



School College Partnership

“A partnership between Fife College, Fife Council and Skills Development Scotland.”

Strategy Paper

2020-2023

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1 Introduction

All partners are fully committed to working together to drive forward and enhance the learner journey agenda and to support Developing the Young Workforce (DYW) and all related national and local priorities for both the College and the schools within the region of Fife.

We will strive to offer a School College Partnership (SCP) that has the young person at the centre and enables them to access industry recognised training/certification and vocational qualifications on the Scottish Credit and Qualifications Framework (SCQF)¹. The development of seamless pathways allowing progression to further study and / or to employment is a key priority of the SCP that is aligned to Labour Market Information (LMI).

We will work together to promote programmes delivered through this partnership. The partners of the SCP will drive forward increasing flexibility in the school and college curriculum. This will support the:

- development of practical and contextualised vocational programmes which will enhance the educational experience and contributes to raising attainment and employment prospects for a number of young learners;
- creation of revised and additional progression routes which will support the widening access agenda including to Degree level study;
- on-going collaboration to plan and improve transitions, particularly for learners at risk and address the attainment gap, equalities and those with protected characteristics;
- reduce the repetition of study at a SCQF level whilst broadening the curriculum offer for young people;
- improve positive destinations and recognise success of the young people participating in the programme;
- improve Participation Measures;
- provide opportunities for SCP pupils progressing to Fife College to access additional funding and/or support opportunities e.g. guaranteed College course places following successful course completion, Adam Smith Foundation grants, guaranteed university degree articulation places following successful Higher National study² and apprenticeship courses;
- scheduling, timetabling, location and delivery models of partnership curriculum;
- development of more flexible and online digital learning.

The partnership will foster strong, positive and effective working relationships to meet local need and use Labour Market Intelligence (LMI) and other intelligence data available from SDS and other stakeholders to inform joint curriculum planning to ensure best fit for level, award and location.

¹ The SCQF framework is included for reference in Appendix A.

² Following successful completion of HN course, Fife College engagement in the Scottish Funding Council Additional Funded Place programme funds HN students on some courses to guaranteed articulation routes at selected universities.

Fife College University Partnership Strategy 2020-2023 will benefit the SCP and provide choice and opportunities to widen access for progression pathways up to SCQF level 7 whilst the young person is still at school with clear progression pathways to SCQF level 8 and beyond.

This strategy will be supported by the following three main groups and their sub groups:

- School College Partnership Strategy Group (chaired by Fife College)
- Foundation Apprenticeship Governance Group (chaired by Fife Council, Education)
- Dunfermline Learning Campus Learning Strategy Workstream to develop learning pathways for STEM (co-chaired by Fife College and Fife Council).

2 Strategic Aims

The strategic aims of the School College Partnership Strategy are based on three key themes, the three “C”s:

1. Collaboration & Partnership	Create a dynamic and collaborative partnership to continually evolve and enhance the School College Partnership portfolio of programmes in Fife.
2. Curriculum	Create a focused and relevant curriculum relevant to the needs of the young person in Fife which will deliver meta skills, knowledge and clear progression pathways into the world of work and learning.
3. Culture & Awareness	Create a framework to provide awareness and understanding of vocational pathways across all stakeholders and key influencers within Fife.

3 Strategic Objectives

The strategic objectives of the School College Partnership Strategy to address the strategic aims are:

1. Collaboration & Partnership	Create a dynamic and collaborative partnership to continually evolve and enhance the School College Partnership portfolio of programmes in Fife.
	1.1 Develop and implement joint curriculum planning centred around the young person at cluster/geographical level.
	1.2 Increase use of shared data across all stakeholders to inform curriculum choice via the curriculum planning process.
	1.3 Ensure vocational pathways are accessible, clear and link into Regional Skills Assessment, Fife College University Partnership Strategy and Employer Engagement Strategy and where appropriate to key focus areas of Fife Council e.g. Youth Employability recovery plan
	1.4 Develop, implement and share joint self-evaluation process and impact planning to support the improvement and continual enhancement of the SCP portfolio that supports the “How Good is Our School” and “How Good is Our College” frameworks.
	1.5 Increase joint Career Long Professional Learning (CLPL) events and sharing of good practice between Fife College and Fife Schools.
2. Curriculum	Create a focused and relevant curriculum relevant to the needs of the young person in Fife which will deliver skills, knowledge and clear progression pathways into the world of work and learning.
	2.1 Develop and implement regional curriculum choice aligned to the school cluster and to socio-economic needs.
	2.2 Align curriculum offer to support advanced standing to full time college programmes, apprenticeships and employment opportunities.
	2.3 Increase HNC (SCQF Level 7) offering to Senior Phase as part of the “Start your Degree at school” programme.
	2.4 Explore joint delivery opportunities including digital offers to maximise stakeholder expertise and resources.

	2.5 Ensure alignment of developments address DYW, Gender Imbalance, Scottish Attainment Challenge and STEAM.
	2.6 Develop flexible delivery models to include appropriate and sustainable programmes that will include varying ratios of commitments at school and college and utilise shared resources.
3. Culture & Awareness	Create a framework to provide awareness and understanding of vocational pathways across all stakeholders and key influencers within Fife.
	3.1 Introduce clear recognised progression pathways from SCP portfolio to Fife College full time programmes and subsequent progression routes.
	3.2 Improve awareness and engagement within schools and with parents/carers to inform the young person of their wider study options to maximise their attainment of vocational qualifications.
	3.3 Increase promotion and understanding of vocational pathways across all stakeholders.
	3.4 Ensure clarity and understanding of key roles, responsibilities and contacts across partners.
	3.5 Develop a culture of shared responsibility ensuring opportunities are maximised for the young person including raising awareness and applications for relevant Adam Smith Foundation Scholarships.
	3.6 Plan learning and engagement opportunities including taster courses for the young person studying at S3 and above.

4 Implementation

To deliver the School College Partnership Strategy all partners agree to work fully together to take forward our key themes, ensuring a shared approach to responsibility and accountability.

5 Monitoring arrangements

The agreed monitoring arrangements to ensure effective and timely delivery of the implementation plan include:

- Monitoring feedback at the SCP Strategic Group meetings;
- Monitoring feedback at the Foundation Apprenticeship Governance Group meetings;
- Review meetings with 'individual' or 'area groups' of schools;
- Secondary Heads meetings;
- DYW Fife meetings;
- Timelines will be agreed as part of a separate Action Plan which all partners will mutually agree to.

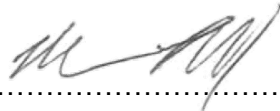
6 Acknowledgement

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7 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.scof.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	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	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			