

Higher Education Strategy 2018-21

1. Background

This strategy aims to build on the successful foundations provided by the Higher Education Strategy 2014-17 and sets out the way in which Wakefield College will contribute in addressing the higher-level skills gaps prevalent in the Wakefield District. Maintaining the financial security of the College is paramount and account has been taken of national student recruitment trends and public spending reductions, along with the implications of the new Higher Education and Research Act 2017 and the move towards the Office for Students from April 2018.

2. Vision

The College's higher education vision is:

"to provide relevant and accessible higher education in the Wakefield District and surrounding area"

3. Mission

The College's higher education Mission is:

"to provide inspirational, aspirational and motivational high-level learning for the people who live in the Wakefield District"

4. Strategy and Key Performance Indicators

The College's Higher Education Strategic Objectives, Key Actions and Key Performance Indicators are set out below.

4.1 Further develop employability skills for all students

4.1.1 The College will achieve this by:

- Developing a portfolio of Higher and Degree Level Apprenticeships which responds to the needs of employers as identified through the Leeds City Region LEP
- Further developing the higher education portfolio to respond to the needs of employers identified through the Leeds City Region LEP
- Including a work-placement opportunity in most/all programmes
- Involving employers in programme delivery and assessment design

4.1.2 Key Performance Indicators (KPIs):

The number of higher level and degree apprenticeships and funded starts against targets

KPI / Year	2017-18	2018-19	2019-20	2020-21
The number of HLAs & DAs	21	22	23	24

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Approved by Governors, May 2018

Next review due May 2019 (annual update)

Review responsibility: Director of Higher Education

The number of funded starts	82	90	99	110
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The number of HE programmes leading to awards at levels 4, 5 and 6

KPI/ Year	2017-18	2018-19	2019-20	2020-21
The number of programmes at level 4	11	13	13	15
The number of programmes at level 5	12	14	18	19
The number of programmes at level 6	8	7	9	10

The number of first year programmes which include an optional work placement and the number of students who undertake a placement

KPI / Year	2017-18	2018-19	2019-20	2020-21
The number of programmes	0*	5	8	10
The number of student placements	0	10	25	40

*NB: 7 higher education programmes include either a compulsory work placement or a compulsory live brief assessment.

The number of employers engaged in programme delivery (i.e. guest speakers) and assessment design on validated or higher national programmes

KPI / Year	2017-18	2018-19	2019-20	2020-21
The number of employers	15	20	25	35

4.2 Grow Student Numbers

4.2.1 The College will achieve this by:

- **Providing an employment relevant curriculum portfolio which offers clear employability benefits to students**
- **Providing an HE environment which is conducive to the development of higher level skills and knowledge and enhances the reputation of the College as an HE provider**

4.2.2 Key Performance Indicators (KPIs):

The total number of funded starts on HE programmes and the number of students progressing internally from level 3 to full-time level 4 programmes at the College without a break in their study

KPI / Year	2017-18	2018-19	2019-20	2020-21
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The total number of funded starts	336 FT 139 PT	370 FT 100 PT	407 FT 80 PT	448 FT 80 PT
The number of students progressing from level 3 to level 4	85	105	135	150

Students in Further Education or Employment within 6 months of graduation (N.B. the Destination of Leavers from Higher Education survey is being replaced with a new measure and different timeframe. This KPI will therefore be subject to change once more details are released)

KPI/Year	2017	2018	2019	2020
Percentage of students in further education or study	93%	94%	94%	95%

4.3 Improvement of the Learning Environment

4.3.1 The College will achieve this by:

- Further developing an identifiable higher education environment within the Advanced Skills and Innovation Centre (ASIC)

4.3.2 Key Performance Indicators (KPIs)

The non-continuation and pass rates of completers

KPI / Year	2017-18	2018-19	2019-20	2020-21
The non-continuation rate	17%	15%	13%	11%
The pass rate	95%	96%	97%	98%

The rate of student satisfaction

KPI/Year	2017	2018	2019	2020
% of students satisfied with quality of teaching and learning	92%	95%	96%	98%
Overall student satisfaction rate	91%	93%	95%	96%
Learning Opportunities	90%	92%	94%	95%
TEF Rating	Silver	Silver	Silver	Gold

4.4 Widen participation from disadvantaged areas and Polar 4 cold spots

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4.4.1 The College will achieve this by:

- Active and successful participation in the National Collaborative Outreach Project
- Strong relationships with partners in WP and Polar 4 cold spots

4.4.2 Key Performance Indicators (KPIs):

The proportions of students on full-time undergraduate courses aged under 25 years who are resident in any postcode where a ward uplift is applied and who are resident in Polar 4 cold spots

KPI / Year	2017-18	2018-19	2019-20	2020-21
Proportion with ward uplift	38%	39%	40%	41%
Proportion of level 4 students from Polar 4 cold spots (quintiles 1 & 2)	17.3%	18%	19%	20%
Proportion of level 5 students from Polar 4 cold spots (quintiles 1 & 2)	30.8%	31%	32%	32%
Proportion of level 6 students from Polar 4 cold spots (quintiles 1 & 2)	14.29%	15%	17%	18%

4.5 Creation of an Academic Community which clearly differentiates HE from FE

4.5.1 The College will achieve this by:

- Supporting in scope staff to achieve Fellowship of the Higher Education Academy
- Supporting in-scope staff to achieve postgraduate qualifications
- Supporting all HE delivery staff to participate in continuing professional development and scholarly activity

4.5.2 Key Performance Indicators (KPIs):

The achievement of Foundation Degree Awarding Powers

The proportion of staff who deliver 50% or more on HE programmes who have achieved Fellowship of the Higher Education Academy (Advance HE from August 2018)

N.B. The KPI has been calculated on the current (April 2018) number of staff who have 50%+ of their teaching in HE (21)

KPI / Year	2017-18	2018-19	2019-20	2020-21
The percentage (number) of fellows	38% (8)	57% (12)	71% (15)	95% (20)

The proportion of staff who deliver 50% or more on HE programmes who have achieved or are working towards a post-graduate qualification (academic or professional)

KPI / Year	2017-18	2018-19	2019-20	2020-21
The number of staff – PG qualification	11	13	16	20

The number of staff who are participate in external professional and academic scholarly activity

KPI / Year	2017-18	2018-19	2019-20	2020-21
The number participating in external activity	20	24	28	32

4.6 Maintain and Develop Strategic Partnerships with Regional Universities

4.6.1 The College will achieve this by:

- Further developing validation opportunities with partners, particularly around level 6 top up programmes and full three-year honours degree programmes
- Work with our partner universities to establish opportunities for higher and degree apprenticeship delivery, exploring the potential for shared approaches across varied curricula
- Developing ‘fast-track’ degree opportunities in line with current Government thinking (NB: this will only be possible if it aligns with the strategic objectives of our partner universities and has not, therefore, been allocated a KPI)

4.6.2 Key Performance Indicator (KPI):

The University Centre has a productive relationship with the University of Hull, Leeds Beckett University and University of Huddersfield

The number of Level 6 top up and full degree programmes validated by a partner university

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KPI/ Year	2017-18	2018-19	2019-20	2020-21
The number validated top up programmes	5	5	6	7
The number of validated full degree programmes	1	1	2	2

5. Contribution to College Strategic Objectives and ASIC Aims

This strategy will also contribute to the strategic aims of ASIC to widen participation and act as a focal point for employers by:

- Encouraging participation by students with the ability to undertake University level study but who lack the necessary qualifications for entry, and
- Engaging students who are unlikely to choose a traditional University experience and supporting them to successful completion of their programme of study and their onward transition into skilled employment
- Ensuring that networking, employability and knowledge transfer opportunities are maximised within the District

This strategy will contribute to the following College strategic objectives:

- Deliver excellent teaching and learning to all of our students
- Meet the skills needs of the Wakefield District
- Have skilled, engaged staff who deliver a great experience
- Secure the College's long term financial health

6. Key Risks

The key risks to the achievement of this strategy are as follows:

- Uncertainty regarding the transition from HEFCE and the Office for Fair Access to the Office for Students
- Uncertain future Government policy regarding tuition fees
- Failure to achieve Foundation Degree Awarding Powers
- The potential adverse impact of Degree Apprenticeships and Unconditional Offers from competitors on student numbers
- The strategic aspirations of competitors within Wakefield District
- The national picture of decline in part time higher education student numbers

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