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| Strategic Plan 2017-2020  13 October 2017 | OUR MISSION:  *Exceptional Education For Creative Careers* |

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# Introduction

The further and higher education sectors have both been subject to considerable change in areas such as funding, patterns of participation and academic delivery. Since the College approved its previous Strategic Plan, the 2017 election campaign has significantly increased the political profile of previously settled issues largely related to HE funding. Prior to the 2017 election it could have been argued that the HE sector had entered a period of further change based upon a clear policy drive towards a much more market-orientated environment. This meant that the Government saw higher education, for undergraduates, primarily as a route to better-paid employment, thereby increasing the emphasis on the quality of industrial links, and that the new Teaching Excellence Framework (TEF) would be a key mechanism in shaping institutional behaviours to meet policy objectives. The TEF process was given a very high priority by the College in 2016-17 and achieving a Gold rating was a great result. The TEF mechanism allowing increases in the maximum annual undergraduate fee of £9,000 suggests that fees were expected to be a less controversial issue. However, the Labour Party emphasis on levels of student debt during the election campaign has served to substantially increase the level of political debate about key aspects of higher education policy. As a consequence, in reviewing its strategy the College faces a much less certain environment.

Despite increased environmental uncertainty, the College sees no reason to fundamentally alter its key strategic objectives. However, the present uncertainty highlights the importance of making progress in growing the extent of the College’s higher education provision in case policy or regulatory changes are introduced which would curtail the College’s ability to increase its HE student numbers.

The College remains mindful that it must continue essential features of its present provision, whilst acknowledging that in some areas there is a need for progress and improvement. The College must act as both a supportive employer and as an educational establishment committed to excellence which must be borne out by staff performance and the quality of students’ experiences. A key change in 2016-17 was the establishment of the Student Experience Team, led by the Vice Principal (Student Experience), a new role. These developments are key in highlighting the importance of the student experience to the success of the College’s plans and the performance of the Student Experience Team will be pivotal in achieving the student-focused approach necessary for the College to succeed in an increasingly competitive market.

This plan is supported by the underpinning strategies of the College. These are short and contain a limited number of objectives. These in turn are reflected in underpinning operating plans for teams across the College and in individual staff performance objectives. In concentrating on change, a key factor is the implementation of the College’s vision. There has never been a lack of imagination about how the College might change but there must be sufficient focus on the implementation of its strategies.

Overall, College strategy and underpinning objectives seek to build on what is positive within the College and deliver improvements for students, staff and other key stakeholders. The College has a vision of itself as a proactive Art School, at the cutting edge of developments in both the creative industries and art and design education. This plan will move the College substantially towards realising this vision by its conclusion in 2020.

# Academic Strategy

The College’s Academic Strategy has been drafted in consultation with all academic and technical support staff and has been approved by the Academic Board and the Governing Body. It sets out the core aspects of the College’s academic approach, and is therefore directly relevant to the achievement of the College’s overall Strategic Plan. Consequently, it is essential that the five main strategy documents that support the Academic Strategy take their direction and tone from it, and that the suite of documents is consistent. In order to ensure this, the College has ‘mapped’ the elements of the Academic Strategy against these five strategies, and other strategy documents. The documents and their inter-relationships are set out at Appendix A. The Academic Strategy is relatively brief and is attached at Appendix B.

# Our Mission

The College’s essential mission concerns the quality of students’ learning experience and outcomes. Its mission statement reflects this:

**“Exceptional education for creative careers.”**

In practice this means that the desire to improve the quality of students’ experience and outcomes must be our primary concerns. It was this motivation that lay behind the creation of the Student Experience Team towards the end of 2016-17.

# Our Objectives

We have characterised our objectives in a highly abbreviated form as:

**“More students on better courses”**

# Our Values

Creativity and Excellence

We aim to place creative practice by students and staff at the centre of what we do, with excellent outcomes as our goal.

Professional Practice, Employability and Enterprise

We aim to develop students’ skills for employment and enterprise through curricula informed by staff and student engagement with the creative industries. We value the encouragement of professional practice in students and the continuing professional development of staff, improving their performance and contribution to the education sector and creative industries.

Student Engagement, Collaboration and Community

We aim to promote student engagement within their learning environment as a partnership with staff, to aid delivery of a high quality student experience and to promote understanding and appreciation of art and design. We aim to develop complementary areas of study that support interdisciplinary collaboration and learning and engagement with external partners.

# Our Behaviours

Concern for the quality of student experience

A high quality student experience is the essential prerequisite for the College’s success. This means a high quality experience in terms of teaching, learning and assessment, and that the curriculum must continue to be relevant and delivered by staff whose knowledge is up-to-date.

A positive, collegiate approach

The reputations and fortunes of the College’s FE and HE courses and programmes are, to a large extent, entwined. There are many positive opportunities for expansion of provision and FE and HE colleagues should work together to achieve this.

Professionalism

All staff should seek to achieve high standards and behaviours – in other words being professional. Part of being a professional is that work is subject to review and comment in order to maintain and improve standards. Staff should work together with appropriate planning for improvement, and individuals should seek to provide and receive feedback in a manner which improves outcomes for the College and its students.

Always seeking improvement; appropriately self-critical

We should always seek to improve the quality of our provision to students, and all College staff should seek to be appropriately self-critical, focusing on future improvement.

Equality and diversity

The College is committed to the principles of equality and diversity and aims to ensure that all employees and college users are treated fairly and equally regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

# Realising the vision

The communication of behaviours and objectives and the development, implementation and monitoring of operating plans, underpinned by performance management, will be key to achieving the college’s strategic objectives. Management and operating team meetings will be central to the implementation of the plan. Team ownership of relevant objectives and monitoring of progress is essential. Necessary amendments may also be suggested, keeping the plan relevant.

# Monitoring and Review

The College will review budgets and performance against the Strategic Plan objectives twice per year. A formal mid-year review exercise will be reported to the Corporation Board.

# Key Objectives: Overview

Employability & Creative Industry Links**:** In an increasingly competitive market, where employment in the creative industries is usually predicated on a degree, the College must improve the quality and coordination of its links with employers as part of improving the currency of its offer and its ability to assist graduates in finding employment.

Current relevant curricula offer**:** The College must keep developments in the creative industries andcreative education under constant review, primarily via staff scholarly activity, whilst assessing potential student demand in order to ensure that its offer isrelevant and contemporary.

Excellent Student Experience**:** The College has a reputation for the quality of its provision. Though well-deserved this may be fragile, particularly in the new TEF era. The quality of provision must therefore be improved throughout the life of this plan. As well as teaching, learning and assessment the whole student experience is crucial, and the College must ensure that staff in all areas understand the imperative for high quality customer service and appealing extra-curricular options.

Increasing HE Orientation and Growth**:** The College’s strategic direction is based upon increasing HE orientation and expansion of its HE activity. This is predicated on increasing the HE orientation of its staff by focusing on the scholarly activity undertaken in the College and a student experience which fully meets the standards expected. The College believes that there are opportunities for growth even in the present difficult market and that these are dependent upon demonstrating good graduate outcomes and creative industry-relevant programmes.

Sustainability: The College has always been financially sound and is determined to remain so. Sustainability must underpin the College’s other ambitions.

Managing the inter-relationship between these priorities will be the key task for the College over the life of the plan.

# Employability & Creative Industry Links

Position Statement – *where are we now?*

The College’s graduates are achieving very high levels of employment or further study and employment in professional/managerial roles, as evidenced by the Destination of Leavers from Higher Education (DLHE) survey. Whilst revised Industrial Liaison Group (ILG) arrangements have seen the College secure links with an improved range of Visiting Fellows, there is still work to do to improve College systems relating to industry contacts and to develop further industry links for Live Projects and Work Experience, where practice across programmes is mixed. The recording of the impact of industry links is still not consistent.

At FE most courses have links to creative industry providing engaging live briefs and internal work place experiences. Further work is required to align the skills developed with the learners’ progression goals. External work experience opportunities exist but are limited.

Objectives – *what are we trying to achieve?*

1. To maintain the outstanding headline level of graduate employment or further study and professional/managerial level employment.
2. To have fully functioning Customer Relationship Management (CRM) system which is routinely used by academic and business support staff to enable the measurement and management of links with contacts in the creative industries.
3. To increase the range and quality of undergraduate student opportunities for work experience and live projects during the course of their study programmes.
4. To increase reported levels of satisfaction with how students’ experience at CCAD prepares them for work
5. To embed skills for progression further into the FE curriculum.

Key Performance Indicators – *what are we going to measure to determine success?*

1. Maintain the College’s relative position in league tables for employment or further study at through until 2020.
2. Maintain the relative position in league tables for Graduates in employment who are employed at professional or managerial level six months after leaving.
3. By 2020 ensure all undergraduates have the opportunity to experience at least one externally set Live Project during their studies.
4. Improve reported levels of graduate satisfaction with how their CCAD experience prepares them for both work or self-employment [2017 – 75%; 2020 target 85%].
5. All FE Students to have the chance to engage in an externally led work based opportunity such as a live brief or project.

# Curricula Developments

Position Statement – *where are we now?*

The Curriculum Development Group (CDG) has recommended the development of six new undergraduate programmes of study which have been included in the 2018 prospectus (subject to validation by the Arts University Bournemouth). New staff have been recruited to develop and deliver these programmes. The CDG is likely to recommend that the College should offer masters level provision by 2019. This will be subject to further discussion with AUB.

Whilst the College has actively promoted scholarly activity by staff for a number of years, supporting this with remission from teaching, a new process will operate in 2017-18. This is intended to increase the focus of programme teams on scholarly activity which is likely to lead to curriculum development, managed via the Annual Programme Review (APR) process.

The vast majority of the FE curriculum is now validated by the University of the Arts London (UAL). This has been a response to the change in the Pearson Edexel specifications for 2017-18, which were seen as unduly restrictive. These changes have been implemented relatively quickly, and a more considered review of the FE curriculum offer will be undertaken early in 2017-18 once the new Head of FE has taken up his role.

Activities to promote improved FE/HE staff dialogue have continued, and HE experience days for FE students in October 2017 have been planned in order to develop and improve upon activities in 2016. Progression to the College’s HE provision by completing L3 FE students improved from 23 per cent in 2016 to 30 per cent in 2017.

Objectives–*what are we trying to achieve?*

1. Staff are fully aware of current creative and academic sector developments as a result of their scholarly activity and are able to use this knowledge to propose and evaluate curricula changes.
2. A distinctive series of HE programme offers which demonstrate currency in academic terms and high quality links with relevant organisations of at least national standing in the creative industries.
3. FE courses that remain highly appealing to learners in the Tees Valley and the wider region.
4. Consider diversifying the College’s undergraduate HE offer by developing new modules within the existing provision and consider new provision where there is robust evidence for demand.

Key Performance Indicators – *what are we going to measure to determine success?*

1. Increased levels of HE applications as set out in detailed targets (see Appendix D).
2. A greater proportion of HE programmes recruiting at least 20 undergraduates per cohort (see Appendix D).
3. FE provision to at least maintain the College’s 3.6 per cent share of 16 year olds learners in the Tees Valley, with the recognition that student numbers within the Tees Valley should rise by 2019-20.
4. The six new undergraduate programmes to recruit to target in 2017-2020 (see Appendix D).
5. New undergraduate and masters level provision to be offered and run in 2019.

**Excellent Student Experience**

Position Statement – *where are we now?*

The College’s FE success rates are outstanding. Student surveys show high levels of satisfaction. The College’s Level 3 FE students achieve extremely good progression to HE study. In admitting students to study at level 2, the College needs to be mindful that the correct information, advice and guidance (IAG) is provided to support learner’s completion of their qualification and meet their progression goals. Consideration should therefore be given to the graduate nature of employment in the creative industry sector.

At higher education the College has retention rates that, although improving, require further positive change. The National Student Survey (NSS) results remain generally very good. However, in some curriculum areas student perceptions of teaching, learning and assessment (TLA) are below expectation. This must be addressed as a matter of urgency both by programme team(s) and the newly-created Student Experience Team (SET).

The recent appointment of Student Liaison Officer, following the development of the Student Engagement Strategy, has meant improvements to student involvement both in terms of input to College processes but also in terms of extra-curricular social activities.

Pastoral and welfare support is recognised as good but needs to develop a more proactive approach and build upon relationships with local organisations to ensure students are able to access effective and wide-ranging support.

Not all of the College’s HE academic staff have formal teaching qualifications at an appropriate level (PG Cert HE or equivalent) or are members of the Higher Education Academy (HEA). Most HE academic staff are qualified to masters level and some now have doctorates.

Objectives –*what are we trying to achieve?*

1. To meet or if possible exceed internal and external benchmarks in terms of success rates, progression, higher degree classifications and student satisfaction.
2. Led by the Student Experience Team, develop further the rigour and monitoring of TLA across HE and FE, to identify key strengths and areas for development.
3. To support a culture of staff research and development.
4. Newly appointed HE academic staff will be supported to achieve teaching qualifications at PG Cert HE or equivalent level within two years of appointment. All HE academic staff will be supported to achieve at least HEA Fellowship by the end of 2017/18 (or within two years of appointment for new staff). Technician Demonstrators will also be supported to achieve HEA membership.
5. An improved wider HE student experience.
6. Pastoral and welfare support both complements and supports academic and personal development, success, achievement and potential.
7. To provide a smooth transition into Higher Education through the use and application of the Undergraduate Student Induction Policy and Undergraduate Admissions Policy, and the delivery of a comprehensive induction schedule.
8. Further develop learning technology and resources to encourage independent and inclusive learning.

Key Performance Indicators – *what are we going to measure to determine success?*

1. Maintain success rates for FE courses commensurate with Outstanding provision (91% or better in 2017/18 and subsequent years).
2. Increase HE retention rates both in year (90%) and across 3 year programmes (85%).
3. Attendance rates at FE of above 90% on main course and in maths and English and 85% on HE programmes.
4. HE degree classifications (for first & upper second class degrees) meet national benchmarks.
5. Increase levels of QDP student satisfaction at FE unless 10% above benchmark.
6. In the top 10% of the country for NSS rating of student satisfaction.

# Increasing HE Orientation and Growth

Position Statement – *where are we now?*

Increasing the College’s HE orientation has been a strategic objective for several years, and the quality and range of HE provision has been progressively developed. The College was very pleased at the outcome of the 2016 Higher Education review (HER) conducted by the Quality Assurance Agency (QAA) which noted four areas of good practice and resulted in a commendation. The College was awarded Gold in the 2017 Teaching Excellence Framework (TEF). The College went through a formal institutional revalidation with AUB in 2017 and now has an agreed process and timescale to achieve accreditation in 2019 (see Appendix C). The College has supported and funded staff to achieve higher degrees and HEA Fellowships. Increasingly the College is attracting teaching staff who already hold or are studying for doctorates, and presently there are four HE lecturers with PhDs. The College has encouraged and supported staff to achieve HEA Fellowships and to become external examiners. Staff have been given substantial remission in order to undertake scholarly activity. The College has reviewed and developed its deliberative structure and has sought to improve the quality of debate at the Academic Board. The College has increased its student intake at Level 4 by c.25 per cent in 2017 in a most difficult market, and has equally ambitious growth targets for 2018 and beyond.

Objectives–*what are we trying to achieve?*

The College’s two main strategic objectives are:

1. To transfer to the HE sector; and
2. To achieve Taught Degree Awarding Powers (TDAP).

It should be noted that these cannot realistically be expected within the timescale of this plan. Nevertheless, it is imperative that significant progress is made towards achieving both objectives in the plan period.

Key objectives during the life of this plan are:

1. A majority of HE provision by 2018-19 with a trajectory of increasing L4 student intake [see Appendix D].
2. Continued development of scholarly activity that leads to curriculum development.
3. Ensure that staff scholarly activity would credibly support a TDAP application by 2020.
4. Support staff to achieve HEA Fellowship and higher degrees such that staff qualifications would credibly support a TDAP application by 2020.
5. Maintain the level of FE applications and enrolments year-on-year whilst maintaining or improving quality and operational efficiency.
6. Increase the proportion of CCAD FE students on Level 3 and Access courses accepting places on College HE programmes.
7. Using independent advisors, produce a draft Self Evaluation Document (SED) in a format suitable for a TDAP submission to QAA (or successor) by the end of 2017-18, with a gap analysis and action plan.

Key Performance Indicators – *what are we going to measure to determine success?*

1. Increasing proportion of HE enrolments and the level of progression to College HE by FE students (Appendix D).
2. All teaching staff to have completed or be working towards a teaching qualification to be achieved within two years of appointment.
3. All current HE academic staff to be Fellows of HEA by July 2018. All new HE academic staff to achieve HEA Fellowship within two years.
4. All HE academic staff have, or (if in post for less than two years) are working towards postgraduate degrees.
5. Increasing number of HE staff holding external examiner roles [metric TBA].
6. FE and HE application, offer, firm acceptance and enrolment targets are met (see Appendix D).
7. FE Level 3 to HE progression rates increase to 35 per cent in 2018 and 40 per cent by 2020.
8. Recruit successfully to new degree programmes in 2018 and 2019 (see Appendix D).
9. Show progress in addressing key areas for action in the draft SED each year, with a satisfactory SED being produced by the end of 2019-20 (see Appendix C).

# Sustainability

Position Statement – *where are we now?*

The College has a good track record of financial stability whilst maintaining quality at a high standard. However, due to the current modest size of the institution CCAD is more vulnerable to shifts in funding and government policy than larger institutions. In response, significant emphasis is placed on careful and prudent financial management and planning. The College recognises the need to be responsive and flexible and the requirement to adapt quickly to a changing external environment. The College is currently taking advantage of the Local Growth Fund, via the local LEP (Tees Valley Unlimited) and Tees Valley Combined Authority, to invest in and expand the Hartlepool and Middlesbrough Campuses in order to ensure that the facilities are fit for purpose, and to encourage additional HE student recruitment.

The main challenges for the planning period are identified as being:

* The impact of a demographic decline in the student population;
* Growth in HE student numbers in a highly competitive and uncertain market whilst maintaining FE numbers;
* Recruitment and retention of students and
* The uncertainty of government funding policies at both FE and HE.

Objectives– *what we are trying to achieve over the next 3 years?*

To pursue, refine and maintain a financial strategy as the basis of the sustainable financial health of the College in order to ensure:

1. The long term reputation and viability of the College for the benefit of students, staff and the creative industries by maintaining operating surpluses and positive cash generation;
2. Meeting the obligations of financial covenants set by the College’s loan providers;
3. The availability of sufficient resources to match its stated strategic objectives; and
4. The financing of developments, capital investments and long term maintenance expenditure.

Key Performance Indicators - *what are we going to measure to determine success?*

1. Planning, budgeting and financial management:
2. Maintaining a ‘Satisfactory’ financial status in 2017-18 whilst meeting banking covenants and improving to ‘Good’ within the Plan period.
3. Teaching operations:
4. To meet targets - which will be shared with academic staff - for the cost effectiveness of curriculum delivery.

# Summary

FE quality and standards are and will remain Outstanding. The College’s FE courses are and will remain an essential feature of its offer o the learners of the Tees Valley and beyond.

The key College objective during the life of this Plan is increased HE student numbers, ultimately resulting in the majority of College activity being in higher education. This will only be achieved by maintaining a focus on the quality and appropriateness of both the HE programme offer and the wider student experience. This means that all staff must work together to focus on these key areas for change. A vital aspect of this work is that staff must be collegiate and outward-facing; staff have a common objective, the future success of the College and its students, and all need to recognise the need to work together to achieve these aims, set within the context of current activity in both the creative sector and higher education.

Appendix A: Key Documents – Inter-relationships



## Appendix B: CCAD Academic Strategy

Cleveland College of Art and Design's Academic Strategy is aligned to a vision that encompasses our character and ambitions in learning, teaching, staff and student experience, scholarly activity, research, collaboration and knowledge exchange. It considers what we desire to change but also what core values we wish to keep. It overarches supporting strategies and is underpinned by their action plans and key performance indicators.

**Mission statement:**

*Exceptional education for creative careers*

**Character vision statements:**

The overarching vision is comprised of eight statements. Each statement considers aspects of our institutional character, and is aligned to actions within the following strategies and plans:

* *Student Support Strategy;*
* *Student Engagement strategy;*
* *Learning, Teaching and Assessment Strategy;*
* *Scholarly Activity & Research Strategy;*
* *Learning Resources Development Strategy;*
* *Marketing Strategy;*
* *HR Strategy and Operating Plan;*

Together they form our academic strategy.

**Character vision statements:**

***1. To enhance and empower learning and teaching through a community of collaborative practice and thereby create confident, independent practitioners.***

**What does this mean to us?**

*To embed a teaching and learning ethos, supporting collaboration and creating flexibility within our curriculum that enables students to have more access to workshops and specialist staff across the college. Empower students to understand how they learn and to gain and share the skills they need to pursue their individual goals.**Develop our scholarship and research focusing on the enhancement of student learning and learning needs.*

***2. To enable our students to adapt to the changing economic role of creativity and innovation and develop versatility and employability skills.***

***What does this mean to us?***

*To invest not only in physical resources but in investigating and researching new industry processes, practice and ideas, developing and maintaining industry contacts and ensuring the review of provision is undertaken yearly against academic and industry markers. Balancing our provision to ensure we meet a blend of creative, entrepreneurial and business needs that prepares our students for tomorrow. Developing online learning materials as part of our model of student as producer.*

***3. To build our reputation through excellent student experience, the success of our students, our staff and alumni.***

***What does this mean to us?***

*Investing in our institutional character consistently doing what we say we will, helping each other to achieve their goals, behaving in a professional manner and acting with integrity. Continuing to invest in the currency and passion of staff through scholarly activity and research. Supporting students from first contact through to alumni. Determining appropriate measures to enhance performance and delivery of high quality teaching. Benchmark using internal and external measures but not forgetting the human story.*

***4. To expand and grow, but not beyond our ideals, embracing our heritage and, through our character, progress and excel in the future.***

***What does this mean to us?***

*Listening to markets, creatives, businesses, and our competitors but making decisions against our own values and character. Listening to our students and honouring their views. Not seeking to expand beyond the point where our vision statements falter. That we are aware of our responsibilities for sustainability in all our strategies, operations and processes. That all activities and practical implications will be evidenced not only against financial costs and future risks and liabilities but against the character of our institution. Recognising our heritage and our place within this region and support redevelopment and growth through our activities and plans.*

***5. To remain an inclusive, nurturing creative arts community where students have their own space, their own identity and sense of belonging.***

***What does this mean to us?***

*That we will enhance our character through investing in training to recognise and remove barriers to learning through inclusive teaching and learning methods. Focus on the mental wellbeing of all by encouraging open conversations and dialogue. Inspire students and staff to look after their health and wellbeing and get together with others to discover shared interests, enabling people to talk and promote mental health. Growing our student union and through this empower our students encouraging interaction and support between peers. To establish base rooms dedicated to each course. Centralising workshop and technicians so they become community based rather than siloes for programmes. Celebrate individuality and diversity, maximising opportunity and every students potential.*

***6. To work in partnership and co-operation to develop and support our region.***

***What does this mean to us?***

*That the overarching driver for curriculum development is to enhance and extend the provision. That we continue to pioneer, manage and develop a range of teaching and learning initiatives which provide innovative curricula and personalised learning. Development is focussed on flexible, responsive programmes that are professional, work-related and engage the learner in the acquisition of higher level skills and knowledge and are responsive to the diversity of the student body. Ensure that developments are relevant to the social and economic needs of the locality and region and hence increase employability of students. To this end, we will assess, approve and appropriately manage funding allocations to support our core activities and develop students and staff.*

***7. To take risks in our art through experimentation and build on the results.***

***What does this mean to us?***

*That we will embed a student practitioner model to challenge existing theories and opinions. Exploring teaching and learning strategies and adapting our curriculum to meet any challenges. Building a culture that supports creative exploration and encourages risk and experimentation. Enabling students to move beyond their subject specialism through creating more access to workshops and specialist staff. To develop on line learning and teaching resources that challenge and enable students to contribute to their own learning.*

***8. To value ourselves and each other, investing in the support and development of our staff, students and provision.***

***What does this mean to us?***

*Recognising that through investment in the character of our institution we enhance our external reputation. Therefore, we will invest in and consider the wellbeing of our students and staff. Provide time for reflection, and endeavour to motivate and recognise student and staff achievement.*

# Appendix C: Accreditation and TDAP timeline

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Academic Board** | **Validation / periodic review and minor modifications** | **Academic Regulations** | **External Examiners** |
| **2017-2018** | Academic Board remains a  sub-committee of the Corporation Board | AUB Panel Chair and Secretary  CCAD staff Panel Members  External Panel Members (approved by AUB) | Continue to use AUB Assessment Regulations (CCAD terminology)  Establish working group to research CCAD Assessment Regulations | AUB continue to approve and appoint CCAD External Examiners  Research also informs development of proposals for CCAD appointment of External Examiners |
| **2018-2019** | Academic Board remains a  sub-committee of the Corporation Board but demonstrates increasing independence for the academic governance of provision | CCAD Panel Chair and Secretary  CCAD staff Panel Members  External Panel Members (approved by CCAD)  AUB observer | Continue to use AUB Assessment Regulations (CCAD terminology)  Working group to produce draft CCAD Assessment Regulations for AUB approval | AUB continue to approve and appoint CCAD External Examiners  Proposal for CCAD appointment of External Examiners for AUB approval |
| **2019-2020** | Academic Board demonstrates independence for the academic governance of provision | The configuration above from 2018-2019 achieves full accreditation status in relation to validations and periodic reviews and will continue throughout the remainder of the partnership  AUB will continue to sign off final validation documentation until CCAD achieves TDAP | Academic Board has authorisation to implement CCAD Assessment Regulations subject to AUB final approval  (This final approval stage would remain in place until CCAD achieves TDAP) | Academic Board has authorisation to appoint CCAD External Examiners subject to AUB final approval  (This final approval stage would remain in place until CCAD achieves TDAP) |
| **2020-2021** | **TDAP APPLICATION** | | | |
| **2021-2022** | **TDAP SCRUTINY** | | | |

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# Appendix D: Key Targets

**HE Enrolment Targets**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2018** | | | **2019** | | | | **2020** | | | |
|  | **L4** | **L5** | **L6** | **L4** | **L5** | **L6** | **L7** | **L4** | **L5** | **L6** | **L7** |
| **HNDs:** |  |  |  |  |  |  |  |  |  |  |  |
| Practical Product & Spatial Design | 5 | 5 | - | 5 | 5 | - | - | 5 | 5 | - | - |
| **FdAs:** |  |  |  |  |  |  |  |  |  |  |  |
| Sound | 4 | - | - | 8 | 3 | - | - | 9 | 7 | 3 | - |
| Post Production | 4 | - | - | 8 | 3 | - | - | 9 | 7 | 3 | - |
| Lighting & Camera | 4 | - | - | 8 | 3 | - | - | 9 | 7 | 3 | - |
| **BAs:** |  |  |  |  |  |  |  |  |  |  |  |
| Acting for Stage & Screen | 10 | - | - | 14 | 9 | - | - | 18 | 12 | 8 | - |
| Commercial Photography | 13 | 10 | - | 14 | 11 | 10 | - | 18 | 12 | 11 | - |
| Body Contour Fashion | 12 | 9 | - | 14 | 10 | 8 | - | 18 | 12 | 10 | - |
| Illustration for Commercial Application | 58 | 50 | 29 | 58 | 50 | 47 | - | 58 | 50 | 47 | - |
| Fine Art | 17 | 12 | 15 | 18 | 15 | 11 | - | 19 | 16 | 14 | - |
| Textiles and Surface Design | 40 | 29 | 27 | 40 | 35 | 27 | - | 42 | 35 | 33 | - |
| Contemporary Textile Practice | - | 9 | 11 | - | - | 8 | - | - | - | - | - |
| Digital Design for Advertising | 10 | - | - | 10 | 9 | - | - | 16 | 9 | 8 | - |
| Creative Photographic Practice | 10 | 7 | 8 | 10 | 9 | 7 | - | - | 9 | 8 | - |
| Production Design for Stage and Screen | 18 | 16 | 13 | 18 | 16 | 15 | - | 20 | 16 | 15 | - |
| Costume Interpretation with Design | 32 | 28 | 16 | 33 | 28 | 26 | - | 35 | 29 | 26 | - |
| CFMIP/Film TV & Theatre Production | 10 | 9 | 7 | 12 | 9 | 8 | - | 18 | 10 | 8 | - |
| VFX and Model Making | 8 | - | - | 10 | 7 | - | - | 10 | 9 | 7 | - |
| Graphic Design | 8 | - | 5 | 12 | 7 | - | - | 14 | 10 | 7 | - |
| Event & Exhibition Design | - | - | - | 8 | - | - | - | 12 | 7 | - | - |
| **MAs:** |  |  |  |  |  |  |  |  |  |  |  |
| Creative Enterprise Practice | - | - | - | - | - | - | 5 | - | - | - | 5 |
| Costume | - | - | - | - | - | - | 5 | - | - | - | 5 |
| **TOTAL** | **263** | **183** | **131** | **300** | **229** | **168** | **10** | **330** | **262** | **211** | **10** |

**HE Application Targets – 2018 Cycle**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 15 Jan | | May DBD | | End July | |
|  | **2018 target** | 2017 actual (CCAD week 27) | **2018 target** | 2017 actual | **2018 target** | 2017 actual |
| **INTERNAL** |  |  |  |  |  |  |
| Applications | **170** | 146 | **180** | 154 | **180** | 155 |
| Application Index | 94 | 95 | 100 | 100 | 100 | 100 |
| Firms | **20** | 14 | **90** | 75 | **90** | 78 |
|  |  |  |  |  |  |  |
| **EXTERNAL** |  |  |  |  |  |  |
| Applications | **480** | 373 | **500** | 390 | **544** | 413 |
| Application Index | **89** | 90 | **92** | 95 | **100** | 100 |
| Firms | **40** | 31 | **155** | 126 | **174** | 141 |
|  |  |  |  |  |  |  |
| **ALL** |  |  |  |  |  |  |
| Applications | **650** | 519 | **680** | 544 | **724** | 568 |
| Application Index | **90** | 91 | **94** | 96 | **100** | 100 |
| Firms | **60** | 45 | **245** | 201 | **264** | 219 |

**FE Enrolment Targets**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2018** | | | **2019** | | | **2020** | | |
|  | **Yr 1** | **Yr 2** | **Total** | **Yr 1** | **Yr 2** | **Total** | **Yr 1** | **Yr 2** | **Total** |
| Foundation | 60 | - | 60 | 60 | - | 60 | 60 | - | 60 |
| Art & Design | 33 | 26 | 59 | 33 | 26 | 59 | 33 | 26 | 59 |
| 3D | 23 | 16 | 39 | 23 | 16 | 39 | 23 | 16 | 39 |
| Design Crafts | 16 | 13 | 29 | 16 | 13 | 29 | 16 | 13 | 29 |
| Fashion | 35 | 19 | 54 | 35 | 19 | 54 | 35 | 19 | 54 |
| Fine Art | 23 | 18 | 41 | 23 | 18 | 41 | 23 | 18 | 41 |
| Graphics | 24 | 19 | 43 | 24 | 19 | 43 | 24 | 19 | 43 |
| Interactive Media | 25 | 21 | 46 | 25 | 21 | 46 | 25 | 21 | 46 |
| Photography | 26 | 18 | 44 | 26 | 18 | 44 | 26 | 18 | 44 |
| Textiles | 10 | 9 | 19 | 10 | 9 | 19 | 10 | 9 | 19 |
| A Level | 20 | 13 | 33 | 20 | 13 | 33 | 20 | 13 | 33 |
| Access | 14 | - | 14 | 14 | - | 14 | 14 | - | 14 |
| Level 1 | 14 | - | 14 | 14 | - | 14 | 14 | - | 14 |
| Level 2 | 44 | - | 44 | 44 | - | 44 | 44 | - | 44 |
| **Total** | **367** | **170** | **538** | **367** | **170** | **538** | **367** | **170** | **538** |