



Fife College
University Partnership Strategy
2020-2023

Contents

1 Introduction 3

2 Strategic Aims..... 3

3 Meeting our Strategic Aims 4

4 Current Position 6

5 Action Plan..... 8

6 Appendix A 10

1 Introduction

Fife College are fully committed to ensure the learner journey experience of those studying on our Higher Education¹ (HE) programmes is positive and fully supported. We strive to ensure that our HE qualifications are recognised and relevant to learners pursuing exit to a career following attainment of their Higher National Certificate (HNC) or Higher National Diploma (HND) qualification. We aspire to have input on all our frameworks offered so that they take cognisance of employer and industry need with direct input from these external stakeholders into the design, planning and delivery of our HN and degree qualifications.

Recognition of those learners wishing to progress to degree study will continue to be accommodated. We will create positive and mutually beneficial relationships with universities to ensure partnership delivery models and curriculum offering form formal articulation routes that give full advance standing towards ordinary or honours degree paths. Where learner demand is recognised we will proactively engage with university partners to design, deliver and award ordinary and honours degrees at our college campuses utilising franchise or validated degree models.

2 Strategic Aims

The strategic aims of the University Partnership Strategy are:

1. Provide vocationally relevant streamlined learning pathways to degree level study which include multiple entry and exit points to support learner needs
2. Build positive relationships with university partners to create collaboration opportunities for curriculum design and delivery through both existing and new models
3. Participate in partner stakeholder, sector projects and communities of practice relating to higher education, widening access and articulation
4. Raise awareness and understanding of articulation, learner pathways and local provision both internally and in collaboration with our partners
5. Review, reflect and plan taking cognisance of tertiary education policy and national priorities.

¹ Higher Education programmes are those at Scottish Credit and Qualifications Framework (SCQF) level 7 and above. The SCQF framework is included for reference in Appendix A.

3 Meeting our Strategic Aims

We will meet our strategy strategic aims by implementing the following:

- a) have a named link with all Scottish universities;
- b) where beneficial to the learner, seek partnership opportunities with universities out with Scotland;
- c) have a formal articulation route with advanced standing to degree study for all HN provision as appropriate;
- d) collaborate with university partners to support and maximise the Additional Funded Places Scheme based on the '2+2' or '1+3' model;
- e) review and enhance the UCAS progression figures by:
 - a. supporting all learners in their UCAS application process;
 - b. supporting staff awareness and knowledge in the UCAS application process;
 - c. improving understanding of course provision and entry requirements;
 - d. working with universities to identify under-performing transition rates, their reasons and seek actions for improvement;
 - e. work with Student Engagement and Experience Department team to ensure that they have relevant, up-to-date information to support students to make informed course and progression choices
- f) promote the awareness, understanding and benefits of the HN and degree study route;
- g) seek new opportunities to support this strategy including collaborative ventures, joint development/delivery and partnership programmes;
- h) increase engagement with universities by planning and hosting promotional events;
- i) work with University partners to ensure learners are adequately equipped for their transition to university including appropriate interventions and curriculum input to Senior Phase School College Partnership programmes;
- j) continuous review of existing partnerships to ensure collaborative ventures and joint delivery meets learner needs and all partners' strategic objectives;
- k) work closely with the School College Partnership programme to promote a shorter learner journey;
- l) ensure all franchised and validated degree provision is high performing and meets the partner university quality arrangements;
- m) seek innovative and integrated engagement and delivery models to meet learner need;
- n) support the College's Regional Outcome Agreement and annual Enhancement Plan;
- o) ensure a quality provision with self-evaluation for continuous improvement;

- p) seek further opportunities for ordinary and honours degree provision in Fife that meets local demand and regional skills needs;
- q) actively engage in external multi-institution partnership projects which aim to increase opportunities for students by raising awareness of existing articulation options or by making new articulation options available e.g. Regional Learner Passport Partnership (RLPP), Scotland's Community of Access and Participation Practitioners (SCAPP);
- r) take cognisance and encompass within action planning the national priorities from Scottish Government and Scottish Funding Council e.g. National Articulation Forum, Scottish Framework for Fair Access, Commission on Widening Access;
- s) actively engage and support the Dunfermline Learning Campus group and working streams to support the vision of a University Hub in Dunfermline.

4 Current Position

In 2017, Fife College reported offering 93 HN courses across our five campuses, with 56% having a formal recognised degree exit route to 225 different degree courses. The formal agreements were with eight Scottish universities and one university out with Scotland. At that time 14 (15%) of our HN courses had no recognised formal route to degree.

Following the implementation of the University Partnership Strategy 2017-2020, Fife College can now report a current offering of 71 HN courses across our five campuses, with 80% (24% increase) having a formal recognised degree exit route to 181 different degree courses. The current formal agreements are with twelve Scottish universities, two universities out with Scotland and one Scottish College. Two universities also offer generic routes giving access to a further 47 additional degrees.

Only 10 (14%, 1% decrease) of our HN courses currently have no specific formal route to a degree. However, there is a formal agreement in place which supports articulation from all our HNDs, provided that the student is in employment. This leaves only 2 HNC routes with no formal articulation route to a subject specific degree (HNC Fashion Make-up and HNC Fabrication, Welding and Inspection).

On campus delivery now includes the following provision:

Degree title	Degree Partner	Partnership type
BA / BA (Hons) Accounting with Finance	Abertay University	Franchised
BA / BA (Hons) Business Management	Abertay University	Franchised
BA Learning Difficulties / Disabilities	Abertay University	Validated
BSc Applied Networking Technologies	Abertay University	Validated
BA (Hons) Social Sciences	Open University	Franchised
BA (Hons) Creative Enterprise	Queen Margaret University	Validated
BA Business Enterprise	Edinburgh Napier University	Hosted Shared Delivery

Current discussions include looking at new opportunities for degree provision in the areas of child care and computing.

We continue to engage with our partners on the Additional Funded Places scheme and over the past three years this has supported 98 students and generated an average income of £161,000 to Fife College per academic session.

We continue to play an active part in sourcing potential opportunities for in-house degree provision and support academic areas throughout the negotiations to ensure a positive outcome.

Digital solutions are being actively investigated to seek solutions that widen access, increase participation and make information more easily accessible e.g. the Fife College Progression to University mini-website, and the RLPP Pathways website www.pathways.ac.uk

5 Action Plan


Strategic Aim Alignment	Action	Lead Responsibility	Target Date
a	Continue established and create new links with universities, liaising with appropriate staff to develop strategic and operational partnerships	AP Q&AP	Ongoing
b	Establish strategic and operational partnerships with universities with whom faculties have identified potential articulation routes	AP Q&AP	Ongoing
c	Agree with partner universities formal articulation routes which give full credit to HN study for all HN provision as appropriate	UPC	Annually
d	Liaise with partner universities to agree additionally funded places each academic year	UPC	June (annually)
e	Provide UCAS support workshops and guidance appointments for individual application and personal statement reviews	Guidance Team	December (annually)
e, f, i, q	Create Degree Brochure to promote understanding of HN to Degree and detail articulation routes	UPC	August (annually)
e, f, q	Review and develop content to maintain HE Portal on Staff Gateway to provide resources and information to help staff more effectively support students in their university applications	UPC	Ongoing
e, i, o	Liaise with universities to review and explain UCAS figures and inform future student choice to improve successful transition rates	UPC	Ongoing
e, h, i	Work with partner universities to plan face to face sessions to assist students in making effective course choices	UPC	Ongoing
e, g, i, j, m, o	Plan joint curriculum review sessions, visits and Career Long Professional Learning (CLPL) opportunities for College and university staff to strengthen partnership collaboration and build understanding of requirements and constraints of both sectors	AP Q&AP	Ongoing
f, k, s	Develop the Career Planner and Pathway diagrams whilst incorporating promotion of the vocational route to a degree via the Schools College Partnership (SCP). Ensure Dunfermline Learning Campus curriculum delivery pathway models are influenced and incorporate articulation opportunities	UPC and Head of DYW Partnerships	Annually

g, j, m	Explore opportunities for new programmes and delivery models to widen access and increase participation rates that more effectively utilise resources across partners	AP Q&AP	Ongoing
h, i	Plan and host virtual and multi-campus University Information Days that include representatives from our university partners and linked organisations.	UPC	Ongoing
i, j	Facilitate awareness and experiential sessions for students with university partners that include study skills sessions, promotion of open/college articulation days, university campus visits, guest lectures, etc.	UPC	Ongoing
k, m	Explore opportunities to increase delivery of HNC provision within SCP. Increase promotion and understanding of “Start your Degree at school”	AP Q&AP and Head of DYW Partnerships	Annually
l, o	Participate in annual evaluation of franchised degree provision in line with university requirements	AP Q&AP and Faculty Directors	Annually
n, o	Use internal and external data sources to participate in college evaluation process and provide statistical data to evidence provision, progression and widening participation	UPC	Annually
p	Working with faculties as part of curriculum planning, review programmes and Regional Skills Assessments to identify current offer realignment and potential need for new degree provision in Fife	AP Q&AP and Faculty Directors	Ongoing
q, r	Ensure active representation on regional, multi-regional and national groups to drive forward articulation opportunities and awareness of routes to relevant stakeholders	AP Q&AP and UPC	Ongoing
r	Review and reflect on Scottish Government and SFC publications and guidance to inform curriculum and action planning	UPC	Ongoing
s	Ensure active engagement with the Dunfermline Learning Campus group and working streams to support the vision of a University Hub in Dunfermline	AP Q&AP, Faculty Directors	Ongoing

6 Appendix A

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Professional Development Award	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			