

Board Meeting

Date of Meeting	Monday 4 September 2017
Paper Title	Delivering the Glasgow Region Strategic Plan for College Education, 2017-2022
Agenda Item	11
Paper Number	BM1-K
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Discussion and Agreement

1. Report Purpose

- 1.1** The attached document sets out a proposed delivery structure and objectives for the Glasgow Region Strategic Plan for College Education, including high level operational objectives and indicative year 1.

2. Recommendations

- 2.1** The Board is invited to:
- **consider** and **provide feedback** on the content of this report and the proposed delivery structure and objectives for the Glasgow Region Strategic Plan for College Education; and
 - **request** the Executive Director to integrate member feedback within operational planning and provide regular progress report on delivery of our strategic ambitions at future meetings of the Board.

3. Legal Implications

- 3.1** No legal implications are identified.

4. Financial Implications

- 4.1** Section 6 of the attached report considers delivery resources.

5. Risk Analysis

- 5.1** The attached paper sets out proposals to support the delivery of GCRB's strategic ambitions. It therefore mitigates risks related to the achievement strategic goals and fulfilment of its statutory responsibilities.

Key risks to delivering the proposals set out within the attached paper and mitigating actions are set out below:

Risk

- Complexity of delivering a range of joint operational actions across a number of institutions.

- Insufficient resources available to deliver agreed objectives

Mitigating actions

- Work through regional structures to ensure Boards and executives of four institutions prioritise and support delivery of collective strategic and operational objectives.
- Regional executive groups to monitor, coordinate and report on Regional Lead activity.

- Scope of actions to be reviewed in context of available resources. Contingency research and development resources identified within 2017-18 capital funding.

6. Strategic Implications

- 6.1** The attached document seeks to ensure delivery of all the strategic ambitions set out within the Glasgow Region Strategic Plan for College Education.

Delivering the Glasgow Region Strategic Plan for College Education, 2017-2022

1. Introduction

At its May 2017 meeting, the GCRB Board approved the Glasgow Region Strategic Plan for College Education with an overarching ambition to deliver Scotland’s most inclusive, most responsive and most effective regional college system.

Members requested the GCRB Executive Director to work with college managers to develop an operational plan for its consideration, which set out activities and outcomes in support of our strategic ambitions.

The proposal contained within this report are based on discussions between the GCRB Executive Director, college Principals and Regional Leads, and developed in the context of existing commitments within the 2017/18 Regional Outcome Agreement.

The intention is that following discussion and comment by members of these proposals, Regional Leads will develop with the GCRB Executive Director more detailed operational plans which set out expected outcomes, milestones, risks, resource needs and performance measures.

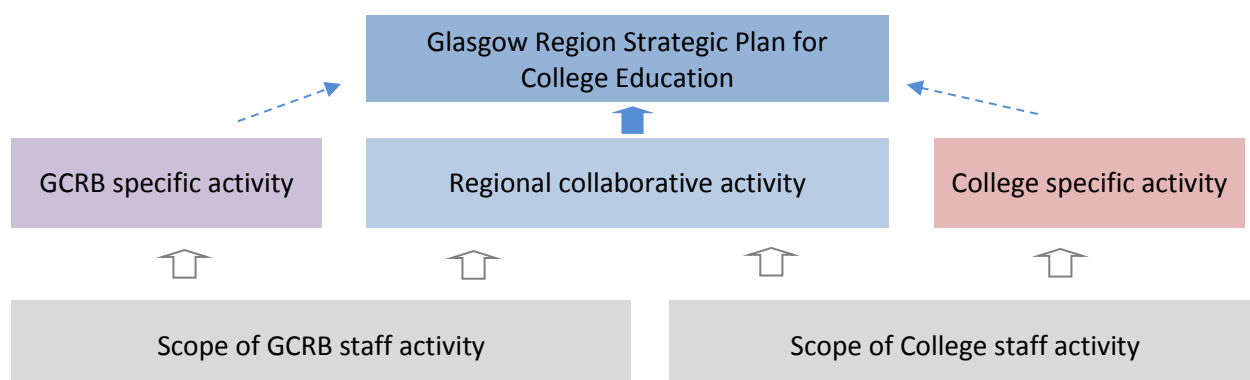
Further progress on delivering our strategic ambitions and related operational objectives will be reported regularly to the GCRB Board and its Committees.

2. Strategy Delivery Context

Members should note that alongside supporting delivery of our collective strategic ambitions, both GCRB and the colleges have a range other functional requirements to fulfil and this requires a range of complementary operational activity.

For GCRB this includes significant work relating to servicing the GCRB Board and Committees, development and delivery of an effective governance framework, funding and financial management activity, curriculum planning and monitoring, risk assessment and mitigation, internal and external stakeholder engagement and the development of collaborative relationships at both a national and regional level.

This means that the collaborative operational planning considered within this paper, sits within a context of wider operational activity, which the following diagram seeks to illustrate.

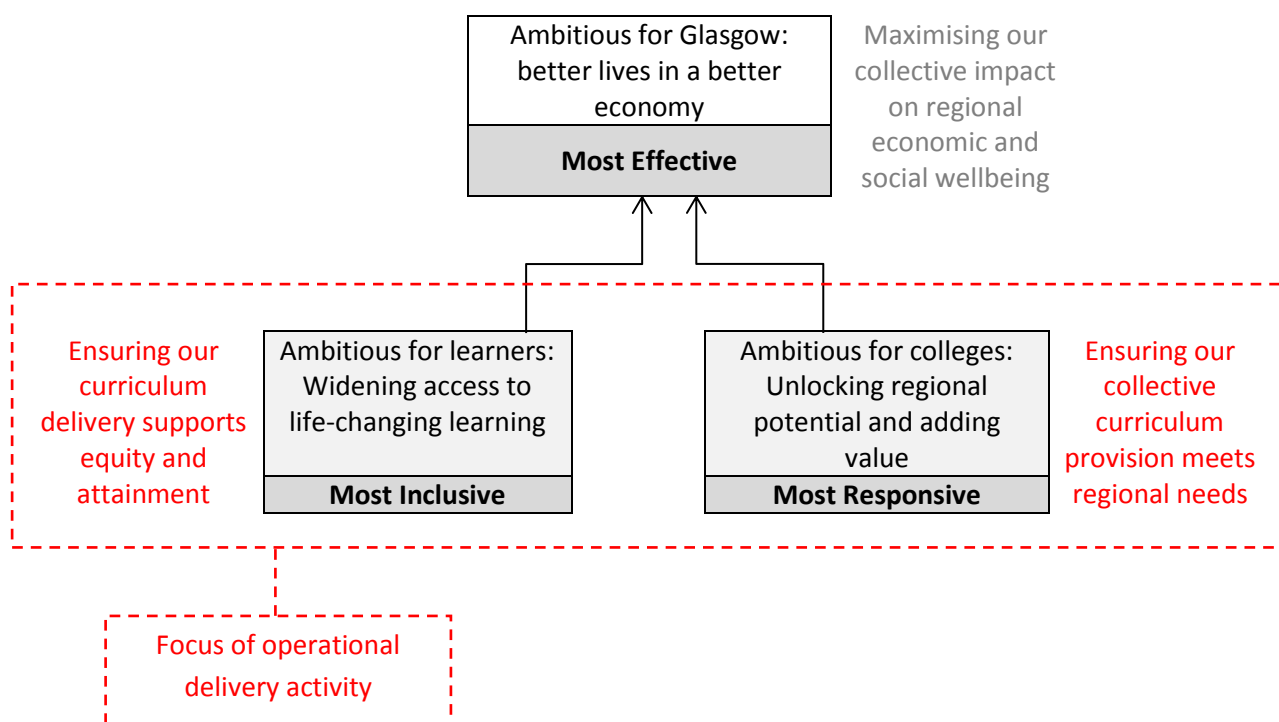


3. Proposed structure of regional operational planning

The Glasgow Region Strategic Plan for Education, 2017-2022, sets out strategic ambitions in two sections:

- **ambitions for learners** – the section sets out seven strategic learning priorities; and
- **ambitions for colleges** – this section sets out four added value drivers with 10 related collaborative strategic ambitions.

Delivery of our strategic ambitions will therefore be based on operational activity related to the strategic ambitions set out within these two sections of the regional plan as illustrated in the diagram below.



Based on this planning structure, the following two sections of this document set out proposals as to how we can develop operational actions and outcomes related to our ambitions for learners and our ambitions for colleges.

4. Operational planning to deliver our ambitions for learners

This section of the regional strategic plan sets out seven strategic learning priorities with a focus on widening access to life-changing learning:

1. engage with all our communities and provide the highest quality facilities and resources for learning;
2. offer engaging learning experiences to develop skills for learning, work and life;
3. promote high quality and innovative learning, teaching and assessment;
4. deliver an inclusive and supportive student experience for all learners, including excellent guidance and learner support;
5. encourage all students to enhance their learning as individuals, as representatives, and as officers in strong and effective student associations;
6. provide more opportunities for learners to develop their skills in real work environments; and
7. offer clear pathways into work and further study; supporting every learner into a positive post-course destination.

Given the extent of existing planning and monitoring relating to these areas (including that related to college quality and regional outcome agreement frameworks), it is proposed that GCRB draws assurance on the achievement of these seven regional learning priorities from individual college planning and reporting structures.

Within a context of enhanced regional collaboration and coordination, the use of individual college plans to evidence achievement of these learning related strategic goals should lessen the requirement for an additional layer of operational planning with respect to this section of the regional strategic plan.

Supported and complimented by regional work, it is proposed that the seven strategic learning priorities are reflected in individual college-level strategies and plans, including:

College strategic plans including learning and teaching strategies	College evaluative reports and enhancement plans	College access and inclusion strategies	College gender action plans	College equality and diversity plans
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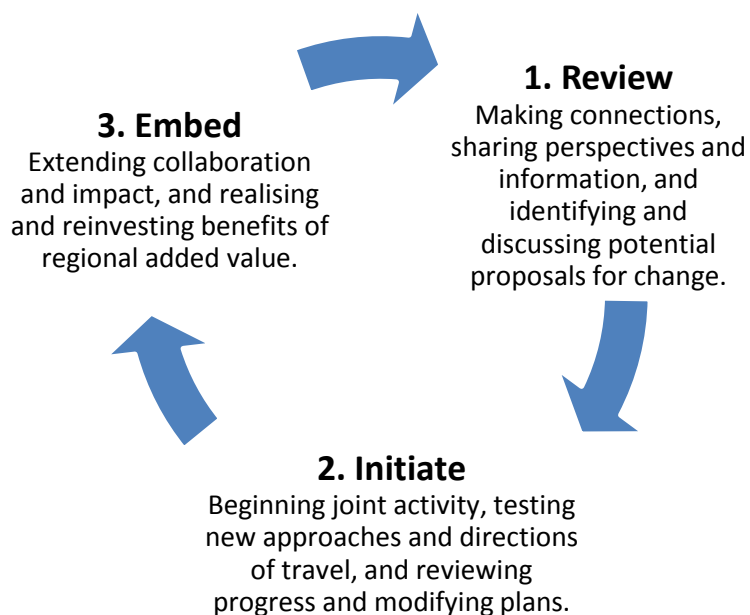
This approach will also maximise the regional coherence and impact of the new quality framework for colleges as this is fully implemented across Scotland.

Based on the regional aspiration to widen access to life-changing learning through delivery of seven strategic learning priorities, two key performance targets for our collective ambitions for learners over the five year period of this plan should be to:

- **improve regional course retention and attainment rates;** and
- **increase participation and improve outcomes of learners from deprived postcodes and other priority groups.**

5. Operational planning to deliver our ambitions for colleges

Recognising that this is the first Glasgow Region Strategy for College Education, operational activity will be guided by a review/initiate/embed change process which maximises opportunities for regional collaboration and promotes flexible, informed and consensual decision-making.



The tables overleaf set out proposed priority objectives for each of the plan’s strategic goals, and which are intended to exemplify our collective ambitions and set a clear direction of travel. These have been developed based on existing ROA commitments and discussions between the GCRB Executive Director, Principals and regional leads.

Given the collective and regional focus of the strategic goals contained within this section of the regional plan, it is proposed that responsibility for unlocking regional potential will be led jointly by regional leads from across the colleges and GCRB and the tables overleaf therefore identify staff lead(s) for each of the operational objectives.

Added Value Driver	Strategic Ambition	Key Objective	Regional Lead
	A.1) Nurturing our professional learning community, sharing good practice and developing learning resources.	We will create a regional learning community, which promotes self-directed development and provides for all staff access to a comprehensive regional CPD offer. This offer will pool, extend and complement individual college CPD activity, supported by online access and include accredited professional qualifications and regionally consistent support for staff industry placement opportunities.	CPD Lead
A) Sharing Skills and Knowledge	A.2) Promoting and embedding Fair Work values and behaviours to develop the relationships between learners and staff and to improve our services for learners.	We will ensure that the Fair Work Framework is at the heart of working relationships and that all Glasgow colleges and GCRB are living wage accredited employers. The Fair Work values of effective voice, opportunity, security, fulfilment, and respect will be fully embedded in college and GCRB working arrangements.	GCRB Executive Director and Principals
	A.3) Adding value by unlocking our joint potential and opening up the full regional curriculum and resources to all our learners.	We will develop a regional approach to student data management to support the quality and impact of this information on services provided to learners and stakeholders, supporting improved learner outcomes. This work will support the development of a regional admissions system, which provides learners with access to, and progression within, the full regional curriculum.	Student Data and Student Experience Leads

Added Value Driver	Strategic Ambition	Key Objective	Regional Lead
	<p>B.1) Building clear and flexible vocational learning pathways to widen access, support inter-college progression and break the link between deprivation and attainment.</p>	<p>We will reduce barriers to access and increase inter-college progression. We will improve the ease and equity with which learners can progress through their learning, with all learners supported to access to the full range of courses within the regional college system, increasing the proportion of students moving from college to college.</p>	<p>Student Experience Lead</p>
<p>B) Offering a coherent and consistent student experience</p>	<p>B.2) Offering students inclusive support services, learning facilities and resources consistently across the region. These will develop our learners' confidence, support their well-being, and build lasting skills for their work and life.</p>	<p>We will create common student support policies which ensure that all students have equal access to support, whilst still allowing local flexibility to need. We will strive to simplify information and access to student support by providing clear and regionally consistent student support services.</p>	<p>Student Experience Lead</p>
		<p>We will take a strategic approach to regional estates and ICT development to ensure that our estates and resources fully support successful learner outcomes. We will develop strategies for estates and ICT which ensure equity of access to the highest quality facilities and resources.</p>	<p>GCRB Finance and Resources Director</p>

Added Value Driver	Strategic Ambition	Key Objective	Regional Lead
<p>C) Developing a regionally responsive curriculum</p>	<p>C.1) Offering a curriculum that responds to economic and social needs. It will develop skills, meet the needs of employers and key industries, and support the growth of our regional economy.</p>	<p>We will establish Regional Skills Hubs to lead employer and stakeholder engagement and ensure we respond effectively to regional and national skills needs. Corresponding to key economic sectors, each of the Regional Skills Hubs will bring together curriculum leads from across the region and act as a focal point for regional engagement and ensure that our collective curriculum aligns to current and future employment needs.</p>	<p>GCRB Executive Director & Curriculum and Quality Lead</p>
	<p>C.2) Advancing an integrated regional curriculum, with each college offering a breadth and depth of inter-linked learning opportunities to support barrier-free progression.</p>	<p>We will deliver a coherent and high quality regional curriculum which supports more efficient, effective and successful learner journeys. Through continual review and refinement we will strengthen vocational learning pathways across the regional curriculum, reducing duplication and harmonising delivery across educational partners and improving the regional alignment and coherence of the 15-24 learner journey.</p>	<p>GCRB Executive Director & Curriculum and Quality Lead</p>
	<p>C.3) Building closer partnerships with industries across the region to create more opportunities for learners to develop skills in real work environments.</p>	<p>We will deliver a significant increase in work-based learning activity across our entire curriculum. We will work to ensure that all courses increase opportunities for learners to extend their personal experience of the world of work and that Senior Phase work experience aligns to college vocational pathways.</p>	<p>GCRB Executive Director & Curriculum and Quality Lead</p>

Added Value Driver	Strategic Ambition	Key Objective	Regional Lead
D) Building efficient Regional Structures	D.1) Strengthening regional partnerships with schools, universities and employers to enhance flexible vocational pathways and successful learner journeys.	<p>We will deliver more coherent Senior Phase pathways and extend early intervention approaches so that all regional school pupils can experience college before they make their Senior Phase subject choices. An extensive regional Foundation Apprenticeship programme delivered in partnership with regional employers will form a significant element of our regional school/college offer.</p>	Developing the Young Workforce and Foundation Apprenticeship Leads
	D.2) Developing needs-based regional funding arrangements to support regional strategic goals and make efficient use of resources. The value we add regionally will improve experiences and outcomes for learners, staff and stakeholders.	<p>We will strengthen articulation arrangements with universities, increasing opportunities for college learners to progress seamlessly and successfully to degree level study. We will further develop regional strategic partnership agreements to provide a simplified interface for Glasgow college liaison.</p>	GCRB Executive Director and Curriculum and Quality Lead
	<p>We will ensure that regional funding fully supports delivery of our regional mission, maximising opportunities for collaboration and efficient use of public funding. Through continual refinement of funding approaches and resource use, we will deliver a stronger alignment of funding to achievement of regional strategic goals and enhanced institutional sustainability.</p>	GCRB Finance and Resources Director	

6. Key Performance Indicators

Given the focus of our strategic plan on creating added value through regional collaboration, monitoring and evaluating the delivery of our ambitions will draw on a wide range of activities and outputs. Regular reports drawing on both qualitative and quantitative evidence sources will be provided to the GCRB board and its committees.

In terms of solely numerical performance indicators, it is proposed that we maximise use of existing national and regional performance measures to support and evidence achievement of our regional strategic goals, with other regional measures developed as appropriate as the plan is implemented.

Currently, as part of the Regional Outcome Agreement development process, we set annual regional and college targets for the measures set out below which have been mapped to our two areas of strategic ambition.

A) Measuring our ambitions for learners: widening access to life-changing learning

SFC National Measures

- Volume and proportion of Credits delivered to learners aged 16-19 and 20-24
- Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas
- Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers
- Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)
- Proportion of enrolled students successfully achieving a recognised qualification
- Proportion of enrolled MD10 students successfully achieving a recognised qualification
- Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges
- The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying
- The percentage of students overall, satisfied with their college experience (SSES survey)

Regional Measures

- The volume of Credits delivered at Further Education levels

B) Measuring our ambitions for colleges: unlocking regional potential and adding value

SFC National Measures

- The volume of Credits delivered
- The number of senior phase pupils studying vocational qualifications delivered by colleges
- Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges
- Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision
- Volume and proportion of Credits delivered to learners enrolled on STEM courses
- The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)
- Number of full-time learners with substantial 'work placement experience' as part of their programme of study
- The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing

Regional Measures

- The volume and proportion of Credits delivered in relation to economic sectors

7. Delivery Resources

Once high level objectives are agreed, regional leads will work with the GCRB Executive Director to develop operational work plans which will include detail on actions, measures, timescales, resource needs and risks.

Based on the review/initiate/embed approach to delivery outlined earlier in this paper, it is likely that year 1 activity will require relatively minimal levels of additional resources. However, the following areas of collaborative activity will likely require additional resources in 2017-18:

- Development of an online platform which provides access to regional CPD opportunities (strategic ambition A.1)
- Specification and procurement of a student information system (strategic ambition A.3)
- Development of strategies for estates and ICT (strategic ambition B.2)

Members will recall that within the agreed Regional Capital Funding Policy for 2017-18, resources were set aside for emerging regional needs. The above activities they would fall within the scope of capital funding rules and therefore these activities could be supported by 2017-18 Capital funds.

More detailed funding proposals for these activities will be developed and presented to the GCRB Performance and Resources Committee. Members will recall that the Board delegated authority to this Committee to oversee the allocation of the 2017-18 capital funds within the context of the regional Capital Funding Policy agreed by the Board.

In terms of sufficient staff resources, at its February 2017 meeting the Board agreed staffing proposals for fully-operational fundable body status. This sought to minimise the volume of directly employed GCRB staffing and supplement this through implementation of a collaborative management approach to regional staffing. Regional leads have been identified for the following areas:

- Regional CPD Lead – Audrey Miller, Vice Principal Human Resources and Organisational Development, Glasgow Kelvin College
- Regional Student Experience Lead – Gillian Plunkett, Head of Admissions and Student Support, City of Glasgow College
- Regional Developing the Young Workforce Lead – John Rafferty, Assistant Principal, Glasgow Clyde College
- Regional Curriculum and Quality Lead - Joanna McGillivray, Vice Principal Student Experience, City of Glasgow College
- Regional Student Data Lead – Brian Gallagher, Head of MIS, Glasgow Clyde College

The expected time commitment for these leads is to be approximately one day per week.

The proposals contained within this paper and related year 1 operational plans will reflect these agreed regional staffing arrangements. However, should any further staffing resource requirements be identified, these will be also brought to the attention of the colleges and the Board.

Annex A: Summary of Proposed Key Regional Objectives 2017-2022

The tables below set out a summary of the high level objectives described within this report.

A) Our ambitions for learners: widening access to life-changing learning

<p>Improve regional course retention and attainment rates.</p>	<p>Increase participation rates and improve outcomes of learners from deprived postcodes and other priority groups.</p>
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B) Our ambitions for colleges: unlocking regional potential and adding value

Sharing Skills and Knowledge	Offering a coherent and consistent student experience	Developing a regionally responsive curriculum	Building efficient Regional Structures
<p>Create a regional learning community, which promotes self-directed development and provides for all staff access to a comprehensive regional CPD offer.</p>	<p>Reduce barriers to access and increase inter-college progression.</p>	<p>Establish Regional Skills Hubs to lead employer and stakeholder engagement and ensure we respond effectively to regional and national skills needs.</p>	<p>Deliver more coherent Senior Phase pathways and extend early intervention approaches so that all regional school pupils can experience college before they make their Senior Phase subject choices</p>
<p>Ensure that the Fair Work Framework is at the heart of working relationships and that all Glasgow colleges and GCRB are living wage accredited employers.</p>	<p>Create common student support policies which ensure that all students have equal access to support, whilst still allowing local flexibility to need.</p>	<p>Deliver a coherent and high quality regional curriculum which supports more efficient, effective and successful learner journeys.</p>	<p>Strengthen articulation arrangements with universities, increasing opportunities for college learners to progress seamlessly and successfully to degree level study.</p>
<p>Develop a regional approach to student data management to support the quality and impact of this information on services provided to learners and stakeholders, supporting improved learner outcomes.</p>	<p>Establish a strategic approach to regional estates and ICT development to ensure that our estates and resources fully support successful learner outcomes.</p>	<p>Deliver a significant increase in work-based learning activity across our entire curriculum.</p>	<p>Ensure that regional funding fully supports delivery of our regional mission, maximising opportunities for collaboration and efficient use of public funding.</p>