

Board Meeting

Date of Meeting	Monday 12 December 2016
Paper Title	Update on the Development of Regional Strategic Plan
Agenda Item	10
Paper Number	BM3-F
Responsible Officer	Margaret Cook, GCRB Chair
Status	Disclosable
Action	For Decision

1. Report Purpose

- 1.1. This paper provides members with an update on planning related to the development of a regional strategic plan for college education.

2. Recommendations

- 2.1. The Board is invited to:
- **note** the summary and outcomes of the strategic development stakeholder engagement event; and
 - **consider** and **agree**, subject to any amendment, the proposed membership of a strategic working group.

3. Background

- 3.1. GCRB has a statutory responsibility for delivery of a coherent and high quality provision of college education across the Glasgow College Region.
- 3.2. This paper provides an update on joint work by the Glasgow colleges and regional board to develop a Glasgow region strategic plan for college education which sets out a five-year vision of the shared aspirations and development priorities of the Glasgow region colleges, the regional board and college stakeholders.

4. Glasgow's Big Asks - Strategic Development Consultation Event

- 4.1. The Glasgow colleges and the GCRB hosted a consultation event on Tuesday 8 November 2016 to engage stakeholders in the development of a strategic plan for college education within the region.
- 4.2. Approximately 80 delegates attended including representatives from:
- GCRB Board;
 - Assigned College Boards;
 - Employers;
 - College Management Teams;
 - Student Presidents;

- Trade Unions;
- Scottish Funding Council;
- Skills Development Scotland;
- National Union of Students;
- Colleges Scotland and Colleges Development Network;
- Education Scotland;
- Glasgow City Council;
- University Sector;
- Schools; and
- Community Groups.

4.3. Delegates were asked to consider what they saw as the ‘big asks’ for Glasgow college education and 7 key themes have been identified from the feedback received and overall discussions on the day. These are:

- realise regional added value through greater collaboration across the three colleges and with regional stakeholders;
- provide a regionally consistent, high quality and supportive student experience for all learners;
- provide clear and flexible vocational learning pathways which widen access, support inter-college progression and break the link between deprivation and qualification attainment;
- deliver learning which develops confidence, well-being and builds skills for work and life;
- continue to align the curriculum to skills needs and support achievement of Developing the Young Workforce aims;
- build closer partnerships with industry and provide more opportunities to develop their skills in real work environments; and
- promote and embed Fair Work values and behaviours and recognise the contribution of all staff in improving services for learners.

4.4. Further detail on participant views provided in relation to these themes is provided in Annex A.

5. Next Steps

5.1. Plans for the strategic development process previously considered by the GCRB Board set out the following board stages of development:

Date	Phase	Actions
October/ November	Consultation on strategic asks	<ul style="list-style-type: none"> ▪ Hold an external stakeholder event involving college stakeholders and employers, college and regional board members, and college staff and learners ▪ Desktop review of stakeholder strategic priorities.

Date	Phase	Actions
December/ January/ February	Drafting of, and consultation on, strategic plan	<ul style="list-style-type: none"> ▪ Drafting of a strategic plan guided by a strategic working group. ▪ Consultation and feedback from college and regional boards, college stakeholders and employers, and college staff and students.
March/ April/May	Finalisation of strategic plan	<ul style="list-style-type: none"> ▪ Finalisation of strategy and endorsement by boards. ▪ Review of the draft 2017/18 ROA and alignment to strategic priorities. ▪ Development of a communication strategy, including external publicity event(s).

5.2. Moving on to the drafting stage, it is suggested that this is guided by a strategic working group which will provide an initial sounding board for draft strategic plan content prior to wider consultation. In terms of the composition of the strategic working group, developments to date have been supported by a sub-group of the following GCRB members:

- Margaret Cook
- Grahame Smith
- Jaqueline Russell
- Carol Kirk

5.3. It is proposed that going forwards, this group is extended to include:

- One GCRB Board staff member
- One GCRB Board student member
- One representative each from the assigned college Boards

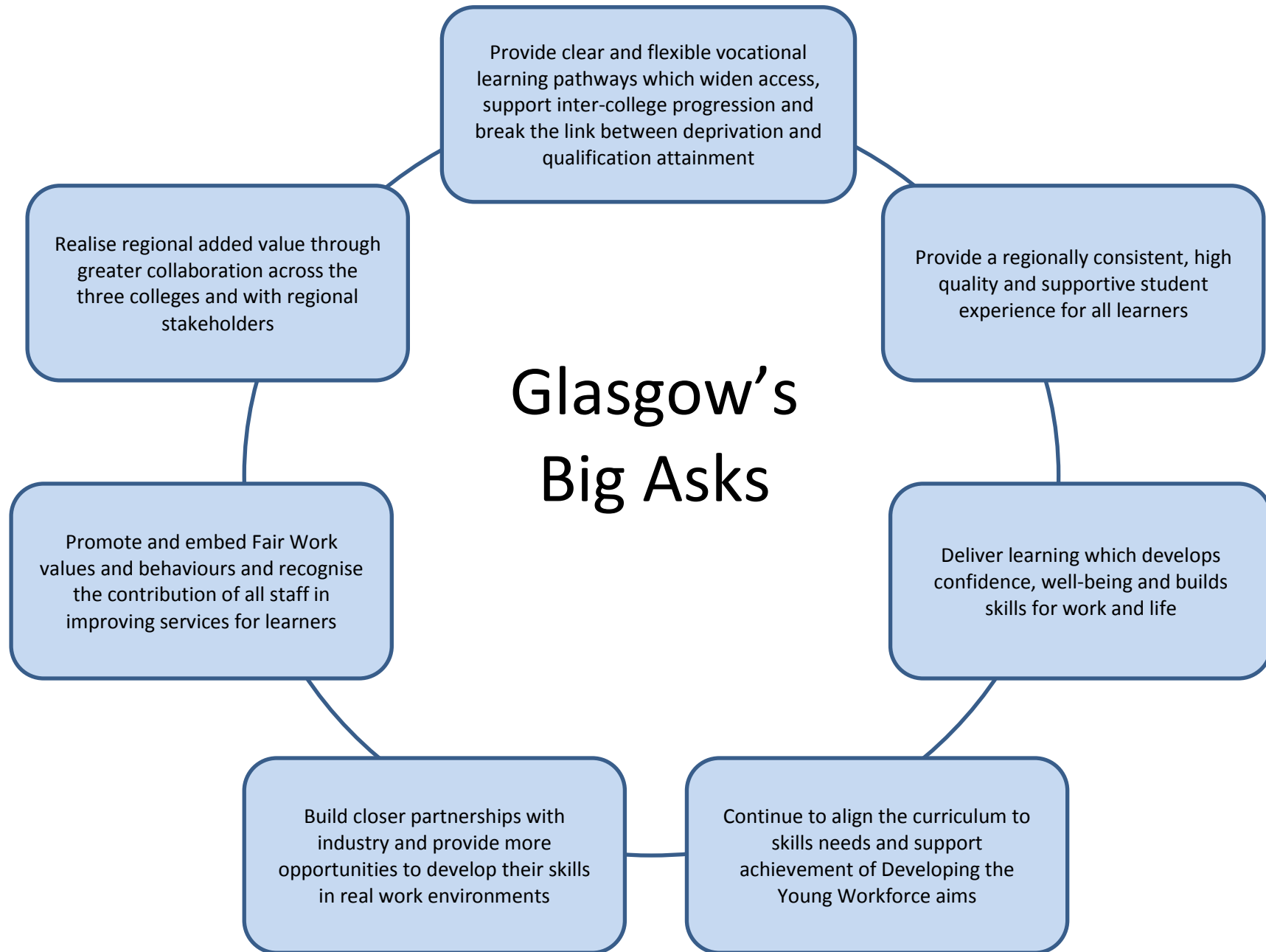
5.4. Subject to Board agreement, it is proposed that the group work to develop a draft strategic vision, mission and high level plan overview of plan scope and aims for the next meeting of the GCRB Board.

6. Risk Analysis, Legal Implications, Financial Implications and Regional Outcome Agreement Implications

6.1. There are no specific risks associated with this paper. Neither are there any specific issues arising from this paper in relation to legal matters or financial issues.

6.2. In terms of the Regional Outcome Agreement, the development of a regional strategy for college education will provide clarity on high level aims and planned outcomes for the Glasgow region and there will therefore be the potential to align the more operational ROA to support achievement of these.

Annex 1. Glasgow's Big Asks – Outputs of Strategic Development Consultation Event



Theme 1:

Realise regional added value through greater collaboration across the three colleges and with regional stakeholders

Examples of feedback:

- Inform staff and stakeholders of clear regional strategy and structure;
- Improve engagement with schools, community groups and employers to make clear the offer, benefit and opportunities of college education;
- Tackle the reduction in college funding;
- Promote collaboration across the region both between colleges and with stakeholders – make this meaningful and demonstrate the added value.

Theme 2:

Provide clear and flexible vocational learning pathways which widen access, support inter-college progression and break the link between deprivation and qualification attainment

Examples of feedback:

- Flexible and progressive pathways- engage with partners to reach learners from an early stage;
- Address the link between deprivation and qualification achievement;
- Focus on widening access and remove barriers to learning;
- Re-examine the reduction in access and PT courses resulting in reduced opportunities for some;
- Offer alternative pathways to traditional learning including apprenticeships, work based learning, inter college progression, evening and weekend provision, delivery in communities;
- Demonstrate benefits and make colleges attractive to those currently disengaged – show how learners are supported, what they can achieve and how they can change their future.

Theme 3:

Provide a regionally consistent, high quality and supportive student experience for all learners

Examples of feedback:

- Clear and consistent information provided in straightforward way and reinforced at all stages throughout the learner journey;
- Better inform students of support available and personalise support and learning to their needs;
- Improve accessibility and inclusion including better promotion of services;
- Improve careers information and guidance;
- Ensure consistent approach to financial support where the funding follows the learner;
- Consider childcare provision in colleges;
- Better use of technology to allow learners to supplement their learning.

Theme 4:

Deliver learning which develops confidence, well-being and builds skills for work and life

Examples of feedback:

- Offer a holistic experience where students become subject specialists, gain life skills and have real work based experience;
- Use mentors and role models to encourage participation and demonstrate behaviour;
- Create (virtual) centres of excellence to attract learners to vocational areas;
- Offer taster sessions at all levels – schools, adults, up-skilling, unemployed;

Theme 5:

Continue to align the curriculum to skills needs and support achievement of Developing the Young Workforce aims

Examples of feedback:

- Align the regional outcome agreement with other strategic plans for the region demonstrating focus and clarity on direction of travel;
- Improve data/information on those facing barriers to learning therefore better able to address the barriers;
- More regional analysis of student characteristics to better plan and understand the student experience.

Theme 6:

Build closer partnerships with industry and provide more opportunities to develop their skills in real work environments

Examples of feedback:

- Co-develop and co-design the curriculum with industry, awarding bodies, SMEs and micro businesses;
- Increase work placements and apprenticeships to provide real world experience and help develop work based skills;
- Engage with industry at an early stage in order to future plan and create workforce fit for future;
- Staff should engage with new industry practices to ensure students at fore front of best practice and new innovations;
- Use employers and work placements to engage learners starting from school level;
- Proactive and reactive planning- deal with current, short term and future needs of industry.

Theme 7:

Promote and embed Fair Work values and behaviours and recognise the contribution of all staff in improving services for learners

Examples of feedback:

- Common workforce strategy for the region to be developed;
- Strengthen the importance of staff views in improving services for learners;
- Create and encourage regional staff development opportunities and initiatives.