

CREATIVE LEARNING

CREATIVITY & INNOVATION

DISRUPTIVE EDUCATION



**PLYMOUTH
COLLEGE
of ART**

LIVE. MAKE. #KEEPCREATING.

Double Helix	Through	Scope
Creative Learning	Pedagogical innovation Learner agency	Distinctive curriculum Learning continuum Learner attributes Learner resilience Learner analytics Learning horizons Learning partnerships Teaching quality [impact] Graduate outcomes Pedagogical research
Social Justice	Community impact Social mobility	Social capital Social value Social Enterprise Sustainability & wellbeing Research Equality & access Economic impact Cultural leadership Place-making Internationalisation

STRATEGIC AIMS | I | CREATIVE LEARNING

PCA will be internationally regarded as an influential and progressive new model Arts University for the 21st century, whose distinctiveness, across the full continuum of creative learning from early years to the third age, can be authenticated:

- in the high quality of the learner experience and their graduate attributes;
- in the College's leadership ethos and values;
- in the quality of studentship and citizenship;
- in our curriculum offer and specialist learning environments.

STRATEGIC AIMS | 2 | SOCIAL JUSTICE

PCA will be a catalyst for transformation in the lives, opportunities and professional horizons of our students across the full learning continuum.

We will foster civic leadership and innovation through the purposeful mutual partnership, the outward engagement of the College, and the creative agency of our staff and students.

We will influence the city's agenda for place-making through the social, cultural and economic impact of our work.

STRATEGIC PRIORITIES | I | CREATIVE LEARNING

- I.1 We will create a radical art, design & media curriculum and student experience for the 21st century.
- I.2 We will drive pedagogic innovation through the full progressive learning continuum.
- I.3 We will develop the cultural diversity of our creative learning community.
- I.4 We will champion engagement with our students at all levels.
- I.5 We will develop distinctive research in creative learning and practise.
- I.6 We will extend the work of the College in the digital domain.
- I.7 We will bring innovation to the spatial dimension of creative learning, research and practise.
- I.8 We will engage in purposeful mutual partnership internationally.

STRATEGIC PRIORITIES | 2 | SOCIAL JUSTICE

- 2.1 We will build social capital, cultural leadership and economic impact in Plymouth and our wider region.
- 2.2 We will be a purposeful catalyst for social mobility, equality and access across the full learning continuum.
- 2.3 We will be a preferred strategic partner in & beyond our city region.
- 2.4 We will create an open campus culture within the public domain.
- 2.5 We will create a new business model.

REF	STRATEGIC AIM	STRATEGIC PRIORITY	SCOPE OF PRIORITY	RISK PROFILE	KEY MILESTONE OBJECTIVES (2018/19)
1	<p>CREATIVE LEARNING PCA will be internationally regarded as an influential and progressive new model Arts University for the 21st century, whose distinctiveness, across the full continuum of creative learning from early years to the third age, can be authenticated:</p> <ul style="list-style-type: none"> * in the high quality of the learner experience and their graduate attributes; * in the College's leadership ethos and values; * in the quality of studentship and citizenship; * in our curriculum offer and specialist learning environments. 	<p>1.1 We will create a radical art, design & media curriculum and student experience for the 21st century.</p> <p>We will design, develop, validate and implement nationally distinctive high quality HE and pre-Degree curricula capable of authentication in terms of the student experience, as a distinctive educational '<i>value proposition</i>' of direct relevance to the 21st century.</p>	<p>HE curriculum review and subject reconfiguration & development.</p> <p>College-wide common HE framework.</p> <p>Pre-degree curriculum review.</p> <p>Continuum development, including IBCP and potential MAT.</p> <p>College-wide technical review.</p> <p>Cultural change in associated CPD.</p> <p>Strengthen infrastructure to support curricular change (including HR).</p> <p>Making Learning Foundation.</p> <p>Making Learning Symposium.</p> <p>Making Futures.</p> <p>Fundraising.</p> <p>Active partnership in national & international networks (e.g. GuildHE; ELIA; Cumulus, AICAD).</p>	<p>Failure to distinguish PCA value proposition from competitor profiles and offers at regional, national and international levels.</p> <p>Impact on student and staff recruitment and retention.</p> <p>Current marginal affordability of FE funding models at small scale.</p> <p>Impact on the ecology of student choice and academic ambition in Plymouth.</p> <p>Impact on high-profile partnership prospects.</p> <p>Default dependency on established status quo interests locally and nationally.</p> <p>Risk of academic and cultural isolation.</p> <p>Opportunity of a truly distinctive national profile in HE.</p> <p>Opportunity to create a truly distinctive international profile as the wider PCA learning continuum project.</p> <p>Opportunity as a new paradigm to influence and help reverse wholly detrimental developments in education policy and funding.</p>	<p>HE curriculum design and validation.</p> <p>Implementation of HERA benchmarks for key academic roles, and comprehensive academic & technician staff restructure based on revised roles on single pay spine.</p> <p>Increased impact of research and scholarship on teaching.</p> <p>New & structured approach to Continuing Professional Development.</p> <p>Head of School appointments in Art & Media and in Design & Communication [HoS of Critical & Cultural Studies to follow in 2019/20].</p> <p>TDAP (2018/19) leading to University Title (2019/20).¹</p> <p>Presentations e.g. to ELIA Biennial conference &c.</p> <p>AICAD membership.</p> <p>New published work on the Continuum model.</p> <p>Shanghai International Art City partnership.</p> <p>Prepare ground for Making Learning and Making Learning (Asia).</p>

¹ Subject to prevailing statutory requirement pre- or post-April 2019

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					Making Futures VI
1	CREATIVE LEARNING PCA will be internationally regarded as an influential and progressive new model Arts University for the 21 st century, whose distinctiveness, across the full continuum of creative learning from early years to the third age, can be authenticated: <ul style="list-style-type: none"> * in the high quality of the learner experience and their graduate attributes; * in the College's leadership ethos and values; * in the quality of studentship; * in our curriculum offer and specialist learning environments. 	1.2 We will drive pedagogic innovation through the full progressive learning continuum. We will develop and consolidate a distinctive pedagogic dimension of the full creative learning continuum through purposeful academic leadership at all levels.	New senior leadership appointment: Director of Learning, Teaching & Enhancement. <i>Making Learning</i> symposium and establishment wider international community of practise on Making Futures model. SAFA Shanghai developments (<i>Making Learning Asia</i> symposium). Cross-cutting opportunities to embed creative learning across subject disciplines, ages and levels. Making Learning Foundation. Publication imprint.	Core failure of pedagogical ambition as key component of PCA's distinctiveness nationally and internationally. Reduced international profile. Failure to develop associated research opportunities and the College's postgraduate student recruitment profile ('upside' risk). Failure to realise the full pedagogical potential of the Continuum.	New senior leadership appointment: Director of Learning, Teaching & Enhancement. Impact of pedagogic research on learning community. Integration and embedding of PCA Development agenda and activity within academic direction and delivery. HE Directorate to collaborate on LTE strategy. Develop Making Learning Foundation.
1	CREATIVE LEARNING PCA will be internationally regarded as an influential and progressive new model Arts University for the 21 st century, whose distinctiveness, across the full continuum of creative learning from early years to the third age, can be authenticated: <ul style="list-style-type: none"> * in the high quality of the learner experience and their graduate attributes; * in the College's leadership ethos and values; * in the quality of studentship; 	1.3 We will develop the cultural diversity of our creative learning community. We will continue to build our increasingly national student enrolment in HE, and increase our Pre-Degree enrolment, with emphasis on equal access and cultural diversity.	Enhanced national HE market penetration and HE national recruitment ('cold spots'). Increased European and international student recruitment. HE and Pre-Degree campaigns and social media. Increased academic involvement in recruitment visits to feeder institutions. Develop Open Day format and activity. PCA website review. Review printed prospectus value-for-	Compromised tuition revenue streams, with consequent threat to institutional resilience. Failure to extend recruitment to current UK cold spots. Failure to address regional recruitment profile. Failure to capitalise on international profile. Opportunity to extend PCA profile to regional 'cold spots'. Opportunity to develop a newly distinctive 16–18 PCA profile in	Maintain or increase HE numbers in 2018/19. Extend market share through increased applications and enrolments for 2019-2020. Pre-Degree target 400+ for 2018/19 and 450+ for 2019/20. Cornwall Art Teachers Award sponsorship (2108/19/20/21). Revise requirements for visual and textual submissions at Pre-Degree application stage. Introduce the use of SlideRoom

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	* in our curriculum offer and specialist learning environments.		money; design new print publication.	Plymouth ahead of the upward demographic turn.	and Skype interviews.
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1	CREATIVE LEARNING PCA will be internationally regarded as an influential and progressive new model Arts University for the 21 st century, whose distinctiveness, across the full continuum of creative learning from early years to the third age, can be authenticated: * in the high quality of the learner experience and their	1.5 We will develop distinctive research in creative learning and practise. We will raise the threshold and ambition for research, scholarship and creative partnership in HE, pre-Degree and School contexts.	New Head of Academic Research remit. Capacity-building approach to REF2021 and/or subsequent REF. Development of pedagogic research through Making Learning initiative. Development of staff research clusters based on shared interests & thematics.	Failure to develop a distinctive PCA research profile. Failure of postgraduate recruitment. Failure of ownership and initiative in the Making Learning Foundation.	Appointment of Head of Academic Research HE academic staff – external opportunities (AHRC funding) Partnerships for PhD students Consolidate the postgraduate culture and profile research externally. Develop Making Learning

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	graduate attributes; * in the College's leadership ethos and values; * in the quality of studentship; * in our curriculum offer and specialist learning environments.				Foundation
1	CREATIVE LEARNING PCA will be internationally regarded as an influential and progressive new model Arts University for the 21 st century, whose distinctiveness, across the full continuum of creative learning from early years to the third age, can be authenticated: * in the high quality of the learner experience and their graduate attributes; * in the College's leadership ethos and values; * in the quality of studentship; * in our curriculum offer and specialist learning environments.	1.6 We will extend the work of the College in the digital domain. We will review and develop the digital dimension of learning and creative practise, digital media & culture, and learner analytics, and ensure optimally supportive infrastructure to underpin the full range of College activity.	Digital learning infrastructure and reference horizons. Data collection, security and analysis. Recruitment-, Business- and Learner-focused data analytics. Emerging Technologies, e.g. UX Design, AI Website and social media. Digital exhibition, publication and archival facilities and resources. Library and specialist collections. Institutional repository.	Failure of curriculum to articulate with digital industries. Failure of business intelligence. Failure of longitudinal learner support.	Review current capacity for data and market analysis. Source specialist external advice. Investigate PSCA models and extended Continuum potential for digital learner support. New CRM system.
1	CREATIVE LEARNING PCA will be internationally regarded as an influential and progressive new model Arts University for the 21 st century, whose distinctiveness, across the full continuum of creative learning from early years to the third age, can be authenticated: * in the high quality of the	1.7 We will bring innovation to the spatial dimension of creative learning, research and practise. We will develop the spatial dimension of learning, research and creative practise within and beyond the College's estate in physical and virtual terms.	Estates strategy for specialist studio and workshop environments, auditoria, project spaces, integrated studios and expanded exhibition and performance spaces. Technological dimension of learning. Library & reference resources, specialist collections and archive, institutional repository.	Failure to take student learning and staff development beyond the studio, workshop and classroom. Failure to configure modern social learning environments. Failure of College environment to attract students to PCA in preference to longer-established and more heavily-invested competitors.	Estates strategy tower block proposal. Successful summer works programme. Review of Library resources. Development of Young Arts and Sorrell Foundation partnership. Tate Exchange partnership.

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	learner experience and their graduate attributes; * in the College's leadership ethos and values; * in the quality of studentship; * in our curriculum offer and specialist learning environments.		Social learning environment. Iterative engagement with external learning environments (e.g. The Red House, Tate Exchange, industry and community-bases; Erasmus+, international exchange partnerships; AICAD, Shanghai Academy of Fine Arts project).	Failure to configure a modern virtual learning environment.	
1	CREATIVE LEARNING PCA will be internationally regarded as an influential and progressive new model Arts University for the 21 st century, whose distinctiveness, across the full continuum of creative learning from early years to the third age, can be authenticated: * in the high quality of the learner experience and their graduate attributes; * in the College's leadership ethos and values; * in the quality of studentship; * in our curriculum offer and specialist learning environments.	1.8 We will engage in purposeful mutual partnership internationally. We will develop the international dimension of our work through strategic partnership grounded in the distinctiveness of our curriculum ethos and model and our commitment to cultural diversity.	Culturally diverse staff team. Humanities and Sciences in the curriculum. Global histories and practices. Research and Fellowships.	Failure of diversity objectives. Lack of global articulation of the curriculum.	

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2	<p>SOCIAL JUSTICE PCA will be a catalyst for transformation in the lives, opportunities and professional horizons of our students across the full learning continuum.</p> <p>We will foster civic leadership and innovation through the purposeful mutual partnership, the outward engagement of the College, and the creative agency of our staff and students.</p> <p>We will influence the city's agenda for place-making through the social, cultural and economic impact of our work.</p>	<p>2.1 We will build social capital, cultural leadership and economic impact in Plymouth and our wider region.</p> <p>We will continue our development as a new model small specialist 'anchor institution' and place strategic priority on building social capital, cultural leadership and economic impact in Plymouth.</p>	Equality and Access. Social Enterprise Gold Mark. PSCA and the Continuum model. Young Arts outreach activity; evening classes; masterclasses. Exhibition, symposium and public lecture programmes. Tate Exchange partnership. Business engagement. Design hub. Graduate employment. MakersHQ CIC and future start-ups.	Failure of active engagement with local civic, business and community agendas and priorities. Failure to influence cultural change and place-making in Plymouth. Failure to develop the PSCA–PCA Continuum as a new educational model of national and international significance. Failure to raise aspiration and engagement in creative learning in Plymouth. Failure as a public venue for arts & culture. Opportunity for significant community impact and social mobility through The Red House in Stonehouse/Millbay/Union Street neighbourhoods.	Successful establishment of MakersHQ CIC cut, make & trim factory. Successful transfer of Plymouth Arts Centre's cinema programme to Tavistock Place as the home of independent cinema in Plymouth. Further development of 'anchor' narrative with David Marlow and GuildHE and Newcastle City Futures Urban Living Partnership. Create distinctive more public-facing profile of PCA's Social Enterprise, articulated with curriculum. Strategic review Young Arts and Evening class provision. Structural development of new 16–18 offer through IBCP. ²

² International Baccalaureate Career-related Programme

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				<p>Opportunity for social and economic impact through MakersHQ CIC on Union Street.</p> <p>Opportunity for profile development as a unique 'case study' in HE landscape.</p>	<p>Conversion of PSCA Single Academy Trust (SAC) to Multi-Academy Trust (MAT).</p> <p>Successful Ofsted inspection of PSCA.</p>
2	<p>SOCIAL JUSTICE PCA will be a catalyst for transformation in the lives, opportunities and professional horizons of our students across the full learning continuum.</p> <p>We will foster civic leadership and innovation through the purposeful mutual partnership, the outward engagement of the College, and the creative agency of our staff and students.</p> <p>We will influence the city's agenda for place-making through the social, cultural and economic impact of our work.</p>	<p>2.2 We will be a purposeful catalyst for social mobility, equality and access across the full learning continuum.</p> <p>We will build upon our broad profile of achievement in Equality and Access in Widening Participation (WP) with specific focus on, and evaluative attention to, the progressive dimension of the PSCA – PCA learning continuum as a national case study for the government's priority of social mobility.</p> <p>We will improve student success and progression to professional employment and/or further study.</p>	<p>Pre-Degree achievement and progression.</p> <p>HE outreach work and recruitment.</p> <p>Improving overall performance and eliminating differentials in retention, achievement and progression to professional employment or further study for HE students across all backgrounds and different characteristics.</p> <p>Development of progressive learning Continuum with PSCA.</p> <p>Office for Students (OfS) and OFFA Agreement.</p> <p>Social Enterprise.</p>	<p>Failure to build the aspirations and address the needs of students from Plymouth and the wider SW region.</p> <p>Failure to improve HE retention, achievement and progression.</p> <p>Failure to increase progression to HE from Pre-Degree.</p> <p>Failure to satisfy OfS expectations regarding PCA's impact on access and participation.</p> <p>Opportunity to develop PCA's national standing in recent HEPI report.</p>	<p>Access and Participation Plans for 2019/20 and 2020/21.</p> <p>Monitoring return for 2017/18</p> <p>Prepare PSCA–PCA student progression in 2019/20</p>
2	SOCIAL JUSTICE PCA will be a catalyst for transformation in the lives,	2.3 We will be a preferred strategic partner in & beyond our city region.	<p>Social enterprise</p> <p>Knowledge Transfer Partnerships and</p>	<p>Failure to develop the range and impact of our work through purposeful mutual partnership.</p>	<p>Establish MakersHQ CIC.</p> <p>New CRM system.</p>

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	<p>opportunities and professional horizons of our students across the full learning continuum.</p> <p>We will foster civic leadership and innovation through the purposeful mutual partnership, the outward engagement of the College, and the creative agency of our staff and students.</p> <p>We will influence the city's agenda for place-making through the social, cultural and economic impact of our work.</p>	We will foster and consolidate closer links with business & community and cultural & civic partners within and beyond Plymouth and the South West region.	<p>industry-based projects</p> <p>Socially engaged art practise with Not-for-Profit organisations.</p> <p>Pro-bono or paid student employment with charity sector and community groups.</p> <p>Strategic partnership with Plymouth City Council, Plymouth Culture, The Box and other Plymouth arts & cultural organisations.</p>	<p>Failure of Brand development as a distinctive Art University.</p> <p>Failure to develop in-programme and graduate opportunities for PCA students.</p> <p>Failure to respond to KEF metrics.</p>	Strategic partnership with The Box and Arts Council England.
2	<p>SOCIAL JUSTICE PCA will be a catalyst for transformation in the lives, opportunities and professional horizons of our students across the full learning continuum.</p> <p>We will foster civic leadership and innovation through the purposeful mutual partnership, the outward engagement of the College, and the creative agency of our staff and students.</p> <p>We will influence the city's agenda for place-making through the social, cultural</p>	<p>2.4 We will create an open campus culture within the public domain.</p> <p>We will make PCA's Tavistock Place campus a more permeable and accessible public venue, the 'sticky' transition space between academic, cultural and public domains in close adjacency with The Box.</p>	<p>Estates masterplan, especially ground floor, auditorium, gallery and 'market place' developments within Tower Block project.</p> <p>Gallery programme partnership with The Box and Plymouth Arts Centre &c.</p> <p>Public lecture programme, including Word/Image/Artefact series poetry and spoken word.</p>	<p>Limited public accessibility.</p> <p>Failure to realise PCA's full potential as a public venue for the visual arts and the cultural & creative industries.</p>	<p>Successful completion of ground Floor summer works.</p> <p>Successful development of Tower Block project.</p> <p>Further integration of public-facing Gallery programme with curriculum enhancement.</p> <p>Public lecture programme, including Word/Image/Artefact series, poetry (building on Plymouth Language Club partnership) and spoken word.</p> <p>Successful transfer of Plymouth Arts Centre's cinema programme to Tavistock Place as the home of</p>

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	and economic impact of our work.				independent cinema in Plymouth.
2	<p>SOCIAL JUSTICE PCA will be a catalyst for transformation in the lives, opportunities and professional horizons of our students across the full learning continuum.</p> <p>We will foster civic leadership and innovation through the purposeful mutual partnership, the outward engagement of the College, and the creative agency of our staff and students.</p> <p>We will influence the city's agenda for place-making through the social, cultural and economic impact of our work.</p>	<p>2.5 We will create a new business model.</p> <p>We will review our business paradigm as a small specialist independent HEI to anticipate prospective challenges in terms e.g. of revenue diversification, capital development, Brexit impact &c. to ensure a sustainable financial model capable of supporting the full range of PCA business identified in this Strategic Plan.</p>	<p>Budget planning cycle in respect of revenue, capital and HR strategies.</p> <p>Current assumptions in terms of value-for-money.</p> <p>Strategic investment.</p> <p>Longer-term capital strategy.</p> <p>Cultural shift from 'capital bidding' to 'capital planning' in curriculum resourcing.</p> <p>HR review.</p> <p>Transparent Approach to Costing (TRAC).</p> <p>Brexit impact modelling and future of EU-funded projects and partnerships.</p>	<p>Failure of longer-term strategic planning beyond annual cycle.</p> <p>Failure to address longer-term estate issues in a timely perspective.</p> <p>Failure to control staffing and non-staff costs, including pensions strain.</p> <p>Brexit impact.</p> <p>Opportunity for fundraising.</p> <p>Opportunity for international student recruitment.</p> <p>Opportunity to develop Continuum revenue through joint venture trading company.</p>	<p>Capital strategy for Tower Block proposal.</p> <p>2018/19 budget planning round.</p> <p>Meet cost reduction targets, including re-balancing of teaching payroll against SSRs.</p>