Board of Management

Date of Meeting	**Wednesday 24 March 2021**
Paper No.	**BoM5-E**
Agenda Item	**5.2**
Subject of Paper	**Strategic Development and Investment**
FOISA Status	**Disclosable**
Primary Contact	**Principal**
Date of production	**17 March 2021**
Action	**For Discussion/Decision**

1. Recommendations

1. To discuss and endorse the outline strategic proposals emerging from discussions at the Board Planning Session, February 2021.

2. Purpose of report

2.1 The purpose of this report is to enable a review of key strategic development areas.

3. Context

3.1 At the Board Planning Session in February 2021, the Principal introduced a number of key development areas to support the College's strategic development in line with College Strategic Planning to 2030.

3.2 While broadly supportive of these strategic developments, the Board requested further details, as a precursor to a fuller discussion at Committee level of business cases for the various proposals.

3.3 The Principal outlined three strategic themes or agendas - Blue, Purple, and Green, reflecting in turn, the College's ambitions in respect of "Blue Ocean" innovation, core learning and teaching and a step change to Learning 5.0, and environmental and social justice responsibilities.

3.3 The attached paper is a summary of the key development areas thus:

Blue Agenda:
- Digital Transformation (architecture and pedagogy)
- Talent Development (incl. Workforce of the Future)
- Internal Accountability (incl. Project Management Office and Internal Auditor post)

Purple Agenda:
- TDAP (Taught Degree Awarding Powers)
- Enhanced Learner Journey (incl. personalised student experience, seamless pathways, Learning 5.0, Lifetime Learning)

Green Agenda:
- Innovation (inc Maritime & STEM Centre and work with Royal Navy)

4. Impact and implications

4.1 This paper represents further progression of the strategic planning and direction-setting set out in successive strategic plans over the lifetime of the College. Specifically this is a response to the current strategic environment as presented to the Board of Management at the most recent Board Planning days in November 2020 and February 2021. The proposed development areas are therefore key to the sustainability and success of the College, and its stakeholders.

4.2 The College's successful further development as Scotland's Super College will have positive benefits for a generation of learners who are, and will continue to be, disadvantaged by the economic changes and challenges as a consequence of the coronavirus pandemic.

4.3 The implications of these developments extend not only to the College's ability to deliver for the Glasgow Region economy and society, but also for Scotland and the International learning community.

Appendix: Summary of Strategic Development Proposals

Strategic Development and Investment

The following proposals for strategic development are grouped under the three agendas as outlined to the Board of Management at the Board's Planning events in November 2020, and February 2021 as indicated in the cover sheet.

The Board is invited to consider these proposals, and to endorse further development, including, where appropriate, business cases with further details of required investment for consideration and approval via the relevant Board Committees. Significant investment approval will be requested of the full Board in line with the College's Standing Orders, Scheme of Delegation and Financial Regulations. Some indicative costs are included, although these would be confirmed prior to approval by the Board.

1. Blue Agenda:

1.1 Digital Transformation
The "Digital Transformation" aspiration of City of Glasgow College is underpinned by our new, ambitious Digital Strategy, which will ensure we are positioned to exploit the substantial opportunities a coherent, tertiary system will offer our learners and future employers.

The Digital Strategy has 6 key Strategic Objectives:
- **Active Collaborative Learning** will improve our Learner Journey
- **Access Anywhere** will provide seamless learning & work experiences, irrespective of location anywhere in the world
- **People Centred** ensures people are at the heart of every technology solution & investment decision
- **Data-driven Decisions** increase confidence that Strategic & Operational decisions are based on accurate, up-to-date data. Machine Learning will enhance the Learner Journey through personalised Learner Analytics and earlier, better targeted, interventions where necessary
- **System Integration** reduces data duplication with intelligent process automation increasing back-office efficiencies, freeing staff time for "value adding" activities
- **Cyber-Security** with system & data security\privacy "by design", our guiding IT System design principle

Technology will be leveraged to enrich both the learner and staff experience, irrespective of location, through the provision of a "Digital Campus" which will re-affirm City of Glasgow College's sectorial position of continuing to lead from the future. Investment in technology and embracing a culture of innovation will enhance our Learner Journey, better meet the expectations of our staff's work/life balance, and enable future pivoting to new delivery models at short notice, with minimal disruption.

In conjunction with the new Student Academic Experience Strategy, the Digital College Technology Roadmap Architecture shown in Figure 1 (appendix) details the proposed 3-year digital development for the College, with an estimated associated cost of £3.6M, to facilitate "Digital Transformation" by exploiting the opportunity to disrupt traditional learning and teaching at City of Glasgow College. This investment will position City of Glasgow College at the vanguard of the undoubted opportunities identified within the Cumberford-Little Report (2020), through future, national tertiary sector transformation.

1.2 Workforce Planning: Workforce of the Future
Implementing the 11 segments of the holistic workforce planning project, which will incorporate building the system and baseline information to support TDAP aspirations, will require investment and additional resources in the short term.

Identified resources for initial phases (including systems) are estimated to be in the region of £220k. Additional short-term resources to deliver the remainder of the strategy are estimated to be in the region of £150k

1.3 Internal Accountability
In response to the recommendations of several recent internal audit reports, and in order to establish a College project management approach and infrastructure which will allow consistent - but flexible - methodologies to be applied to future change projects, proportionate to the scale and complexity of the project, ELT has approved the creation of a Project Management Office (PMO) for the College. The PMO will report to the Depute Principal.

Its role will be to support, guide, mentor and monitor those undertaking projects in the College. Specialist staff with qualifications and experience in various approaches to project management (including PRINCE2 and AGILE) will be available to advise those appointed project leaders on selecting the most appropriate methodology for their project and to help them implement it, ensuring that all stages of the project are properly planned, recorded, reported and evaluated. A *City of Glasgow Project Management Handbook* will be produced for the College. Such a service should ensure that more (ideally, all) of our projects are completed on time and within budget, and deliver the intended outcomes.

JDs and ATRs[1] for an Associate Director to lead the Office and a Project Co-ordinator are going to ELT for approval on 18 March. In addition, the current Operational Effectiveness and Market Research Manager will be located in the PMO. The cost of the additional posts will be c. £80K + on costs annually. It is hoped that the PMO will be staffed and ready to start work for the beginning of the new academic year in August.

In addition to the Project Management Office, consideration has also been given recently to creating a new 'Internal Auditor' or Internal Investigator' role. As part of the College's response to the recent fraud case, this role would be designed to give an independent, professional service that would provide senior management and the Board of Management with an objective assessment of risk management and internal control arrangements. This role would be in addition to the work of our Internal Auditors (currently Henderson Loggie).

---

[1] JD - Job Description; ATR - Authority to Recruit.

The work of the Internal Auditor or Investigator would cover all the activities of the College's operations, including resources, staffing, services and compliance responsibilities. The person appointed would work collaboratively with ELT to agree a programme of work, and would also take on *ad hoc* investigations or audits as needed. Reports would be provided to the Audit Committee to provide assurance that risks and processes are being managed effectively and internal controls are working as intended.

Finding the right title for this post will be challenging: 'Internal Auditor', although used by some other tertiary institutions, risks confusion in the College's context with the service provided by our current Internal Auditors, while 'Internal Investigator' sounds draconian and risks confusion with the temporary Investigators appointed to undertake investigations under our complaints or disciplinary procedures.

The proposed Internal Auditor or Investigator post will be considered further at ELT on 18 March.

2. Purple Agenda:

2.1 Enhanced Learner Journey
The Enhanced Learner Journey will be delivered through the refreshed Student Academic Experience Strategy which focuses on 3 key area: The City Student; City Learning and Teaching and City Student Journey (see figures below).
- o The City of Glasgow Student can be confident of an engaging, inclusive and excellent experience with opportunities to develop life and meta skills, build relationships that foster a sense of belonging, and take those next steps into industry, work or further study. Every student will have a City of Glasgow College digital portfolio that can be used as evidence for future work and study demonstrating wider generic attributes achieved through their course of study.
- o At City of Glasgow College, our City Learning and Teaching will be Active, Blended and Connected. Students will be co-creators of their own learning, challenged with real-life problems and be able to identify benefits to themselves and others. This Strategy will continue to position City of Glasgow firmly at the forefront of pioneering digital innovation in learning and teaching led and shaped by lecturing staff who are actively engaged with the pedagogical development of their discipline. The College will provide a broad and flexible curriculum enabling all students to develop their full potential using stimulating, innovative approaches to learning and teaching. Learner Analytics will enhance engagement of students with their learning and ensure ownership of learning.
- o Throughout the City Student Journey, we will engage and support our students to ensure they get the right help at the right time. From application to graduation the welfare, well-being and future success of the City Student is our focus. We will review and enhance the Student Journey to make best use and integration of digital systems to achieve efficiencies and timeliness of information and support to ensure a seamless experience from application to graduation.

The Strategy highlights key areas for investment:
- **Learning Spaces:** Progressively develop all formal learning spaces on campuses as collaborative, technology-rich and learner-focused spaces to support our students

towards independent personalized learning and encourage peer to peer learning. Invest in dedicated VR Labs on both campuses.

- **VLE and Learning Analytics:** Provide and implement the best possible Virtual Learning Environment and learner analytics to support students and staff in the monitoring and enhancement student engagement, attainment and satisfaction.

    These areas form part of the digital roadmap (figure 1 - appendix)

- **Library of the Future**: Create the Library of the Future, developing Library spaces for increased collaborative and social learning in a place that students and staff can call their own and create a valued academic and supported community with a blend of digital services and library expertise that will extend a physically rich experience.

- **Staff Academic Development**: Every new City of Glasgow Lecturer will participate in the Lecturer Development Pathway in advance of teaching and will have or achieve a formal teaching qualification within a time limited period: (from PDA to TQFE).

- **Efficient Student Journey:** Review and enhance the Student Journey to make best use and integration of digital systems to achieve efficiencies and timeliness of information and support to ensure a seamless experience from application to graduation.

2.2 Taught Degree Awarding Powers (tDAP)

With the coronavirus under some degree of control, and the work being done on our new Strategic Plan, the decision has been taken to reinvigorate the prioritisation of our application for taught Degree Awarding Powers (tDAP).

tDAP applications are based on the institution judging that it can meet all the criteria set out by the Quality Assurance Agency, which manages the application process, in *Degree Awarding Powers and University Title in Scotland*: https://www.qaa.ac.uk/docs/qaa/guidance/degree-awarding-powers-handbook-scotland-16.pdf?sfvrsn=c50f781_8&sfvrsn=c50f781_8

The criteria are far-reaching, and in reaching a decision on the College's application, the panel of assessors will be looking for evidence that City of Glasgow College would be able to take responsibility for managing the quality assurance and enhancement of its own awards. To build such a body of evidence, for instance in staff development and the stability of our organisational structure, will take at least two, possibly three, years, so we are unlikely to submit our application until 2022-3, with assessment taking place in 2023-24.

The work going on to underpin our application is, as it should be, part of the everyday life of the College: the investment currently being considered in a system for recording and supporting staff development, for example, is key to our tDAP application.

3. Green Agenda:

3.1 Maritime & STEM Centre (including discussion with the Royal Navy).

Discussions have been taking place with the Royal Navy over the past 24 months to look at a shared facility on the Riverside Campus for a Maritime & Innovation Training Centre. Initial discussions have considered re-purposing the work done in the 2015 Strategic Business Case - Centre for STEM, Innovation & Excellence (CSIE). The Royal Navy have secured funds to pay for an Outline Business Case. Although it has taken some time to get to this point, the Secretary of Defence announced last week, at the Society of Maritime Industries conference, that he has approved a 'Cross Sector Study for Scottish Maritime Enterprises' which incorporates physical infrastructure. The challenge now is to deliver against this opportunity, and although an Outline Business Case/Study is no guarantee of investment, there is now a route to establishing a centre with the Royal Navy. Cross sector bodies have already supported the proposal of a Glasgow centre location.

Related to these plans on the Riverside site, The Clyde Mission is a national, place-based, mission to make the River Clyde an engine of sustainable and inclusive growth for the city, the region and Scotland**.**

The Mission seeks to use the river and land immediately next to it as a national, strategic asset to drive sustainable and inclusive growth. It covers the River Clyde and adjacent areas (around 500m either side) from the Lowther Hills in South Lanarkshire through to the opening of the river between Gourock in Inverclyde and Dunoon in Argyll and Bute.

Two of the Missions that relate to Maritime & STEM centre discussions are to:
- Create new, good and green jobs and a workforce with the skills to secure those jobs.
- Use the river to create better places for people and communities.

The aim is to ensure that key agencies, businesses, community groups, individuals and other groups who live and work along the river are made aware of the Call for Ideas and would appreciate views on what the Missions mean for organisations, what success would look like, what priority actions are, and who would be involved in the work. The College is providing feedback to this forum via the Clyde Mission online portal: https://consult.gov.scot/economic-development/clyde-mission-call-for-ideas/

3.2 COGC - Innovation Activity

SIKE (Scottish Institute of Knowledge Exchange) activity continues to perform well during lockdown. The College has renewed its annual membership and has been delivering SIKE programmes to organisations remotely. The College currently has 3 programmes on its portfolio:

1: Innovation for Practitioners Introduction to Innovation (ITI)
2: Certificate of Professionalism in Innovation Practices (COPI)
3: Innovation & Strategy for Business Leaders Programme (ISBL)

The COPI programme is the most popular with training being undertaken with Glasgow City Council, Glasgow Life, Police Scotland, Museum & Galleries Scotland, and the Crown Office.

Digital Health & Care Innovation Centre
The College has just signed an MoU '1st for any College' with the Digital Health & Care Innovation Centre (DHIC), one of the 7 National Innovation Centres. DHIC focus on innovative solutions for digital health and care to enable people to live longer, healthier lives whilst tackling the challenge of an ageing population. Our MoU will focus on partnership working to share best practice, work on joint projects and new curricular developments for the areas of Health & Care.

Zero Waste Scotland
Our partnership work with Zero Waste Scotland is continuing as the College was successful in procuring a contract to develop 2 new training modules in the areas of Circular Economy and the work towards Net Zero Internships.

This activity has also been put forward as an Application to the Green Zone 'Science Centre Glasgow' during the COP26 Conference in November.

Appendices

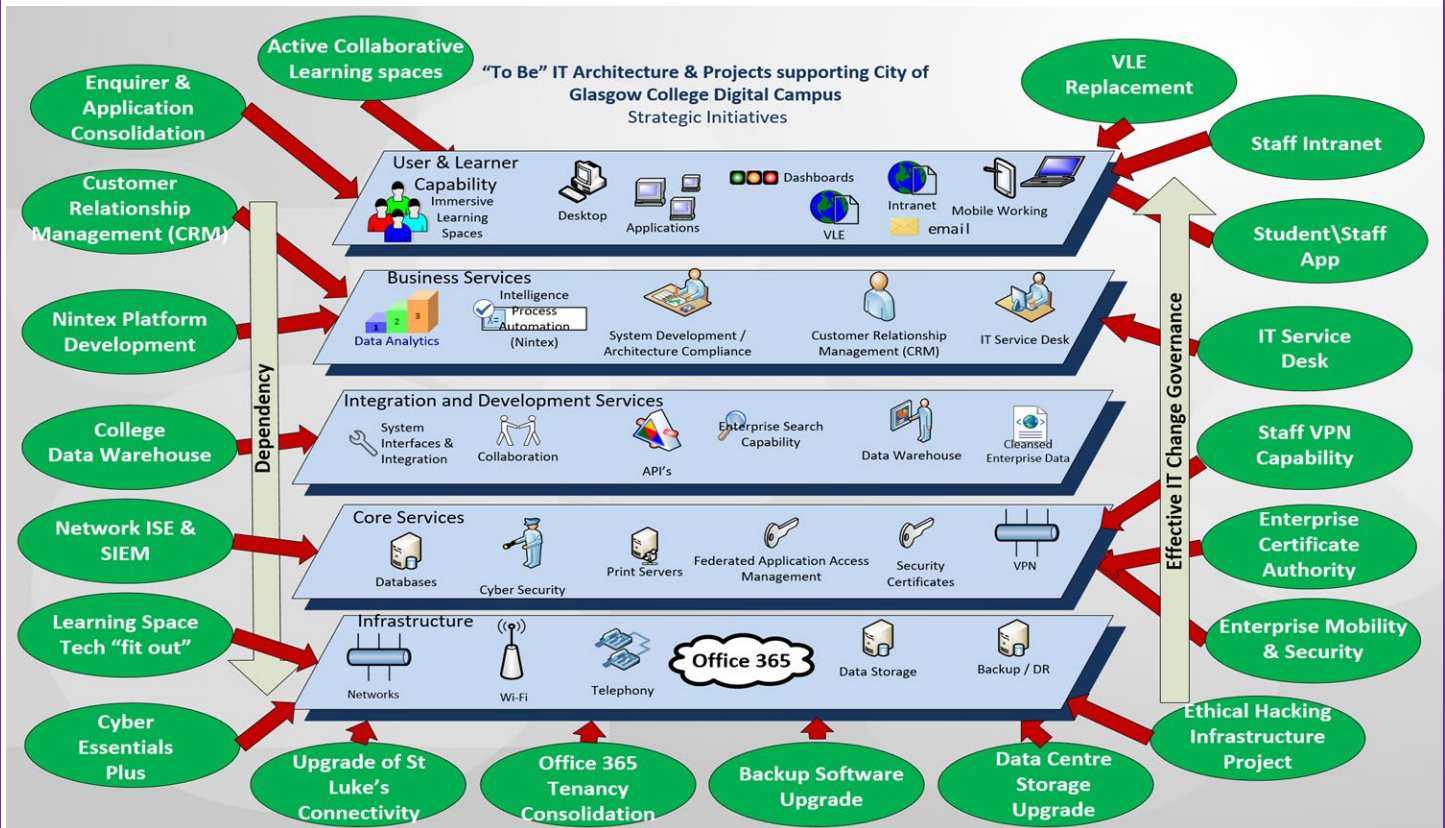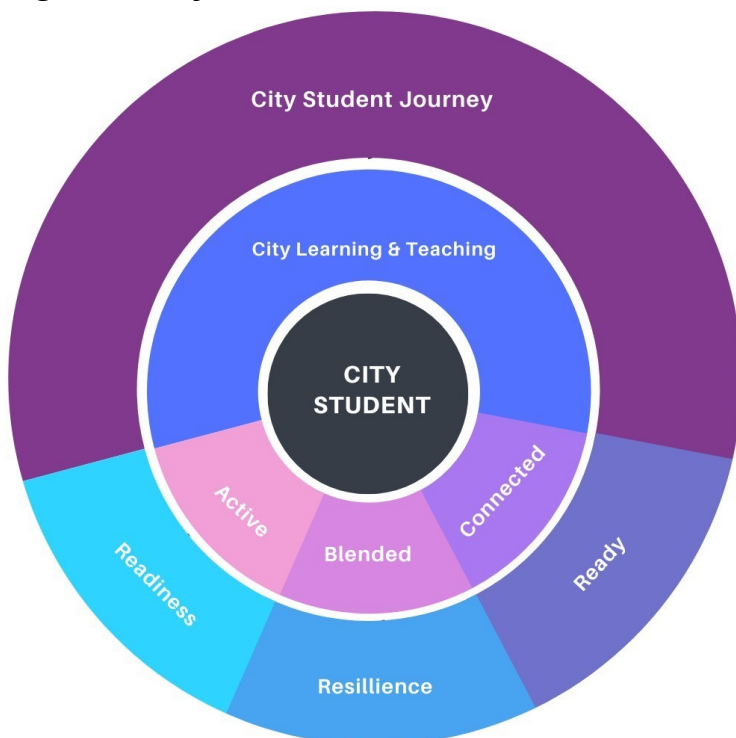### Figure 1: Digital College Technology Roadmap Architecture

Figure 2: City Student

Figure 3: City Learning and Teaching

Active
- Learning focuses on the application of knowledge, skills and wider competencies where Project and problem based learning strategies are utilised.

Blended
- All Learning and assessment opportunities are 'digital first' and supported by blended opportunities.
- Systems, technologies and processes are optimised for digital environments.
- Learning experiences are accessible, customisable and personalised.

Connected
- Opportunities to work on collaborative activities across disciplines are commonplace.
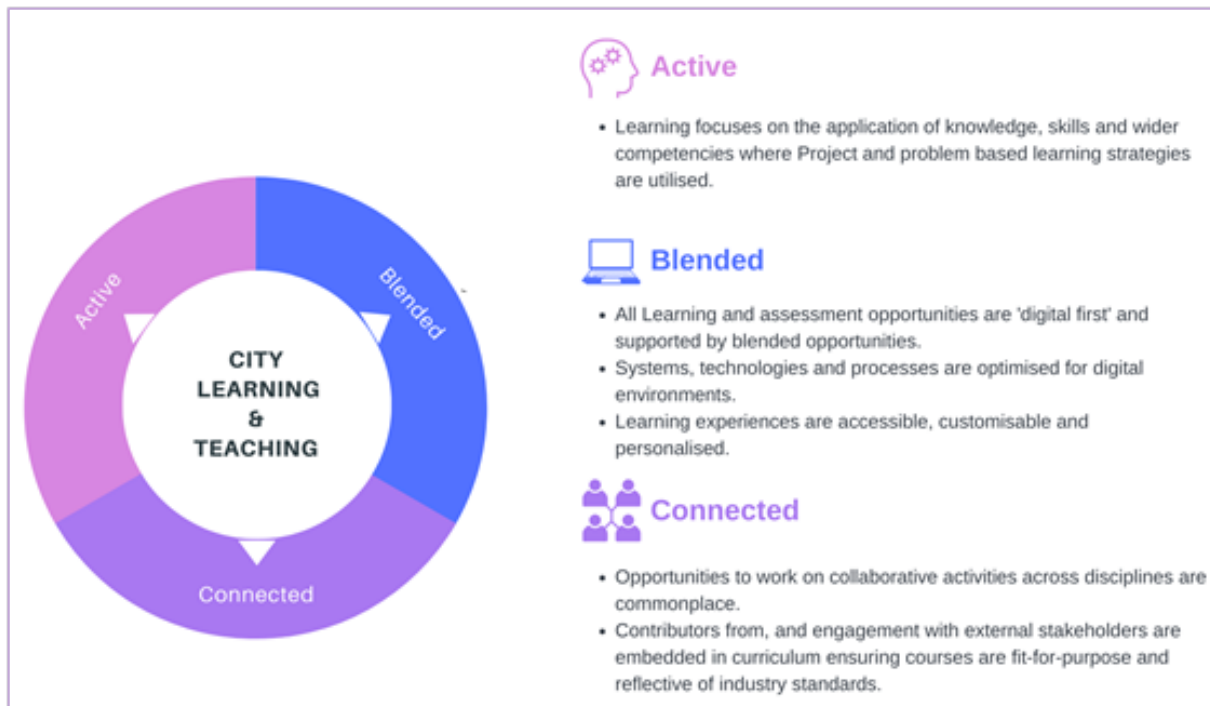- Contributors from, and engagement with external stakeholders are embedded in curriculum ensuring courses are fit-for-purpose and reflective of industry standards.

Figure 4: City Student Journey

Readiness
- Accessible and relevant information, advice and guidance.
- Online and responsive application systems.
- Inclusive and targeted support through the use of student analytics.

Resilience
- Welfare and well-being support.
- Opportunities for social interaction with other students.
- Opportunities for self-development.

Ready
- Specialist advice on careers, personal development planning and further study.
- Developing a skills portfolio for employment.
- Finding a job.