Name of Provider: Fareham College
UKPRN: 10007928

TEF Year Three provider submission – Fareham College

Our Purpose 2020

To improve individuals' life chances and career options. To support local economic development through education and training.

Our Vision 2020

Our vision is that by 2020 we will be a further education college that achieves excellence in all areas of work that we do, inspiring learners, creating opportunities and changing lives by:

- Delivering high quality teaching, learning and assessment by highly effective and dedicated staff;
- Delivering a rich, inclusive and holistic student experience that provides our students with a 'direct line of sight' to sustainable careers;
- Leading innovation in learning and skills;
- Delivering a responsive and accessible curriculum that provides opportunities and supports the development of the local workforce and the regional economy;
- Working in partnership to deliver a better future for all our students.

Our Mission 2020

To prepare our students for meaningful careers through the provision of outstanding technical and professional programmes of study.

Our Values and Beliefs

Our core values express what the College stands for and how we will conduct ourselves as an organisation. The College's three core values have been developed with our staff and students.

- **Respect:** We will create a culture where **respect** is key for all that work, study and visit Fareham College.
- **Innovate:** We encourage **innovation** in design, development and delivery of our curriculum.
- **Excel:** We expect **excellence** in staff and student performance.

Our core values underpin our strategies, policies, objectives and procedures by providing a basis and a reference point for everything that we do. These values and beliefs will guide our conduct and that of our students.

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Provider Context

Fareham College is a large general further education college situated on the south coast of Hampshire. More young people in Fareham and Gosport achieve better GCSE results than the national and county average and a large majority continues into further education. Unemployment is relatively low. The proportion of the local population from a minority ethnic group is very low.

In 2014, college leaders opened a second campus in Lee-on-the-Solent, in collaboration with large regional employers. This provides technical and professional training, including apprenticeships, in a range of engineering specialisms such as automotive, marine, aeronautics and motor sports.

Fareham College was graded outstanding by Ofsted in October 2017, and met requirements in the latest Annual Provider Review (APR) outcome. Prior to that the college received feedback from its last QAA Higher Education Review that confirmed all judgements meet UK expectations.

The small amount of higher education provision (approximately 250 students) is important to the College and is designed to meet employer and educational needs, both locally and nationally.

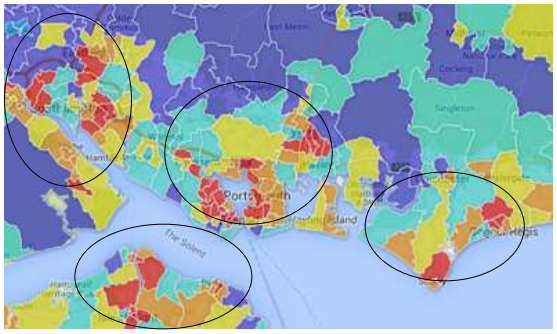
The economic activity rate across the area is higher than the county average and unemployment is relatively low at around 3% in Fareham and 4% in Gosport, lower than the national rate of 4.6%. However, there are substantial variations with the highest unemployment in areas with high proportions of young people. Both boroughs have some areas of significant deprivation and relatively low attainment by pupils in secondary schools.

Fareham is promoted as a telecommunications hub with high capacity infrastructure. Key sectors in terms of employment are: finance and business services, public services, retail, hospitality and catering and manufacturing and engineering.

In Gosport, the most significant sectors in employment terms are: public administration, distribution, hospitality and catering and defence-related industries. It has the highest rate of high technology

employment in Hampshire, demonstrating local strengths in mechanical, electrical and marine engineering.

The South Coast of the Solent Region sees a high proportion of quintile 1 (red) and quintile 2 (amber) areas from which the College recruits Higher Education students.



The College's Senior Management Team has completed a three-year Strategic Plan for Fareham College for 2017-2020 – Fareham College 2020. This plan is underpinned at its core by 6 measurements of success relating to students, staff, stakeholders, skills, systems and study facilities. Much of this work has been consulted on with staff, students, the Corporation and stakeholders, from which, a clear direction, set of aims and curriculum priorities have emerged for the next three years. To increase the profile of higher education, secure its sustainability and economic viability, the College will work to increase the number of higher education students, with a particular focus on part-time, employer-led provision, to support forecasted local demand in areas such as engineering, early years, accountancy, management, teacher training, civil engineering and the creative industries. The College recognises growth in the identified areas will be subject to HEFCE's development policy and allied available resources, whether directly or indirectly funded.

The college has existing, high quality HE provision through HNC/HND programmes and Foundation Degrees, the numbers of students on these programmes has grown significantly over recent years.

The College has existing partnerships arrangements in place with Southampton Solent University, Chichester University, Portsmouth University and Bournemouth University. In some cases, these partnerships represent validation arrangements and others are in the form of articulation and progression agreements.

The college also has extensive experience in apprenticeships, expertise in managing SFA funding and valuable employer links. The college works very closely with the Solent Local Enterprise Partnership and has been successful in securing project funding for both capital projects and workforce development programmes.

The College continues to recruit more Higher Education learners in specific subject areas, with a particular increase in participation in engineering subjects at CEMAST.

The college currently has approximately 250 Higher Education students across all its level 4 and 5 programmes. This is expected to grow considerably over the next 3 years as the apprenticeship reforms see an increased focus on higher and degree apprenticeships.

The college anticipates a significant growth in the Healthcare sector. The NHS will be a significant contributor to the Apprenticeship Levy and local trusts are already in dialogue with the college as to how to work together to maximise the opportunities available for workforce development using the funds in the levy. In addition to the levy there is likely to be a requirement for 2.3% of public sector workforce to be apprentices. At the same time the HealthCare Education for England Bursary to degree programmes is being phased out. The impact to the NHS is therefore significant. The college

is well placed to use its existing relationship with the NHS, its expertise in SFA funding and its validation arrangements with Chichester University to deliver Degree Apprenticeships in this sector.

CEMAST, Fareham College's Centre for Excellence in Manufacturing and Advanced Skills Training opened in September 2014 and has established itself has an outstanding centre with international reputation for delivering engineering training across many disciplines including manufacturing, marine, aeronautical, electrical, electronic, automotive and motorsport. The centre and the curriculum delivered from it are intrinsically linked to the Solent LEP Economic Skills Plan with respect to industry skills alignment and levels of qualification leading to direct impact on increased local economic productivity. The employer links from the centre offer significant opportunities in the development of degree apprenticeships.

Higher Education strategic aims

- To develop full- and part-time higher level provision, where the College has proven strengths in its further education curriculum and there is evidence of demand.
- To work independently and, via partnerships, to develop suitable full- and part-time provision of sub-degree qualifications for high and medium priority areas in response to local learner and employer needs.
- To ensure progression to Level 4 in priority sectors.
- To ensure high quality provision through quality assurance and enhancement, staffing, CPD (including encouraging scholarly activity), all mapped to the QAA Quality Code.
- To provide a distinctive adult and higher education student ethos, environment and support.
- To pursue a policy of widening participation, through which more students with ability are able to access higher education, regardless of background or the ability to pay.

Higher Education and the College's mission

In the context of the College's mission statement, the general aims of the HE provision are to:

a. provide a high-quality learning experience through clearly structured, flexible courses and innovative pedagogy.
b. promote a diverse and stimulating range of experiences, which allow for different backgrounds, learning style, student interests and enable students to realise their potential as educated citizens.
c. help students gain the maximum benefit from their learning experiences by providing personal and academic reviews, tutorials, CPD and appropriate individual academic and pastoral support.
d. provide programmes of study that are recognised and valued by employers, national training organisations, professional bodies and universities.
e. encourage flexibility, knowledge, skills and motivation as a basis for progression into employment, graduate or postgraduate studies.
f. support the local and national economy by providing relevant higher level technical and professional qualifications, thereby, helping to bridge the skills gap and enable students to overcome barriers to completing their education.

Additionally, specific programmes aim to:

a. provide students with the relevant knowledge and skills in engineering, early years, accountancy, management, teacher training, civil engineering and the creative industries, plus new programmes to be developed and added to the portfolio.
b. provide a basis for further choice in more specialised areas of engineering, early years, accountancy, management, teacher training, civil engineering and the creative industries.
c. provide learning opportunities which develop individual skills and abilities, including learning from private study, which will allow students to produce academic solutions individually and, with others, within given timescales and constraints.
d. provide students with relevant, high quality feedback which encourages learners to analyse and reflect on their strengths and weaknesses.
e. develop problem-solving and transferable skills to enhance personal development.

Higher Education and the College's curriculum strategy

The shape and nature of the curriculum also reflects the College's commitment to its stakeholders as outlined elsewhere in Fareham College 2020 – the Strategic Plan 2017-2020. The focus throughout this document is to place the needs of students first and the College's Higher Education Strategy has been developed to ensure the realisation of these ambitions.

The proximity of Portsmouth and Southampton Docks and the Ministry of Defence Support services and the area as a tourist and holiday destination, together with their relevant associated businesses, are further factors in the local demand for skills. The area also has strengths in Advanced Engineering and Electronics, Business and Professional Services, Manufacturing, Construction, Infrastructure Projects, Education, Health, Visitor Economy and the Arts. Higher employable skills are required in all these areas.

The Higher Education Board of Studies oversees the strategic direction of HE, quality assurance process for the college and feeds directly into key college management committees, including Academic Standards and the TSCQ Governors' Committee. The quality assurance and enhancement of higher education is overseen the Deputy Principal, with responsibility for Higher Education across the college with the support of a Senior Lecturer for Higher Education.

Staff capacity and investment

The expansion of Level 4, and higher, provision necessitates investment in terms of development time for the setting up of new courses and working with employers in their design. The College has a strong staffing base, with lecturers who have good connections with employers and who work closely with providers of higher education.

The routes for funded growth are through direct funding from HEFCE. Investment considerations include the need to develop quantity, quality and other processes specifically for higher education programmes to meet the indicators of sound practice as identified by HEFCE currently, and the Office for Students when it becomes established, and the UK Quality Code.

Risk management

The Fareham College Senior Management Team assesses the performance of all the College's provision, including higher education and provides high level reports to the Governing body. The College manages risk through a comprehensive risk management process, which is the responsibility of the Principal. For further information about the identified risks associated with Fareham College's HE provision refer to the Risk Management Policy and associated Risk Register.

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Provision at Level 4 and above (directly and indirectly funded by HEFCE and non-HEFCE funded)

Course title	Awarding Body	Academic year 2017/18	Academic Year 2018/19
HNC Engineering (pathways in Electrical, Mechanical and Aeronautical) Year 1 of 2	University of Portsmouth	✓	✓
HNC Engineering (pathways in Electrical, Mechanical and Aeronautical) Year 2 of 2	Pearsons	✓	
HNC Engineering (pathways in Electrical, Mechanical and Aeronautical) Year 2 of 2	University of Portsmouth		✓
HND Engineering Year 1 of 2	University of Portsmouth	✓	✓
HND Engineering Year 2 of 2	Pearsons	✓	
HNC Motor Sport Year 1 of 2	Pearsons (TBC)		✓
Level 5 Diploma in Education and Training	VTCT	✓	✓
Foundation Degree in Early Childhood 2 years full-time	University of Chichester	✓	✓
BA (Hons) Early Childhood 2 years part time	University of Chichester	✓	
BA (Hons) Early Childhood 1 year full-time	University of Chichester		✓
Higher Apprenticeship in Leadership and Management	ILM	✓	✓
Chartered Manager Degree Apprenticeship	University of Chichester		✓
Level 4 AAT Diploma	AAT	✓	✓
Higher Apprenticeship in Civil Engineering	Pearsons		✓
Higher Apprenticeship in IT	Pearsons	✓	✓
HNC in IT	Pearsons		✓
BA (Hons) Fine Art	University of Portsmouth		✓

Additionally, in development for 2019/20:

- Foundation Degree in Health and Social Care
- Level 5 HND in Travel and Tourism Management
- Level 4 Teaching Assistants
- Higher Apprenticeship FE Skills Teacher
- HNC Creative Media
- HNC Music Technology

Teaching Quality

Fareham College has an applied approach to teaching and learning which stimulates students in developing the academic abilities they need to succeed in the workplace and in their future careers. Fareham College delivers highly effective teaching, learning and assessment which result in outstanding achievements. Leaders and managers have very high expectations of teachers and have invested in a comprehensive coaching and development programme for staff. Teachers are highly experienced in their technical and professional subjects and they use their skills and enthusiasm to inspire students and apprentices to progress and achieve.

Student engagement

1. Focus groups are set up to capture learner voice and discuss any issues that they may have. These are then taken to the Higher Education Board of Studies (HEBoS) for discussion and a possible enhancement project may develop as a vehicle to enhancing the learner experience. Student reps are also encouraged to attend the board wherever possible.
2. Surveys are conducted to capture the learner experience on induction, on programme and progressing. These are conducted via the college VLE and are also undertaken by the awarding body.
3. Students participate in the National Student Survey (NSS) and the Destination of Leavers from Higher Education (DELHE) survey.
4. Students are encouraged to attend award events and graduation ceremonies, the College holds its own awards evening to celebrate the successes of all its students and some validating universities or awarding organisations also hold their own graduation ceremonies (such as Chichester and AAT).
5. Termly progress boards are conducted by the College and the awarding bodies. This is also a platform for student voice and issues are brought to this process for discussion and resolution.
6. Visits and trips are frequently organised by the College for Higher Education students. For example a recent visit to Parliament by a group of Teachers enhanced their experience of British Values and this then transferred to their own teaching.
7. As a direct result of student feedback, study space has been provided in both campuses whereby students studying higher level courses can go, where there are facilities, in a quieter location that can provide the space to complete assignments, research and study.
8. The students also reported that they required more HE resources other than the online resources provided. The library was updated with a wider range of engineering, accounting and childcare texts.

Valuing Teaching

9. Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve their intended learning outcomes.
10. The College ensures that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed.
11. Learning is extended via a range of blended learning, e-learning and virtual learning packages suited to the subject area.
12. All staff promote equality and diversity, transferrable skills, fundamental British Values and Prevent through teaching and learning in planned and responsive ways that prepare learners to successfully integrate themselves into the modern employment market; an inclusive approach to all learners underpins the learning culture, and potential learning gaps will be monitored and closed.
13. Continuing Professional Development events have been arranged for staff teaching at a higher level.
14. Staff teaching on higher level programmes are given more time (1.25 hours for every 1 hour taught) in recognition of the research a development required to teach at this level.

15. A robust appraisal scheme is in place in which all teaching staff are set and KPI's link to student attendance, retention, attainment and destination.
16. A Professional development day is in place whereby staff are encouraged to take the day to work back in industry and help to keep them up to date and enhance their teaching

Rigour and stretch

17. Teachers set high expectations at each point of contact and embed them in all programmes from induction to achievement.
18. Teachers motivate and inspire learners and create an aspirational learning environment.
19. Ineternal verification processes are in place and the College has policies on malpractice, assessment strategy etc.
20. External verification or external examiniation processes also happen at least once a year to ensure the quality of the programme is robust.
21. Students wishing to be trained in childcare must be trained to at least level 3 and above before being able to practise in the Industry (Government legislation).
22. Each department is part of an Internal Quality Review, which involves developmental observations followed by graded observations, which are then used to support staff to reach or maintain outstanding status, regarding the lessons they produce and the outcomes for students.
23. External Exams are conducted by exams officers, who invigilate exams which are regulated by JSCQ.
24. Ofsted judged the quality of teaching and learning for the college ESFA funded students and apprentices to be outstanding in October 2017.

Feedback (student)

25. Teachers track the progress of each learner from their starting point, and build on and extend learning through a challenging, varied and engaging sequence of learning experiences.
26. Teachers use frequent formative and summative assessment to check and track learning and provide accurate, constructive and challenging feedback.
27. Teachers and students negotiate academic targets with learners on a regular basis and ensure they meet or exceed challenge grades.
28. Teachers, leaders and nmanagers strive to ensure each and every student makes progress beyond their expected target grade given their starting points.
29. Teachers monitor learner progress closely so that appropriate and timely interventions in the form of information, advice or guidance from internal or external referrals can support learning effectively.
30. Teachers use the tutorial programme to monitor academic targets, the development of employability skills, and careers guidance and planning.
31. Every student is able to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff.

Feedback (teacher)

33. Through observation of teaching and learning, leaders and managers ensure that each teacher has a qualified understanding of their strengths and weaknesses, and clear, constructive actions for development;
34. Leaders and managers analyse key themes for development in observations across the provision such as learner progress, equality and diversity, English and mathematics, value added;
35. Leaders and managers effectively use developmental, walkthrough and peer observations to underpin a positive culture of continuous professional development;
36. Leaders, managers and teachers identify and share areas of good practice through regular Teaching, Learning and Quality meetings and Teach Meets.
37. Leaders and managers validate the judgements of the observation team through external standardisation and internal moderation.
38. Leaders and managers track progress against observation actions through appraisal and, where necessary, implement performance management measures.
39. Leaders and managers use the observation process to ensure rapid development of significant weaknesses.
40. Leaders and managers assess teachers' effectiveness through a range of key indicators including observation, outcomes, appraisal and the learner voice.
41. Leaders and managers implement effective training programmes to address individual needs as well as cross-college themes.

Learning Environment

Resources

43. CEMAST, Fareham College's centre for advanced engineering, a new 4,000m2 facility at Daedalus, Lee-on-the-Solent, completed in July 2014. The transfer of Engineering to CEMAST created vacant space at the Bishopsfield Campus and provided the opportunity for the College to consolidate and upgrade its accommodation.
44. The southern part of the Bishopsfield Campus was disposed of for residential development to provide the majority of the funding for the redevelopment and upgrading works at the campus.
45. £4.7m of additional funding was provided by the Skills Funding Agency under its Further Education College Capital Investment Fund (CCIF) following a successful bid in May 2013 to provide a range of industry standard learning environments for vocational training;
46. The development of CEMAST and the redevelopment of the Bishopsfield Road Campus created inspiring and welcoming learning environments to attract and retain students and staff. They provide a rational and coherent layout of modern general and specialist learning spaces which are both flexible and efficient and they create a sense of place and presence to raise the profile of the College within its local communities.
47. Technology is effectively embedded into classroom teaching such as Click view, Mind mister, Turnitin and the college VLE- Oracle where resources for all courses are accessible to students.
48. HE and Professional Resource Hub has been developed to give Higher Education learners another area to support their studies. In 3 sections it covers the induction and initial information required to start the course. Another section to help on programme with areas such as business English and maths skills and offering help with assignment planning, report writing and exam techniques. The final section covers progression and offers guidance on graduate programmes, CV and interview skills.
49. The Professional Centre offers a quiet space for learning and a lounge area and is also a hub for short managerial type courses, which adults may find useful in the work place.
50. Chichester and Portsmouth Universities, sponsor some of our HE courses and therefore offer students access to their online resources and their Libraries. Portsmouth for example is open 24 hours a day. This provides a teaching collaborative community.
51. The college library is open Mon-Fri with 3 evening openings a week to ensure that HE students are able to access the wide range of books, journals and IT it has to offer. LRC staff are on hand to support students with their study needs.

Scholarship, Research and Professional Practise

52. Project work undertaken by HE students, encourages research and support is provided to help students on this journey and ensuring the right information is found.
53. Displays are set up for employers to view and discuss with for example engineering students. These courses are drive by sponsorship and Employers want their employees to enter the relevant pathway.
54. The Professional Centre was launched this year. Employers attended and encouraged to use the centre for CPD events for staff, through bespoke and short courses, which will lead to improved understanding of professional practise.
55. Staff undertaking teacher training at level 5, complete rigorous action research to investigate and present on a topic relevant to current practise. Recent examples have included 'The Effectiveness of employability lessons in Further Eduaction' and 'Advancing, Equality, diversity and inclusion in educational provision to guarantee SMSC standards through reasonable adjustment'
56. Staff teaching on Higher Education courses are encouraged and supported to undertake higher level qualifications, within their chosen field. Examples of recent courses undertaken by staff at Masters level include Early Years Education and Leadership and Management in Education.

57. HE scholarly activity is incorporated as part of staff development day and sits as an agenda item on the HE board of studies.
58. CPD events are arranged as part of a cross college programme which included, Industry days and learning communities.
59. The HE area also gains from its enhanced links with the local universities of Portsmouth and Chichester

Personalised Learning

60. Students are able to personalise their learning in some subject areas through optional units of study, most often options are taken as a direct result of the best fit to the employers needs where students are on day-release Part-time Higher Education programmes.
61. The use of ProMonitor allows students to track their own progress and set their own personal learning goals which are reviewed by the student and teacher in regular one to one tutorials.
62. Higher apprentices in particular are regularly visited in the workplace where assessors review workplace learning and hold tri-party review between the higher apprentices, the employer and the assessor.
63. The College's Teaching and Learning Strategy includes specific focus on the use of a variety of blended learning and e-learning packages to support and enhance personalised learning. These resources are introduced to students during their induction to ensure that they can be accessed from the very start of the course.
64. Students have access to additional study support through the study centre which is facilitated by additional learner support practitioners.
65. A range of study skills workshops and 1:1 support are provided by the LRC team, who can support with the development of study skills such as referencing, assignment writing, digital literacy and research techniques.

Student Outcomes and Learning Gain

Employment and Further Study

66. The large majoriy of students are already in employment as part of the apprenticeship programmes or as a result of studting day-release part-time higher education.
67. Many part time programmes such as AAT students are promoted within their current employment or secure higher level jobs in the same environment. The AAT is also viewed by many employers as a stepping stone to the Charterred Accounting routes, such as ACCA and CIMA.
68. Progression opportunities are offered in that HNC students can progress to HND and the relevant level 3 programme is running to offer progression to level 4 e.g. accounting and childcare.
69. The students studying on the FdA in Early Years can progress with in the College to the BA in Early Years and then on to the MA at Chichester, providing continuity of learning.
70. The introduction of new level 4 programmes planned, such as the level 4 Higher Teaching and Learning Assistane course, will act as an alternative route to teaching as with the level 4 HNC in Motorsport, which again offers an alternative to higher level engineering courses.

Employability and Transferable Skills

71. Short courses are offered in the Professional centre bespoke and relevant to management and employability.
72. Many of the programmes already have built into the course, relevant employability units, such as Ethics and Sustainability as part of the accounting programmes.
73. The large majority of HE students study whilst working in the sector they are trying to achieve qualifications in. For example, engineering students are on day release from companies like BAE, GE Aviation, Vector Aerospace, South Western Railways.

Positive outcomes for all

74. Teaching and learning courses above 90% success rates across level 4 and 5.
75. Engineering courses high success rates and attendance rates in most of the courses offered at HE level.
76. Fareham College works with students from a wide variety of backgrounds but a large proportion of students come from post-codes in the lowest quintile areas for HE participation.
77. Equality and diversity impact measures are reviewed at the corporation's sub-committee for Teaching, Students, Curriculum and Quality.

	Retention %	Pass %	Achievement %
Aerospace Engineering Btec Level 4 HNC Diploma	85.7%	83.3%	71.4%
Award in the Internal Quality Assurance of Assessment Processes and Practice	100%	50.0%	50.0%
Diploma in Education & Training Level 5	100%	94.7%	94.7%
Diploma in Education & Training Level 5 (Internal and Progressors)	100%	92.9%	92.9%
Early Childhood Foundation Degree - Third Year	100%	80.0%	80.0%
Electrical Engineering Btec Level 4 HNC Diploma	82.6%	94.7%	78.3%
Information, Advice & Guidance Level 4	75.0%	100.0%	75.0%
Internal Quality Assurance of Assessment Processes and Practice - Level 4 Award	100%	100.0%	100%
Mechanical Engineering BTEC Level 4 HNC Diploma	90.9%	95.0%	86.4%
Salon Management Level 4 Award	100%	100%	100%