise awareness of the benefits

Related document:

- *AOC Scholarship framework document*

**Strategic Priority 7:
Be the first choice provider in all our areas of work**

To achieve this we will:

- Work with employers to provide appropriately tailored courses of study with flexible modes of delivery.
- Maintain our high success rates and retention rates throughout level 4-6
- Achieve higher levels of student satisfaction by investing in our HE resources and strengthening the HE ethos in the College.

**Strategic Priority 8:
Partnerships and collaborative working that compliment and strengthen opportunities to deliver our mission**

To achieve this we will:

- Create a collaborative 'knowledge-hub' supporting business-to-business and business-to-academic collaboration and knowledge exchange.
- Continue to invest in our partnerships with existing HEI's and investigate opportunities for new partnerships.
- Work closely with the SUN network, NCOP and organisations such as Silicon South, The Bournemouth and Dorset Chambers of Commerce and where appropriate apply for funding to support collaborative projects across curriculums.

**Strategic Priority 9:
Work within our local community to become a true community college**

To achieve this we will:

- Increase the number of employer advisory boards to represent each curriculum area with HE provision
- Launch the BPC College Alumni to provide a networking and support platform for the benefit of students, graduates and local employers
- Increase the scope and range of our outreach project work to support the progression of local students into HE, to undertake events which raise awareness of the opportunities for study at level 4-6 and raise aspirations amongst students from under-represented categories.

**Strategic Priority 10:
Achieve financial surpluses that enable continual investment
in state of the art facilities and resources**

To achieve this we will:

- Secure contracts for large scale higher degree apprenticeship provision at level 4 and 5
- Develop the use of technology to achieve costs savings as well as increase opportunities for distance learning to increase numbers of part-time and International students to access existing programmes
- Develop a Creative Skills Agency so that students on HE Courses can gain valuable work experience and provide a value for money service to businesses in the Region.

Appendices:

Appendix 1: Curriculum Growth Grid

Curriculum Growth

Growth Area	Rationale	How? (which programmes)
Care and Education	LEP Priority Local, age, population etc. Student migration trends	Care Management Social Work HEE Nursing Associate HLA
Digital Industries	LEP Priority Skills gap Progression Student migration trends	Digital Media Cyber Security Software Professionals CGI
Advanced Manufacturing and Engineering	LEP priority Skills gap Economic trend Increased employment opportunities National and local priority	Manufacturing Design and Management Advanced Engineering Construction Management Built Environment Electronic Design Degree Apprenticeships
Financial Services	LEP priority National and Local skills gap Local economic trend Increased employment opportunities Emerging international markets	Accountancy HLA
Business and Management	LEP Priority Local economic trend Good employment opportunities	Project Management Legal services Marketing and Digital Marketing Business and Management Management Consultants HLA

Curriculum Consolidation

Performing Arts – Contemporary Theatre	These curriculum areas remain significant and currently meet the needs of business and the local community.
Performing Arts – Music Theatre	

Curriculum for Review

We will begin discussion with Bournemouth University regarding Hospitality & Catering and Event Management to see if this could be reenergised. We will also begin collaboration talks with the University of Portsmouth.