

# Strategy



## HIGHER EDUCATION STRATEGY (GS7)

2016-2021



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Document Approved by: Board of Governors	Date of Approval: July 2016
Review by: HE Strategy	Review Date:
Date of Implementation: 1 <sup>st</sup> Sept 2016	CPD to support Implementation: July 16

## **1. Introduction**

South Devon College Higher Education Strategy 2016-2021, sets out the direction, aspirations and objectives for the College, to ensure the continued delivery of outstanding quality higher education provision. It also sets out how this provision will have significant impact and add major value within the South Devon community, through a positive contribution to economic and cultural growth.

## **2. Higher Education at South Devon College**

### **2.1. Ethos**

South Devon College Mission statement - 'inspiring our community through learning for all'

South Devon College Higher Education Vision statement - 'South Devon College is passionate about providing excellent quality, accessible and employment focussed Higher Education'.

The College mission is delivered through its commitment to providing the leading quality, higher education opportunities within the community. An inclusive and enabling approach ensures that high quality higher education is accessible to a wide range of groups that include: the provision of progression opportunities to existing college learners, the targeting and engagement of learners from cold spots (areas with low higher education participation rates or non-traditional higher education learners), the provision of a local higher education offer for regional sixth form leavers, up-skilling and re-skilling opportunities to individuals within the community and further afield, and opportunities for employees to gain and accredit higher level learning through part-time and bespoke routes including higher and degree apprenticeships.

The College is committed to, and supports proactively, the widening participation and lifelong learning agendas. Working in partnership with students, the College ensures that sound information, advice and guidance supports individuals into higher education study; and following high quality learning experiences, students' progress further into employment or continued study. The College commits to spending over 30% of its high fees income on targeted success, access, progression and financial measures, in addition to other targeted funding such as the Student Opportunities funding.

The College values partnerships including working with industries and universities as a crucial factor in the journey to increase participation, and the development of higher level skills to support economic regeneration regionally and nationally. Innovation is valued and promoted as new flexible models of delivery are sought to meet the changing needs of both industry and individuals in a rapidly changing world. This includes the development of Higher and Degree Apprenticeship delivery, where the College is actively taking a regional lead.

The curriculum is delivered in specialist accommodation including a purpose built university centre; consistent investment ensures that equipment and facilities are regularly updated to provide industry standard learning environments. The College has ambitious plans to further develop its higher education provision and resources in response to meeting local and regional priorities; phase 3 plans

include a state of the art hi-tech and digital centre, in addition to the expanded use of campus facilities for higher education delivery.

A strong focus on teaching, learning and scholarship underpin the delivery of high quality learning experiences. The importance of scholarly activity and research are reflected through the Colleges Teaching, Learning and Scholarship Framework. This Framework articulates the College's aims and ambitions to continue to develop a research and scholarly committee of practice.

## 2.2. History

South Devon College is a medium-sized general further and higher education College. It was recognised by Ofsted in November 2008 as an outstanding college. The College received Beacon status in July 2009 and was one of the first Colleges to be awarded the Investors in People (IIP) Gold/Champion status kitemark, which was subsequently retained in 2014. The College predominantly focuses on serving the learning needs of Torbay and South Devon's 14-19, Higher Education and Adult learners, responsive to local economic and social needs.

Higher education has been delivered at South Devon College since the 1940's; however it was not until the relationship with Plymouth University was formalised in 2010 with the pilot of Foundation Degrees that higher education moved into a growth phase.

South Devon College currently has 29 live programmes for recruitment in September 2015, including five at level 6 leading to either BA or BSc (Hons). South Devon College enrolled 640 students in September 2015. Courses cover a wide range of curriculum areas which are particularly pertinent to local economic needs.

The College higher education provision has expanded over the past 10 years. It has significantly increased the number of higher education programmes and distinct pathways, including the provision of level 6 awards. There has been a general growth trend over recent years despite radical changes to the grant regime and expected tuition fee charges.

Year	No. of Higher Education Students
2010 – 2011	461
2011 – 2012	505
2012 – 2013	493
2013 – 2014	524
2014 – 2015	562
2015 – 2016	613

South Devon College, working in partnership with Plymouth University, continues to be ambitious to enable higher education growth and is actively developing new or updated pathways to respond to

local and regional needs. Planned new provision for delivery in September 2016 includes a level 6 top up in Management and Leadership (BA Hons), which can act as the Qualification for the Degree Apprenticeship Chartered Manager, Foundation Degree in Digital Marketing, and Foundation Degree in Marine Technology. This is in addition to a Degree Apprenticeship in Digital Technical Solutions.

### **2.3. Partnerships**

In its mission to develop higher level skills and improve employability across the region, the College has a strong track record working with partners and stakeholders for the social well-being of the local area by supporting targeted action to increase participation and achievement, particularly in cold spots and disadvantaged areas.

The College benefits from a long established regional partnership with Plymouth University. Academic Partnerships at Plymouth University educates over 14,000 students, runs over 400 programmes and works with over 30 partner Colleges and institutions. The Academic Partnerships Partners are located not only across the South West Peninsula but nationally throughout the United Kingdom and internationally across the globe.

In April 2013 the College signed an Academic Cooperation Agreement with Plymouth University. In the agreement, the College acknowledges that the higher education programmes are validated by Plymouth University and that the academic responsibility for them is vested in the University's Senate. The College is obliged to provide suitably qualified staff to conduct and manage each approved programme in accordance with its definitive document and handbook. Students enrolled on the programmes have the status and rights of any other student of the University in relation to academic matters.

In addition to the validation and provision of franchise programmes by Plymouth University, South Devon College undertakes projects with Plymouth University, including HEFCE Single Point of Contact Project, Higher Apprenticeship policy alignment and Learning Gain

In addition to the links with Plymouth University, the college also works closely with Exeter University, through a co-sponsorship agreement in relation to the South Devon University Technical College (UTC), which opened in September 2015, for 14-19 year olds specialising in engineering, water and the environment.

### **2.4. Quality**

Quality and standards continue to remain the key focus of provision, in 2014/15 South Devon College was subject to a Quality Assurance Agency Review of Higher Education (HER). This review commended South Devon College higher education in two of the possible three areas for commendation, equal to only 5 other providers of the 90 reviews that have taken place to date. No other college or University being reviewed using HER in the South West has received any commendations. Additionally, no recommendations were reported, and eight areas of good practice were highlighted.

With widely recognised success in achieving the outcome in HER, key staff from the college have been invited nationally to present at 'good practice' events for the QAA, in addition to presenting numerous case studies for a variety of UK publications.

In 2015/16 higher education student satisfaction was 88%, against an 80% national average for college higher education (National Student Survey Results). The College regularly tops the South West comparison tables for further education student success and learner satisfaction and is recognised amongst the highest performing general further education/tertiary colleges in England for further education learner's success rates and progression.

### **3. National Context**

Higher Education White Paper 2016

#### Summary

A new Office for Students (OfS), will handle the existing duties of HEFCE & OFFA, and will oversee market exit/entry via the new single entry route for providers. It will be operational from the 2018/19 academic year.

The Teaching Excellence Framework (TEF), will measure the quality of teaching at Higher Education Institute (HEIs), allowing providers access to inflationary increases in tuition fees. Although a basic TEF will begin in 2016/17, a trial year of the full assessment will not begin until 2017/18.

The Government state they will consider the future of technical qualifications at higher levels following Lord Sainsbury's review, which will be published later in the summer. The Government will respond in the form of a 'Skills Plan', which will ensure the whole education and training system is focused on implementing its proposals.

Challenger Institutions, formerly known as Alternative Providers of Higher Education, will be allowed quicker and easier access to both entering the HE market, and the process for awarding their own degrees.

The White Paper has progressed into the Higher Education Bill 2016, first reading was May 16. The Bill is seen as an enabling Bill, which will result in significant details coming through Secondary Legislation. Of note in the Bill is the ability to Subcontract FDAP powers.

#### CMA

During 2015, the Consumer and Markets Authority (CMA) provided clarification on how consumer law applies to Higher Education. Along with the clarification, the CMA provided extensive guidance to comply. South Devon College have sought to develop significant practice in the admission of students to ensure compliance, including a new Student Contract.

### **3.1. College Higher Education**

Colleges have a proud history spanning over 200 years, built on two primary foundations. Firstly, their roots lie in the education and training organised by and for working people in the 19<sup>th</sup> century. Secondly, colleges' origins are in education sponsored by employers, philanthropists and social reformers to develop craft-skills, applied science and practical work-related subjects. Currently, approximately 10% of higher education students undertake their study in colleges nationally, with the majority on Foundation Degrees or HNC/D. The de-regulation of student numbers has been widely welcomed by the further education sector to enable colleges to realise their potential, albeit in a more competitive environment. The key local focus of College based HE and its economic impact is well recognised

### **3.2. Working with employers to develop technical and vocational education**

There is clear political intention to grow higher skills and higher apprenticeships, with an initial aspiration by government for 20,000 HAs by July 2015 allocating £60m to support this development. Higher apprenticeships refer to all apprenticeships, which include the achievement of academic and vocational qualifications and learning from level 4 up to bachelors and masters degrees at levels 6 and 7 respectively. All levels can include vocational qualifications and academic qualifications. The shift from 'frameworks', developed by Sector Skills Councils', to 'standards' developed by employers also reflects the government's intention of putting employers in the driving seat of curriculum development.

The College values its work with employers and through extensive employer engagement the curriculum is developed to meet the needs of industry both locally and nationally. The College remains open to market opportunities including the challenges presented when working with small and medium employers. South Devon College has developed a Apprenticeship Strategy group, including a Higher/Degree Apprenticeship Group who are leading the development of new HA/DA provision. This has resulted in significant increases in HA/DA activity for 2016 start.

The Higher Education Funding Council for England (HEFCE) have recognised the significant steps SDC has taken to grow HE opportunities within today, and this is demonstrated by their awarding of £1m towards the Hi-Tech Centre at SDC, one of the largest sums HEFCE have awarded to a College. This funding will enable focussed growth in HA/DA provision within a range of Hi-Tech areas.

Good practice visits to other strong and innovative HE providers are regularly conducted by SDC lead staff and collaborative partnerships encouraged.

### **3.3. Delivery models – blended, online and distance learning**

Internet based higher education is expected to continue as providers exploit the potential of online, distance and blended provision with increased use of social media platforms. This continued development is expected to increase student numbers and extend the reach of institutions as UK Border Agencies restrictions continue to apply. The College is keen to develop the capacity to deliver provision through online methods in order to reach new students and provide innovative and flexible modes of study and assessment for current students.

## **4. Regional context**

### **4.1. South Devon participation rates**

Higher education participation rates within the local community are very low in some areas of Torbay & South Devon. The College actively targets these 'cold spots' in order to widen participation in higher education learning and to ensure that opportunities are made available to those traditionally hard to reach. A recent analysis of participation rates of local authority wards by HEFCE has highlighted areas of Torbay as being quintile 1 & 2 based on POLAR3, those with the lowest participation in higher education. This rate is defined as the proportion of young people (15 year olds) who entered higher education by the age of 19 during the 2005-06 and 2010-11 academic years.

A review of the demographics of higher education students attending South Devon College indicates that a significant proportion of students originate from wards in quintiles 1 and 2, with the largest percentage of students coming from the Blatchcombe & Tormohun wards, which are both identified as quintile 1.

### **4.2. South Devon skills levels and Heart of the South West Local Enterprise Partnership priorities**

Skills are a key part of the plan for economic growth and local productivity, the College aims to develop the skills required locally and nationally to increase productivity and innovation and provide wider opportunities and the potential for higher earnings in response to the growing demand for graduate and higher level skills, closely aligned with HotSWLEP transformational opportunities.

In response to the Heart of the South West Local Enterprise Partnership Strategic Economic Plan 2014-2030, the College will support the achievement of prosperity in Torbay, South Hams, Teignbridge and the wider rural and urban communities of the South West by improving workforce skills through the development of technical and higher level skills that will support growth whilst maximising existing and emerging employment opportunities in relation to key sectors and supply chains for developments such as Hi-Tech and digital, marine, health, nuclear, big data, aerospace, agritech, renewable energy, creative and cultural industries, education, management and leadership, business, enterprise and tourism and visitor economy.

### **4.3. Foundation Degree Awarding Powers**

In order to further develop and grow provision to support local and regional demand the College will seek the attainment of Foundation Degree Awarding Powers (FDAP). FDAP permits a provider of higher education to award Foundation Degrees under their own name. The process is managed by the QAA, and takes approximately 2 years. Currently four further education Colleges have been awarded FDAP with a further four working towards FDAP.

In line with the Colleges aspirations to further develop and grow the higher education provision to meet emerging needs, the College is undertaking the preparation for Foundation Degree Awarding Powers (FDAP). This development is seen as a natural progression for South Devon College, having had the quality of provision reviewed to such a high standards. The key benefits of gaining FDAP include:

- 1.1. To have autonomy to develop, approve and award Foundation Degrees
- 1.2. To demonstrate SDC standing as a mature Higher Education Provider with status
- 1.3. Possible future opportunities as part of a small and select group of institutions
- 1.4. React more quickly to programme development

This develop is ongoing, with University of Plymouth endorsement, with the intention of submission to HEFCE in 2016, following which a review period will commence, leading to the possible entitlement in 2018.

### **4.4. The significance of metrics**

The Key Information Set is continuing to develop and refine its data sets and improve the associated use of these. This includes the National Student Survey which is one method that institutions have to demonstrate the student voice. The current destination of leavers from higher education (DLHE) has limitations, especially for Colleges where the reporting threshold is higher than most cohort sizes. It is expected that there will be increased interest in the outcomes for students especially focussing on the salary value of degrees.

### **4.5 Summary**

South Devon College is firmly committed to the delivery and ongoing development of the best quality higher education provision. Through its provision, the College aims to work in partnership to support the economic growth, social community and aspiration agendas within the local and regional area, actively promoting and delivering on the widening participation agenda by supporting access to the highest quality learning opportunities for the local and wider community.

The College has a key agenda to deliver in its work as a "place-maker" to support economic growth and social prosperity working in strong partnership. The strategy for the next 5 years aims to build further on well-established high quality foundations and linkages to deliver positive impact particularly relevant to rapidly changing future workforce skills and education needs, meeting or exceeding expectations of both students and external stakeholders and partners.

## 5. Higher Education Strategic Growth Plan 2016-2021

	<b>Objectives to grow higher education provision and further develop curriculum offer:</b>	<b>Action</b>	<b>Timeframe</b>	<b>SDC Strategic Aim</b>
1	Continue to develop new HE provision in response to local and national priorities.	<p>Launch of new provision for 2016/17:-</p> <p>FdA Digital Marketing FdSc Computing (re-approval) BA (Hons) Leadership and Management L6)</p> <p>Degree Apprenticeships:-</p> <p>Digital Technical Solutions Chartered Manager</p> <p>Curriculum mapping and market research to identify new programmes and changes to existing provision for development and launch in 2017/18</p> <p>Continue to proactively engage with employers to ensure curriculum meets the need of industry</p>	<p>Sept 16</p> <p>Sept 16</p> <p>On-going</p> <p>On-going</p>	4, 5 and 6
2	Expand and develop high standard accommodation and resources for higher education	<p>Develop resources and accommodation in line with new provision –</p> <p>Phases 3 development including Hi-Tech Centre.</p>	<p>Sept 17</p> <p>Sept 17 – April 19</p>	7
3	Develop and launch innovative delivery models - introduce	Develop blended delivery models within the new higher and degree apprenticeship provision.	Jan 17	2 and 4

	opportunities for blended and online learning	To pilot delivery elements of new programmes via on-line platforms to broaden market opportunity	Sept 16	
4	Improve and evolve marketing and promotion of HE provision	Further develop marketing strategy to target internally progressing students and local sixth forms.	Sept 16	5
5	Embed professional qualifications and Professional Statutory Regulatory Body opportunities to ensure provision meets the needs of industry	Strategic integration of professional qualification within HE programmes to support national and regional priorities in pilot areas:  Marine Tech & Computing Digital Marketing and BA Management  Map opportunities for professional quals and PSRB and consider in new developments as appropriate	December 16     Oct 16	2 and 5
6	Development of Hi-Tech curriculum to meet local/regional needs	Development of HE curriculum in related Hi-Tech areas  Working with HEFCE and the successful Catalyst fund bid plan the resource allocated in both capital and revenue, and European funding opportunities for capital and revenue support for the development of Hi-Tech curriculum offer at South Devon College	Dec 16  July 16	4 and 5
7	Further develop Teacher Education and related provision including South Devon College apprenticeships	Undertake market research and employer engagement to inform additional education-related provision.  Investigate and develop SDC apprenticeship provision to support teacher training and development.	Jan 17  Jan 17	2 and 5
8	Further develop health provision with a focus in Mental Health and nursing associates	Market research and employer engagement to inform development of additional health-related provision	Jan 17	4 and 5

9	Develop Higher Apprenticeships and Degree Apprenticeships with relevant sectors in line with strategic local and regional developments	Review new HA frameworks and standards and degree apprenticeship opportunities. Increase HA and DA provision against new frameworks and standards	Sept 17 Sept 17	4 and 5
10	Continue to enhance HE provision to ensure highest quality	Regularly review HE performance data and stakeholder views to ensure provision meets needs and respond where necessary to enhance HE provision through strategically driven initiatives. Develop a cohesive employability strategy for higher education.	Sept 17	2
11	Apply for Foundation Degree Awarding Powers	Submit Critical Self Evaluation and prepare for QAA assessment. Launch new staffing structure and meeting framework to further enhance HE provision.	Oct 16 Sept 17	6 and 8
12	Formalise progression agreements with SDC wider family	Establish progression agreements with UTC	July 16	1
13	Maximise Internal Progression of existing L3 students	Working with PLMs to formalise progression and application opportunities through a structured tutorial process	July 16 and ongoing	1 and 2
15	Working with others including Plymouth University to develop HE practice and implement requirements of the Prevent agenda	Working within, and in addition to the college practice in response to the Prevent agenda to fully implement the policy	July 16	2
16	Respond to changes for Disabled Student Allowance to ensure effective student support	Establish working group and action plan to ensure strong support, relevant information and clear communication support student learning and achievement.	Sept 16	2
17	Further develop strategies to widen participation	Develop annual OFFA application, activity and monitoring to support key access areas Engaging in national HEFCE projects to support targeted activity Utilise Student Opportunity Funding effectively against key targets	April 17	1 and 2

18	Work in partnership to ensure high quality provision is enhanced and informed by best practice	SDC staff to attend relevant external events and activities to both deliver and receive relevant sector information including promoting and learning from best practice. SDC to host relevant activities to support the further development and enhancement of higher education provision.	July 17  July 17	9
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## Annex 1: College strategic Aims and alignment of Higher Education Aims:-

<p>1. Be an outstanding, inclusive and inspirational College at the heart of its community.</p>	<p>1.1. To work collaboratively with all stakeholders and particularly support growth in higher skills for the benefit of the local area</p> <p>1.2. To be proactive in partnership working on LEP, and employer higher skills and sectoral needs and priorities</p> <p>1.3. To provide accurate information about Higher Education Provision at South Devon College, which is accessible and in a format that is easy to understand, and is compliant with the Consumer Project Legislation</p> <p>1.4. To undertake targeted Widening Participation Activity</p>
<p>2. Enable learners to aspire, progress and succeed, in a safe and supported learning environment</p>	<p>2.1. To strategically develop our approach to Teaching and Learning in Higher Education</p> <p>2.2. To work with PU to ensure the maintenance of academic standards in Higher Education</p> <p>2.3. To work in collaboration with students in developing learning and assessment approaches that meets and enhances students opportunities</p> <p>2.4. To enhance our curriculum content, through targeted programme level activity focussed on employability and developing the HE student experience and Progression Qualifications</p> <p>2.5. To strengthen support for HE students, before, during and after they graduate</p> <p>2.6. To monitor students' attendance and achievement, and implement strategies to support students at risk</p> <p>2.7. To listen to students, collect feedback and work in partnership with students to respond – enhancing their learning experience.</p> <p>2.8. To support all students, with specific awareness of non-traditional HE students with academic development, within and outside of their formal teaching environments.</p>

	<p>2.9. To embed digital literacy into our HE curriculum and student development</p> <p>2.10. To engage students in a partnership of learning, that is informed by professional practice, research and scholarship</p> <p>2.11. To operate equitable, valid and reliable processes of assessment and recognition of prior learning.</p> <p>2.12. To make scrupulous use of external examiners</p> <p>2.13. To have procedures for student complaints which follow good practice guidance</p> <p>2.14. To provide opportunities for students to engage with peers, academics, and industry to disseminate research activity, contributing to body of knowledge within that subject domain</p>
<p>3. Sustain inspirational teaching, learning and assessment practice</p>	<p>3.1. To provide students with an engaging and inspiring learning experience</p> <p>3.2. To peer review teaching and learning as part of a continuous quality cycle</p> <p>3.3. To provide timely formative and summative feedback to all students</p> <p>3.4. To provide a supportive tutorial structure</p> <p>3.5. To deliver above sector average contact hours to students reinforcing value and supporting student attainment</p>
<p>4. Actively support employers, and employability, apprentices, higher skills and skills and productivity</p>	<p>4.1. To develop, through the Apprenticeships Strategy Group and working with stakeholders a range of Higher and Degree Apprenticeships</p> <p>4.2. To review and update our curriculum to ensure it meets employer needs</p> <p>4.3. To provide students with real work experiences through engagement with employers enhancing the outcomes of their programme</p> <p>4.4. To safeguard the delivery of learning opportunities when working with other organisations</p> <p>4.5. To embed employability and enterprise across HE curriculum</p>

	<p>4.6. To develop Short Course and CPD offer for industry utilising SDC unique resource</p> <p>4.7. To work with PU and other partners on innovation, employability and graduate retention initiatives</p>
<p>5. Increase the number and range of learners, sustaining our inclusive approach</p>	<p>5.1. To work within a annually updated admissions policy for Higher Education which supports the enrolment of students who are able to complete their programme of study</p> <p>5.2. To provide a breadth of high quality HE courses and qualifications, including L6 top up in areas of strategic importance</p> <p>5.3. To provide an outstanding experience to all HE students</p> <p>5.4. To offer affordable HE to our community through value for money, and supportive bursary packages</p> <p>5.5. To increase the number of L6 ‘top up’ Bachelor Degrees aligned to growth in Foundation Degrees.</p> <p>5.6. To grow areas of niche development in line with SDC’s core competencies</p> <p>5.7. Working with Office for fair Access, to develop a coherent strategic approach for widening access, supporting students success and increasing progression activity</p>
<p>6. Sustain financial strength and resilience and investment</p>	<p>6.1. To provide good governance and strategy to Higher Education to enable it to grow sustainably</p> <p>6.2. To ensure HE provision is self-financing and resources are sustained to meet student needs and expectation</p> <p>6.3. To seek to attract funding support for investment to expand higher education, facilities and resources</p> <p>6.4. To apply for Foundation Degree Awarding Powers to ensure a more responsive curriculum model to be developed</p>

<p>7. Maintain and expand outstanding facilities, developing digital and sustainable approaches where possible</p>	<p>7.1. To sustain high quality local campus premises at SDC</p> <p>7.2. To ensure that HE students are provided with the resources appropriate to their studies, with students engaging in these decisions</p> <p>7.3. To provide access to learning resources at the appropriate level and in sufficient volume to enable students to achieve</p> <p>7.4. To provide a consistent VLE experience for students</p>
<p>8. Sustain and further develop our high performing and innovative learning culture</p>	<p>8.1. To maintain a robust annual quality cycle, with midyear checks on quality, performance and student engagement for all courses</p> <p>8.2. To strategically, annually report on the health and quality of programmes</p> <p>8.3. To achieve targets for participation, learner success and progression</p>
<p>9. Enable staff to professionally develop, aspire progress and succeed</p>	<p>9.1. To strategically develop our approach to the Scholarship of staff within Higher Education at SDC</p> <p>9.2. To implement a new Scholarship Policy</p> <p>9.3. To employ, retain and support appropriately qualified staff to teach and support HE</p> <p>9.4. To provide those staff teaching and supporting HE with appropriate and relevant development opportunities</p> <p>9.5. To support scholarly activity and professional practice to maintain and enhance academic standards on all programmes</p>

Annex 2: Mapping of South Devon College Strategic Framework 2015-2020 with [Plymouth University Strategy 2020](#)

	South Devon College Strategic Aims	Plymouth University Ambitions				Plymouth University Supporting Ambitions			
		Excellent learning in partnership with students	World-class research and innovation	Raising aspirations and driving engagements	Achieving resilience, sustainability and effectiveness	Empowering our people	Building on our reputation and growing brand	Delivering through digital literacy	Enhancing our learning, living and working environment
1	Be an outstanding, inclusive and inspirational College at the heart of its community.	1.3, 1.4		1.2			1.1		
2	Enable learners to aspire, progress and succeed, in a safe and supported learning environment	2.2, 2.3, 2.7, 2.10		2.4, 2.5, 2.6, 2.8, 2.12, 2.13, 2.14	2.11			2.9	2.2, 2.3, 2.6, 2.7
3	Sustain inspirational teaching, learning and assessment practice	3.1, 3.3				3.2			3.4, 3.5
4	Actively support employers, and employability, apprentices, higher skills and skills and productivity		4.6	4.1, 4.2, 4.3			4.4, 4.5, 4.6		4.4,

5	Increase the number and range of learners, sustaining our inclusive approach			5.1, 5.2, 5.3, 5.4, 5.6	5.5				
6	Sustain financial strength and resilience and investment				6.1, 6.2, 6.3				
7	Maintain and expand outstanding facilities, developing digital and sustainable approaches where possible	7.2, 7.3		7.3	7.1			7.2, 7.4	7.1
8	Sustain and further develop our high performing and innovative learning culture	8.1							
9	Enable staff to professionally develop, aspire progress and succeed		9.1	9.1		9.1, 9.2, 9.3, 9.4			9.1 9.3