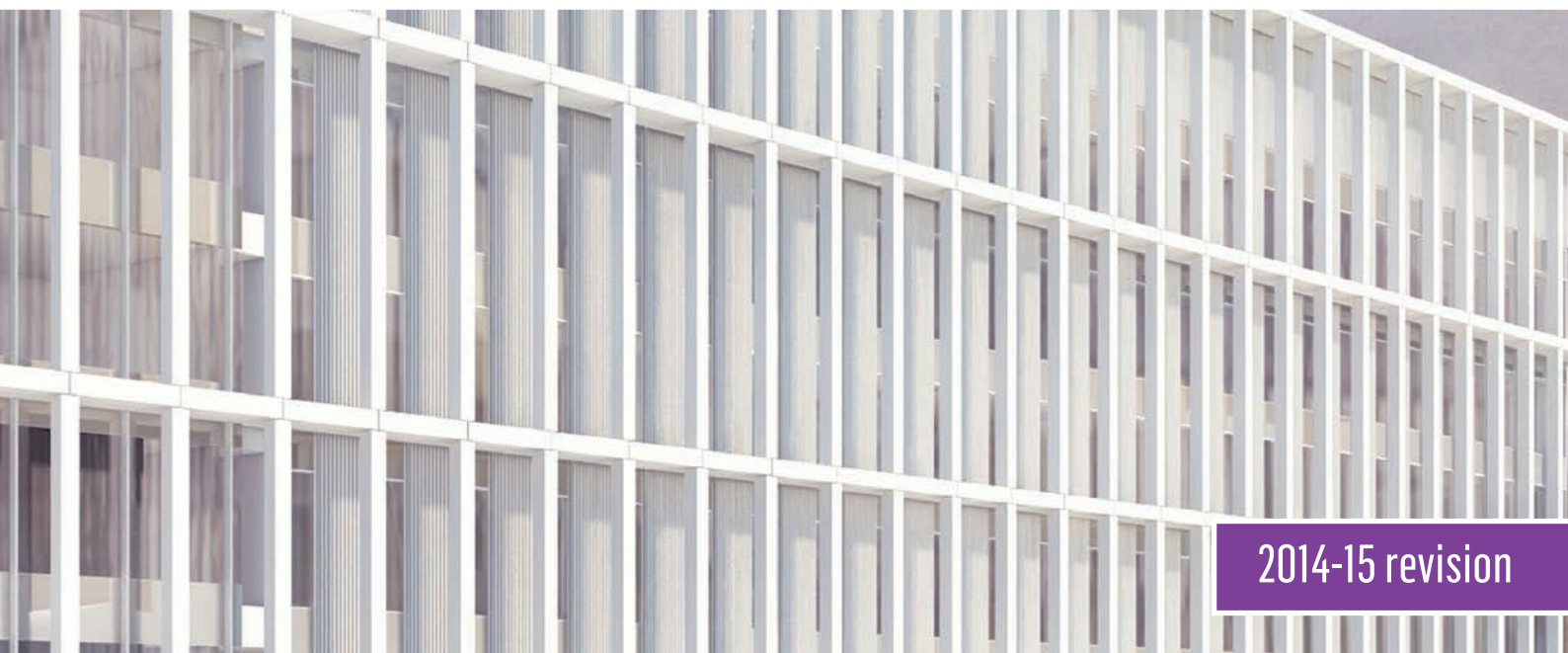




CITY OF GLASGOW
COLLEGE

Strategic Plan 2013-2017



2014-15 revision

Our Guiding Principles

OUR MISSION

We will deliver world class learning for individuals and enterprises, for Glasgow, Scotland, and the International community.

OUR VISION

As a world class institution of the future, we seek to redefine the learners' experience of a college education. Our staff, clustered in Schools of national expertise, will pioneer new ways of learning, with seamless learning support opportunities.

Our curriculum and international partnership sharing will encourage individual learners to flourish, amidst an inclusive and diverse learning community.

Our vision is to be a positive catalyst for change via our centres of excellence, and, in partnership with other civic institutions, to regenerate and renew Glasgow City Centre and the riverside.

OUR VALUES

- The individual.
- Equality, diversity and inclusiveness.
- Integrity, honesty and transparency.
- Excellence and achievement.
- Partnership.
- Innovation and enterprise.

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Our Strategic Priorities

PRIORITY 1

Engage and inspire all our students with world-class learning and teaching.

PRIORITY 2

Maximise student attainment and employability by enabling individuals to achieve their full potential.

PRIORITY 3

Develop our staff, embed our values, promote further culture change, and extend our reputation.

PRIORITY 4

Position the College as a prominent partner in support of Glasgow City Region and the national economy.

PRIORITY 5

With a high performance focus, be the best we can be in the way we operate and work together.

PRIORITY 6

Achieve maximum effectiveness and efficiency through innovative practices and continuous improvement, and remain vigilant of our corporate risks.

PRIORITY 7

Maintain our long-term financial stability.

Introduction

The College

City of Glasgow College is one of Scotland's major education providers, with historic industry links and a valued reputation for developing skills for life and work across many specialisms - in Glasgow, nationally, and internationally. As a result, the College and its graduates have a considerable and wide-ranging economic, social, and cultural influence.

Over the period of the Strategic Plan the College expects to enrol over 150,000 students, of which around a third will be studying full time on further and higher education courses. The College expects that the proportion of students originating from the Glasgow region will be maintained at 50%, with the rest mainly originating from other areas across Scotland, as well as from the rest of the UK and overseas. We expect to continue to enrol students from around 130 different countries.

The College offers a wide range of education and training opportunities, from foundation courses through to Higher National Diplomas, as well as a number of Degree courses with our Higher

Education partners. 835 unique courses were delivered in 2012-13, across 10 curriculum areas with 29 academic departments in the specialist fields of:

- Art & Design
- Business & Enterprise
- Community, Care & Social Sciences
- Computing
- Construction, Engineering & Energy
- Creative Industries
- Food, Hospitality & Tourism
- Hair, Beauty & Sport
- Languages & ESOL
- Nautical Studies

The College also provides services for local businesses and employers, including professional and bespoke training courses delivered by the College's commercial unit, City Enterprises.

More specialised support is also available through our specialist centres, such as the Centre for Paralegal Education and the Centre for Supply Chain Leadership.

City of Glasgow College Board of Management





New Strategic Plan

In February 2013 the City of Glasgow College Board of Management met to consider the changing strategic context that faces the College, as it seeks to fulfil its unique role. Firstly as a metropolitan hub supporting new priorities for the City and the region, as well as a national and internationally recognised centre of excellence.

This strategic plan sets out the operating context for the College, with its ambitions to set new boundaries for achievement and innovation. We seek to extend our specialist reputation nationally and internationally in meeting ever-increasing expectations, ensuring alignment of our strategies with the Glasgow Regional Outcome Agreement and Glasgow City priorities.

Given the constantly changing landscape, the plan will be continually revised as we look to grasp the opportunities this will present, and to position ourselves as a beacon of excellence and innovation. We value our long associations with industry sectors, and plan further innovative collaborations with the creation of our new College Industry Academies, and the development of new pedagogical approaches.

This plan presents the College's key priorities within a framework of strategic themes, and in alignment with an emerging Glasgow regional strategic plan, with any adjustments made as required once that regional plan is in place. Supporting aims and performance indicators are outlined, illustrating our commitment to improving performance and achieving our vision.

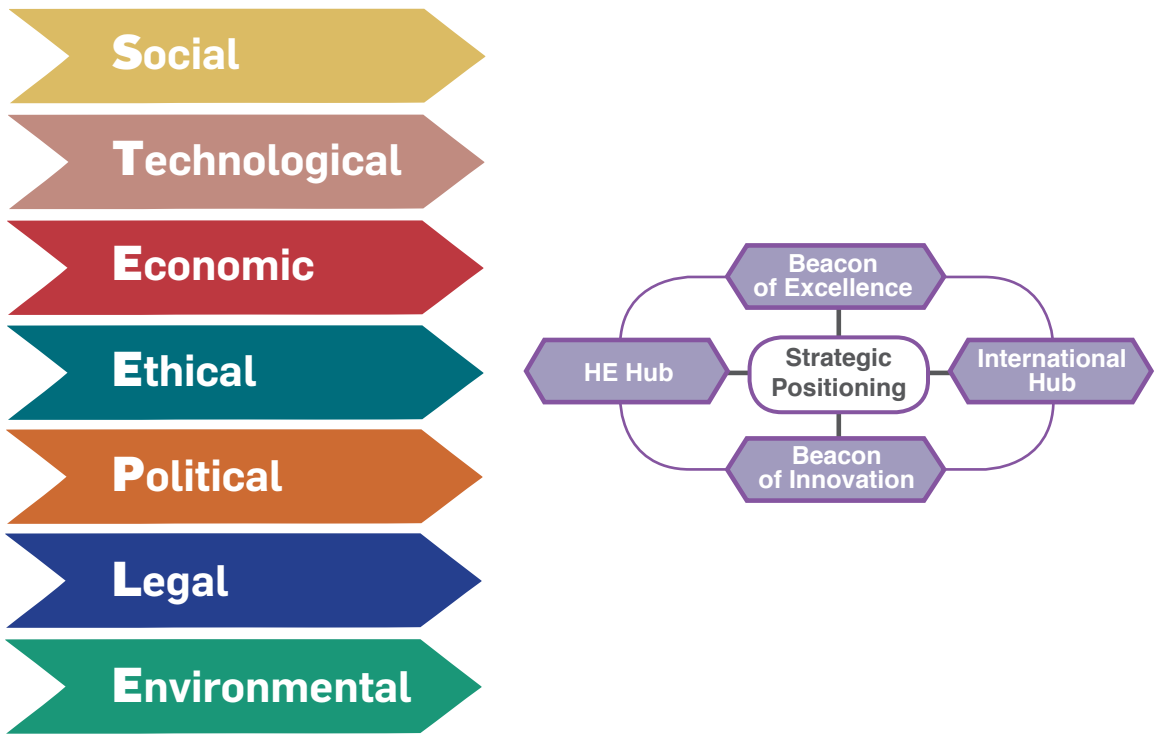
The plan also presents in brief the College's innovative strategies, such as those for Learning and Teaching, and for Growth and Development, while looking ahead to the completion of our new campus in the city centre, and on the banks of the world-renowned River Clyde, in 2015 and 2016.

Context and Positioning

The College has undertaken an analysis of the current and prospective operating environment from a number of perspectives, set out under the seven main headings below, forming the acronym STEEPLE.

The following sections provide a brief analysis of the environmental context impacting upon the College, and the College's strategic response.

In context, City of Glasgow College positions itself as illustrated below, and as described in this Context and Positioning section:



“City of Glasgow College is committed to meeting the challenge of social mobility, by meeting the needs of the City and all of its citizens with fairness and equality.”



Social

Cities are of vital importance as they function as key hubs - educationally, economically, culturally, and socially. Despite recently being listed as 8th out of 64 UK cities in the 'high qualifications league', Glasgow was also found to have among the highest levels of inequality, with high proportions of those claiming job seekers allowance in certain concentrated areas.

Addressing social mobility has been a priority of successive civic and national administrations over time. However, while the average level of skills and qualifications has risen over recent years, this is evidently due to the increase in qualification level of those already engaged with education and training. The College recognises that there are still communities, particularly within Glasgow, that have a high proportion of disengaged people of working age.

City of Glasgow College is committed to meeting the challenge of social mobility, by meeting the needs of the City and all of its citizens with fairness and equality. The College is resolved to supporting the Regional Outcome Agreement (ROA) in engaging a wider section of the City's population in education and training, and maximising potential.

The College's commitment to wider access is stated in its Learning and Teaching strategy:

“To provide access and progression opportunities for all, regardless of their previous educational experience or personal background”

The disproportionate percentage of young people out of work clearly has a significant social as well as economic impact. This is accentuated where there are concentrations of youth unemployment and deprivation at particular locations in the city, with inevitable negative impacts upon these communities. The ROA highlights that Glasgow “is the local authority with the highest proportion (44%) of deprived data zones in Scotland”.

The College Learning and Teaching Strategy highlights the requirement for individuals to acquire new skills and return to education and training in the current economic climate. It recognises the need for young people to fully and constructively participate in their communities and society at large, by entering employment or training. The College will develop new approaches to learning and teaching with further emphasis upon collaborative and experiential learning, to ensure that the skills required by employers are developed by students.

As part of the College's development work with regard to diversity and equalities, a set of College equality outcomes has been agreed in consultation with a wide range of staff, students, and stakeholders, including user-led equalities groups representing protected characteristics. The resultant Outcome Progress Plan covers the period 2013-17.

These documents set out the College's clear commitment to its core value of Equality, Diversity and Inclusiveness, and, together with reports on progress, are available via the College Website.

Technological

The College sets a high priority in providing industry-relevant learning experiences for its students, and key to that aim is ensuring that the College is placed at the leading edge of current and future technology trends. Maintaining effective links with industry, and prioritising investment in tomorrow's learning and teaching facilities and equipment, are essential to a vibrant, developing, curriculum.

The College's Learning and Teaching Strategy states as one of its strategic objectives that:

“Students will be taught in well resourced, technology enriched learning spaces, with innovative learning materials that meet their social and learning needs”

This is a commitment to a future learning scenario, in which new ways of learning are constantly emerging, supported by new technologies including personal technology in the classroom. This is driven by a desire to provide our students with the technology required to achieve their full learning potential.

The College's mission is to “redefine learners' experience of a college education”, and to “deliver world class learning for individuals and enterprises for Glasgow, Scotland and the international community” – a mission which applies now, as much as it does to plans for the College's new campus buildings.

Among the stated key attributes of the new build project, due for completion in 2015 and 2016, are:

- An interactive, stimulating destination for learning where the classroom for the future is technology enabled, well furnished, well lit and ventilated, providing a first class learning environment.
- A highly integrated ICT solution that is easily scalable for future needs.
- Flexibility for change planned into each element of design construction, ICT and facilities management strategies for ease of future reconfiguration.

The project remains a critical enabler and prerequisite toward the achievement of the College's strategic objectives in facilitating new learning styles, and continuing to provide stimulating and relevant learning and work spaces equipped to industry standards.

Technology also offers opportunities for growth and development. Along with Science, Engineering and Mathematics, it has provided the impetus for innovation (hence the STEM acronym). However modern innovation in the 21st Century will add Art and Design to the STEM equation (hence STEAM) and will transform economies just as science and technology did in the 20th Century.



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Economic

The economic challenges of recent years have arisen from the banking crisis, with economic consequences for the Euro and national economies, and social impacts upon communities in many countries. The immediate economic impacts for the college sector in Scotland include: significant reductions in SFC funding, cuts in private sector training budgets, difficulties in attracting potential sponsors, and fewer international students coming to the UK.

Glasgow is not unusual in having endured a period of decline with negative social impact in recent years. However an independent study of the City's Economic Strategy by the Glasgow Economic Commission has identified several areas of growth opportunity, including: Engineering; Design; Financial and Business Services; Tourism; and Event Management - all sectors supported by City of Glasgow College over many years.

In addition to these growth sectors, the Glasgow City Action Plan 2013-18 also identifies Construction, Enabling Technologies and Retail as growth areas over the period of the plan, while the Glasgow Economic Commission includes Manufacturing, and recognises the key importance of the creative industries to quality of life and investment in the city. The Oxford Economics Report (2012) estimates that as well as high value jobs, there will be a requirement for basic skills and hence a need for intermediate and lower level qualifications.

Glasgow is benefiting from a massive investment in building projects recently reported as totalling £6bn. This signals new confidence in the city, with developments in health, leisure, retail, construction, office, and infrastructure - representing both public and private sectors. The College's new campus developments are a tangible indication that City of Glasgow College, as a champion of the new learning quarter in the city, aims to be a world-class college for a world-class city.

The Scottish Government Economic Strategy also points to essential "driving" sectors, which offer opportunities for growth including: Creative Industries (including digital); Energy (including renewables); Financial and Business Services; Food and Drink, and Sustainable Tourism.

The College's Planning Context 2013-17 paper sets out an analysis of the Government's data relating to potential growth areas. In reviewing the curriculum and developing a new pedagogic model, the College is maintaining a focus upon key priority areas for sustainable economic growth - many of which are well-established as niche specialisms of the College.

The College is committed to its role as an agent of regeneration at the heart of economic development, supporting these projected growth areas for Glasgow and Scotland through partnership with employers, as well as communities in the city.

Glasgow Economic Commission

Key Growth Areas:

- Engineering
- Design
- Financial and Business Services
- Tourism
- Event Management
- Creative Industries
- Manufacturing

Scotland

Driving Sectors for Growth:

- Creative Industries
- Energy and Renewables
- Financial/Business Services
- Food and Drink
- Sustainable Tourism



Ethical

Providing the bedrock of our decision-making, City of Glasgow College has established the key values of:

- The Individual
- Diversity, Equality and Inclusiveness
- Integrity, Honesty and Transparency
- Excellence and Achievement
- Partnership
- Innovation and Enterprise

These values are highly visible and widely recognised by students and staff within the College, and there is an expectation that those in positions of responsibility will provide role-modelling, by acting in accordance with these values.

Values are an explicit expression of those principles, or ethics, that the College judges to be underlying expectations of standards of behaviour. It is therefore a matter of expected ethical governance standards that Board Members and senior members of staff demonstrate these values through their behaviour. This inspires confidence in staff and stakeholders that the College's values are meaningful and effective.

Sustainability as a concept will in future no longer be limited to considerations of the "green" agenda

and profit, but will increasingly consider the "people" perspective. Essentially, members of staff in positions of responsibility will be expected to demonstrate appropriate behaviours, aligned with key values representing organisational ethics.

The College recognises the key importance of succession planning; ensuring honesty, fairness, and transparency, as well as consistency and continuity of approach over time. The College will ensure seamless and open transitions at all senior management and Board of Management levels.

Diversity of representation in our governance structures is also a key demonstration of our commitment to our value of Equality, Diversity and Inclusiveness, reflecting also the highly diverse City of Glasgow itself.

Regional Boards, responsive to the economic, social, and industry needs of their regions, have still to establish their modes of operation. For example in how they are to interact with one another. In the case of multi-College regions such as Glasgow, how individual College Boards interact will be important. Behaviours signal values, establish and reflect culture, and are therefore the prime indicator of ethical standards.



Political

The political environment is both changing and uncertain, with reform of the education sector, and a heightened emphasis upon enhancing employability. In support of the new governance arrangements for colleges in Glasgow, the strategic priorities in this plan are aligned with the Glasgow Regional Outcome Agreement (ROA) which sets out the following Outcomes:

1. Efficient Regional Structures & Sustainable Institutions
2. Right Learning in the Right Place
3. High Quality and Efficient Learning
4. A Developed Workforce

with Priority Impacts of:

1. An efficient, sustainable regional college structure that meets the needs of Glasgow and Scotland.
2. Fewer people in Glasgow and Scotland not in employment, education or training.
3. More learners achieve qualifications and can progress to further study.
4. More learners develop the appropriate skills needed to get a job, keep a job, or get a better job.

This Strategic Plan sets out the College's plan to deliver strategic aims under priority headings in support of the ROA for Glasgow.

The Cabinet Secretary, in his recent Letters of Guidance to the Funding Council, refers to the Government's commitment to young people given in Opportunities for All, and emphasises that young people remain the priority, while also ensuring relevant provision for other learners. The Cabinet Secretary emphasises the need for closer alignment of colleges with delivery partners across Scotland, and, significantly, "closer alignment between provision and employer needs", reflecting the Government's key emphasis on enhancing employability.

This priority is a guiding theme of the College's supporting strategies. For example, a key element of the College's Learning and Technology Strategy is the creation of "Industry Academies", which will facilitate collaboration between academic schools and employers, providing employers with the skills they need in the workplace, and enhancing the employability of young people by providing appropriate skills.

The College's Learning and Teaching Strategy acknowledges the competitiveness of employment markets, and the reality that employers will be looking for high levels of relevant, flexible, workplace skills. Work-readiness as well as relevant skills are prerequisites for employment, and a major challenge will be to reach more of those young people who are not in education, training or employment, or who have no positive post-school destination.

The Wood Commission for Developing Scotland's Young Workforce (2014) recommends new forms of partnerships between colleges and schools, which the Cabinet Secretary sees as a "significant opportunity... with the potential to transform opportunities for young people". The College recognises the particular importance of these partnerships, and will continue to develop and extend its established links with schools, as well as industry, to help young people prepare for employment, and enhance Scotland's vocational education.

The political landscape is uncertain, with the 2014 Independence Referendum, and a UK general election in 2015. The implications for the sector and City of Glasgow College in particular are to some extent unknown; however, our commitment to excellence in support of learners and industry will remain constant.



Legal

Under the Government's Post-16 Education Bill, new governance arrangements for the sector have been outlined, whereby Regional College Boards have entered into Regional Outcome Agreements (ROAs) with the Funding Council, as described in the previous section.

This is a movement from largely independent College Boards towards new regional structures, and the accountability of Boards to the Scottish Government for the delivery of agreed outcomes. Regional Board Members will become increasingly responsible to the Government for delivering key objectives, and the Government will have much greater powers over the appointment of Regional Chairs.

City of Glasgow College, while conscious of its unique position in the City region and beyond, is committed to the role of regional partner, and will be guided by the principles of:

- Coherence in planning
- Concordance in partnership
- Collaboration in practice

The Government's Post-16 Bill also focuses upon widening access to Higher Education. The College is well placed to support this policy objective, and, with its high proportion of HE delivery and links with Higher Education providers, fully supports this priority.

The Scottish Government has proposed a challenging timetable for implementation of national harmonisation of pay and conditions by August 2014, and has

established a National Bargaining Development Group to progress this agenda. Harmonisation of terms and conditions will undoubtedly provide significant challenges to all colleges in the future, particularly relating to financial management, as the Government progresses its aim of national bargaining.

The Equality Act 2010 public sector equality duty came into effect on 5th April 2011. This replaced and extended the previous separate duties to cover the remaining protected characteristics.

Alongside the general duties under this legislation, there are specific duties that apply to the College, such as the requirement to publish a report on mainstreaming these general duties, a set of Equality Outcomes and progress plan, as well as other employee data.

The College also recognises its obligations with regard to safeguarding vulnerable groups, ensuring that mandatory training for staff is undertaken and good practice embedded. This also applies to Health and Safety, including Fire Safety, legislation, with compliance managed and monitored by the College's dedicated Health and Safety team.

As a result of a decision taken by the Office of National Statistics, colleges are to be reclassified as being within the public sector. This has a major bearing on how colleges manage their finances. For example, accounting rules and restrictions will now apply, which will significantly impact upon colleges' ability to invest in their own development and infrastructure.

Environmental

The College has a commitment to reducing air pollution due to cars, by discouraging commuting and parking in the city. A range of initiatives and commitments with targets, leading up to the completion of our new campus sites in 2016, has been set out in the College's Green Travel Plan, including a step reduction in the number of car journeys taken to travel to the College. It is envisaged that the Green Travel Plan, already enacted, will develop and evolve leading up to and after the move to the new City and Riverside campuses.

BREEAM is the world's leading environmental assessment and rating system for buildings, widely recognised as the standard by which a building's environmental performance can be evaluated in terms of specification, design, construction and use. The College is fully committed to achieving an "Excellent" BREEAM rating for the design and procurement of the new College campus buildings.

The College recognises its responsibilities towards local and national environmental strategies for efficient consumption of natural resources and waste management, and is committed to sourcing renewable energy, minimising waste of fuel, energy, and water, and increasing recycling.

The College notes the importance of environmental credentials in the submission of contract tenders, and that these should be included within appropriate communications.

The College Environmental Policy was approved in 2012, and states as its key aims:

- To minimise the use of non-renewable and environmentally-damaging resources
- To maximise recycling and minimise usage and waste of supplies such as food, paper, metals, plastics and printer cartridges
- To increase awareness of environmental issues amongst students and staff

The Policy commits the College to careful use and sourcing of natural resources, and minimising and reducing the impact of waste. A further commitment is made in the Policy to the mainstreaming of environmental issues in the curriculum.

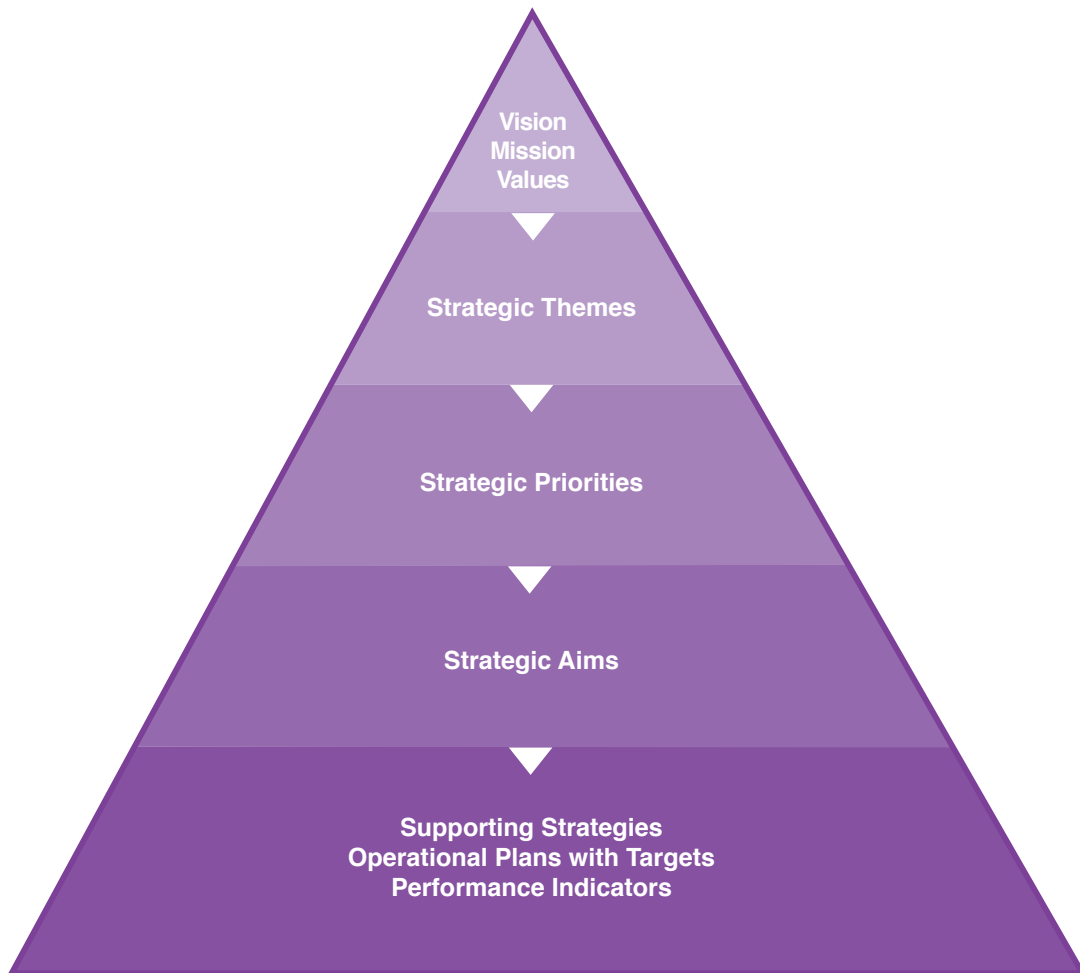
The College is thereby committed to the implementation of an effective environmental management system.



Strategy and Delivery

Planning Framework

The College will deliver its strategic plan via a planning and delivery framework as illustrated.



The College **Vision** sets out where we are going - our future.

The **Mission** describes what we exist to achieve - it is an expression of our common purpose.

The **Values** are our guiding principles and beliefs - the bedrock of our decision-making.

Strategic Themes provide a structure to our Priorities and Aims, providing these four distinct perspectives:

- Students
- Growth and Development
- Processes and Performance
- Finance

Strategic Priorities are our top-level aspirations.

Strategic Aims under each Priority describe how the College will deliver these priorities.

The **College Strategies** and **Operational Plans** outline in detail the action objectives, **targets** and **performance indicators**, aligned with strategy via this framework.

In this way the College is able to demonstrate how actions are systematically aligned with strategy.

Progress and performance against strategic priorities and aims can be monitored and managed using the framework.

Also, teams throughout the College are actively involved in setting operational objectives and targets, thereby sharing responsibility, and reinforcing the reality of "working together".



**CITY OF GLASGOW
COLLEGE**
CITY CAMPUS
NORTH HANOVER STREET

**CITY OF GLASGOW
COLLEGE**

- Art & Design
- Computing
- Health & Performing Art
- Hair & Beauty
- Business
- Food, Hospitality & Tourism
- Sport
- Care & Social Sciences
- Engineering & Applied Science
- Construction & Built Environment
- Medical Studies
- Educational Support Programmes

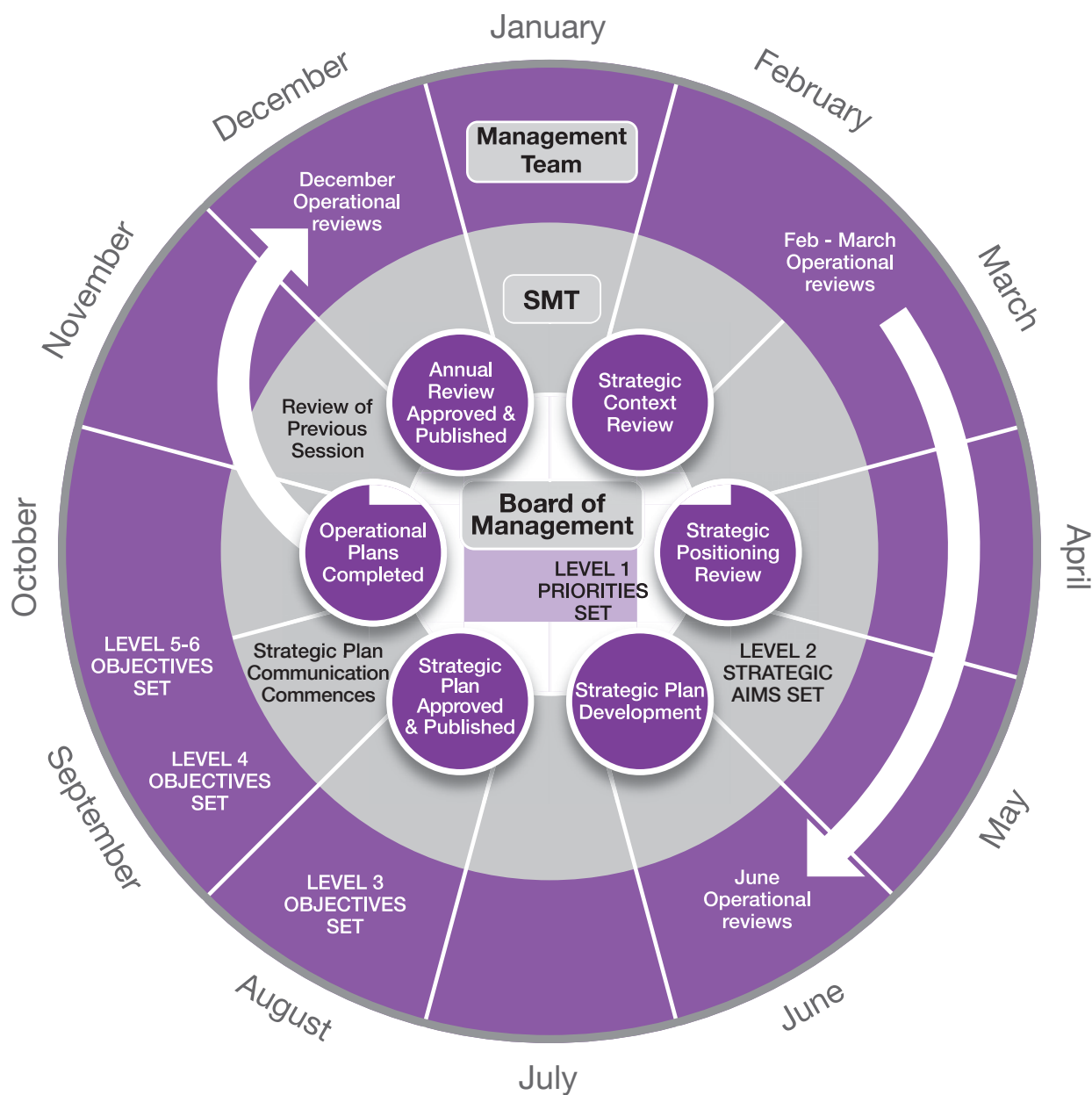
**CITY OF GLASGOW
COLLEGE**



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Planning Cycle and Timeline

The planning cycle at City of Glasgow College follows a sequence through the calendar year as illustrated below. It should be noted that the College's planning cycle will be subject to change in the light of the reclassification of Colleges as public bodies by the Office for National Statistics (ONS).



The planning process consists of a cycle comprising:

- Board of Management/Senior Management Team review of the strategic landscape or context
- Strategic Plan development with Level 1 Strategic Priorities and Level 2 Aims
- Management of Strategic Plan delivery via Operational Planning
- Evaluative review of progress against operational targets
- Strategic Review of previous session and Annual Report

Strategic Themes and Priorities

The College's strategic priorities are set out within a quadrant of four themes:

Theme	STUDENTS Priority 1 Engage and inspire all our students with world-class learning and teaching Priority 2 Maximise student attainment and employability by enabling individuals to achieve their full potential
Theme	GROWTH AND DEVELOPMENT Priority 3 Develop our staff, embed our values, promote further culture change, and extend our reputation Priority 4 Position the College as a prominent partner in support of Glasgow City Region and the national economy
Theme	PROCESSES AND PERFORMANCE Priority 5 With a high performance focus, be the best we can be in the way we operate and work together Priority 6 Achieve maximum effectiveness and efficiency through innovative practices and continuous improvement and remain vigilant of our corporate risks
Theme	FINANCE Priority 7 Maintain our long-term financial stability

Key Process Map

The use of a Process Map and named Process Owners is commonplace in world-class organisations. The purpose of the Key Process Map is to focus management's attention on those aspects of the College we must get right.

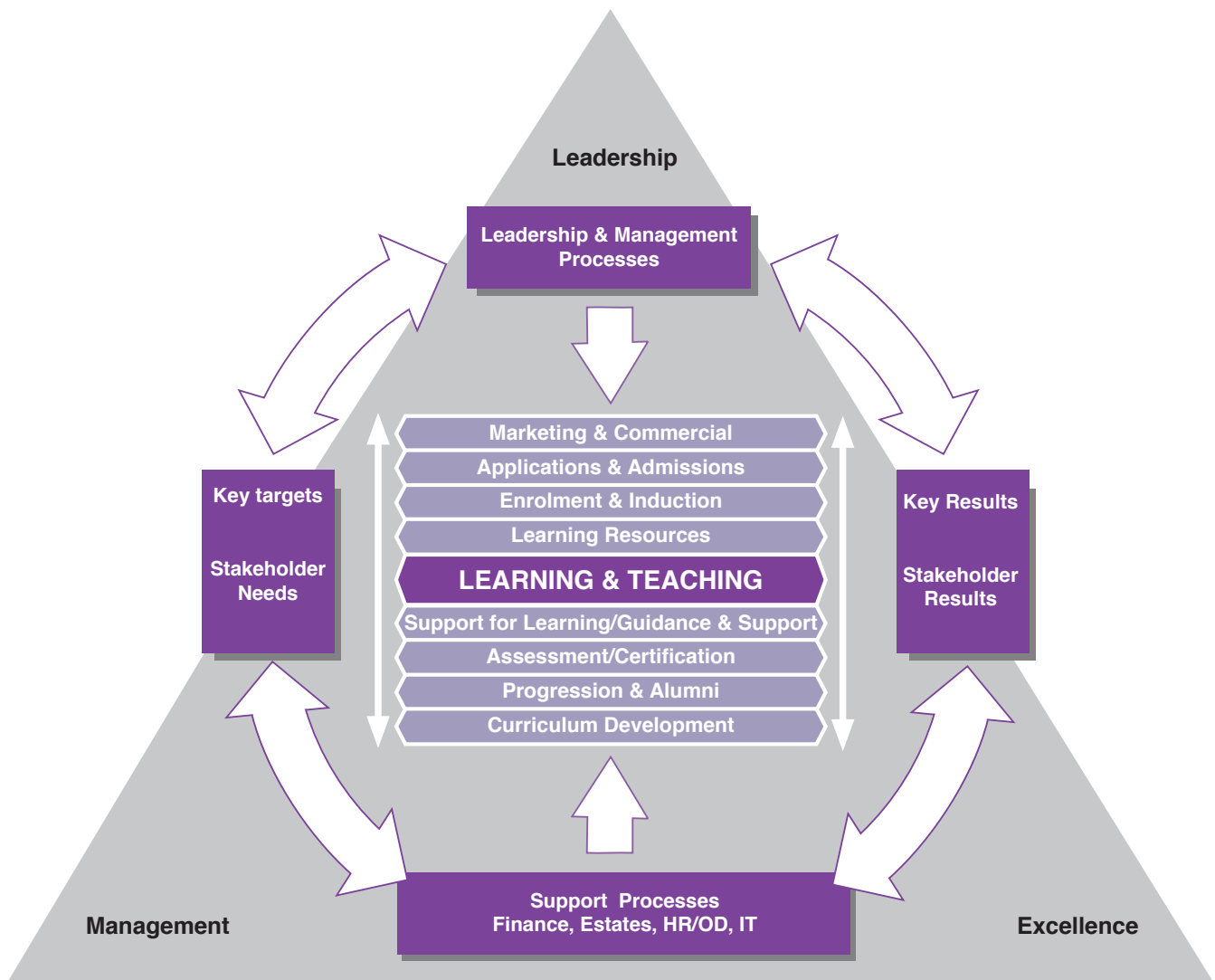
As shown on the previous page, one of the College's four strategic theme quadrants places a focus upon prioritising the College's processes for development.

At the heart is learning and teaching. It is our core activity and it needs to be delivered and supported by the highest standards. In addition it needs to be subject to continuous review and improvement.

Each aspect of the Process Map highlights a key part of the learner's journey – some that are obvious, and other aspects less so.

For each of the critical processes, owners are identified at Senior Management Team.

It is the responsibility of the process owners to ensure that processes are systematically managed, monitored, and measured for effectiveness, as well as improved to achieve excellent delivery and outcomes.





Strategic Aims

Each priority has a set of aims designed to progress the priorities under the quadrant of themes, and to address the College's key strategies

THEME		STUDENTS
PRIORITY		AIM
1. Engage and inspire all our students with world-class learning and teaching		1.1 Implement the College's innovative Learning and Teaching Strategy to provide a world class learning experience 1.2 Work with students as co-creators of their own learning, that is accessible, supportive, and representative of all 1.3 Implement the College Growth and Development Strategy for the development of a new pedagogical model 1.4 Deliver a broad, industry relevant curriculum that enables students to be work ready or progress to higher level qualifications 1.5 Provide access and progression opportunities for all 1.6 Champion the student voice in corporate and operational decision-making
2. Maximise student attainment and employability by enabling individuals to achieve their full potential		2.1 Maximise student enrolments to optimum College capacity 2.2 Increase student attainment 2.3 Increase student satisfaction 2.4 Respond to the diverse and evolving needs of all students by providing effective systems of support and guidance 2.5 Develop new College Industry Academies facilitating closer collaboration with employers

THEME		PROCESSES AND PERFORMANCE
PRIORITY		AIM
5. With a high performance focus, be the best we can be in the way we operate and work together		5.1 Achieve and retain National and International Quality Standards: EFQM, Customer Service Excellence, ISO 5.2 Achieve positive Education Scotland reportage annually 5.3 Enhance employer engagement via Industry Academies and Course Action Development Meetings 5.4 Ensure delivery of a prioritised and integrated annual quality cycle 5.5 Ensure delivery of integrated strategic and operational planning
6. Achieve maximum effectiveness and efficiency through innovative practices and continuous improvement, and remain vigilant of our corporate risks		6.1 Achieve external recognition for excellence 6.2 Achieve optimum standards for network management and maintenance 6.3 Maintain Home Office Highly Trusted Status 6.4 Encourage new ways of working to achieve high levels of effectiveness and efficiency 6.5 Ensure a student-first culture is established and maintained across all College services and functions 6.6 Embed a culture of ownership and best practice in relation to Health and Safety monitoring and management 6.7 Maintain an effective Risk Management Strategy

THEME		GROWTH AND DEVELOPMENT	
PRIORITY		AIM	
3. Develop our staff, embed our values, promote further culture change, and extend our reputation		3.1	Prioritise and promote personal development reviews and plans
		3.2	Minimise staff turnover and absences
		3.3	Achieve and retain recognition for a healthy working environment
		3.4	Achieve Investors in People gold standard
		3.5	Ensure actions and behaviours reflect the College values
		3.6	Embed the College's commitment to equality, diversity, inclusiveness, tolerance, and respect for the individual
		3.7	Implement a Brand Strategy
4. Position the College as a prominent partner in support of Glasgow City Region and the national economy		4.1	Deliver a world-class new College campus for Glasgow
		4.2	Deliver a community benefits strategy
		4.3	Enhance employability through curriculum development, ensuring industry relevance
		4.4	Enhance employability through investment in state of the art industry-standard facilities, ensuring suitability and functionality of buildings, equipment and facilities

THEME		FINANCE	
PRIORITY		AIM	
7. Maintain our long-term financial stability		7.1	Achieve a planned operating surplus annually
		7.2	Achieve optimum teaching delivery levels
		7.3	Maintain a high level of capital investment
		7.4	Meet efficiency gains targets
		7.5	Implement the Growth and Development Plan to achieve commercial and international income targets
		7.6	Increase non-SFC grant income
		7.7	Establish a charitable foundation which would seek donations and grants to be used to further the charitable purposes of the College

Operational planning across the College is designed to support the Strategic Aims, with managers at all levels setting objectives and targets linked to aims via the planning framework.

College Strategies

Strategies & Policies

As well as over 60 policies and procedures reflecting the College's priorities and guiding principles, the College has developed a range of strategies which underpin the College's Strategic Priorities outlined in this plan, and which support the regional and national agendas.

Key College Strategies, summarised below, include:

- Learning and Teaching Strategy
- Growth and Development Strategy
- New Estates Strategy

The College's supporting strategies relate to:

- Student Engagement
- Articulation & Progression
- Risk Management
- Business/International Development
- Diversity & Equalities
- Employer Engagement
- Curriculum
- Healthy Working Lives
- Quality
- Health and Safety

A new College structure will be implemented to ensure the delivery of a new pedagogic model, and a new single college culture. The new structure will redistribute a higher proportion of staff and resources to learning and teaching.

Learning & Teaching Strategy

The College's Learning and Teaching Strategy presents a series of key objectives to enable students from all backgrounds to achieve their maximum potential. The strategic objectives are:

- To provide world class learning experiences which enable all students, whatever their backgrounds, to reach their full potential and achieve their learning goals.
- To work with students as co-creators of their own learning, fully engaged in the continuous evaluation and enhancement of the design and delivery of their programme.
- To provide access and progression opportunities for all, regardless of their previous educational experience or personal background, across all parts of the curriculum.
- To deliver a broad, industry relevant curriculum that enables students to be work ready or progress to higher level qualifications.
- To collaborate with key employers, Sector Skills Councils and professional bodies on the planning and evaluation of programmes to ensure that the college curriculum remains responsive to current and future training needs
- To respond to the diverse and evolving needs of all students by providing effective systems of support and guidance, which enhance the learning experience and help them to succeed.
- To foster excellence and innovation in teaching through the development of highly motivated, professional staff.

The Learning and Teaching Strategy proposes a new approach to learning and teaching – “the new pedagogical model” as well as new Industry Academies.

The new approach to learning and teaching is designed to respond to the opportunities presented by the Classroom of the Future, and by the challenges of developments in pedagogy, Curriculum for Excellence, closer links with employers, and the Regionalisation agenda.

This will involve more project-based learning, to ensure industry-relevant skills are acquired. The new Industry Academies will facilitate closer working with employers.



Growth & Development Strategy

The College Growth and Development Strategy 2013-17 comprises a set of strategies for business and international development for the College, in response to the UK and global operating environment.

The strategy also sets out future business development opportunities for the College, in the UK and internationally. To inform the strategy, an analysis of business diversification and expansion opportunities and an international market analysis are both included.

The Strategy comprises a full analysis of external factors which impact upon business development at the College. This analysis was undertaken from a range of perspectives to ensure a rounded oversight.

Alongside this exercise, a full internal analysis was undertaken, to ensure a thorough and robust understanding of the strengths, weaknesses, opportunities and threats as presented to the organization.

The Strategy includes an overview of income generating business for the College, and the potential for the further development of non-grant funded “full cost” delivery, both in the UK and overseas.

Recognising that the competitive nature of the operating environment is essential to providing a complete picture, the Strategy was developed on the basis of a full understanding of the competitive environment and the differentiating aspects, compared to the College’s own provision. This full situational and market analysis provides a sound basis for the establishment of sustainable growth and development.

New Estates Strategy

The College's New Estates Strategy is driven by two main themes:

1. The current New Campus development which will deliver two new bespoke facilities on the riverside and in the city centre by 2015 and 2016 respectively.
2. The requirement to maintain our current estate as appropriate to ensure that the current student experience remains positive.

The aims and objectives of the City of Glasgow College New Campus Project have been fully detailed in the College's full business case and have been approved by the Scottish Government. The Project is aligned with the College's mission to "deliver world class learning for individuals and enterprises for Glasgow, Scotland and the international community".

The New Campus continues to support a wide range of priorities and policies for the Scottish Government, the Scottish Funding Council, and Glasgow City Council. The new estate will allow the College to realise its educational vision and provide its learning community with fit for purpose buildings in the city and on the riverside. The investment will deliver significant educational benefits, improve efficiency and effectiveness, and create a sustainable estate that evidences the Scottish Government's commitment to education, regeneration and carbon reduction.

The Project remains a critical enabler and prerequisite toward the achievement of the College's strategic objectives in:

- Delivery aligned with the Curriculum for Glasgow and regionalisation objectives and with the College's vision to "redefine a college education", improve quality and positive outcomes for students
- Facilitating new learning styles
- Providing stimulating and relevant work spaces equipped to industry standards
- Reducing property and utility costs and achieving lowest whole life costs
- Improving the public realm and playing a key role in regenerating local communities
- Reducing CO2 emissions and energy requirements

The strategy also ensures a key commitment to sustainability in its broadest sense, and the realisation of contractual targets for community benefits.

Performance and Review

Mapping Performance Indicators to Strategy

A significant challenge for organisations is to be transparent in demonstrating progress and achievement. Strategic direction may be clearly stated, but we also need to reassure ourselves that we are on course to achieve what we set out to do. It is also important that this sense of direction is shared throughout the organisation.

This Strategic Plan is designed to deliver optimal performance across all College functions to achieve our ambitious priorities and aims. To ensure consistency and coherence throughout all planning and review processes, the College has adopted the same quadrant framework of themes across all planning and review processes, aligning strategy, operation, review and evaluation, and risk management.

The College Strategic Performance Indicators are:

<ul style="list-style-type: none"> • Recruitment • Quality and Efficiency • Successful Progression • Student Satisfaction 	<ul style="list-style-type: none"> • Staff Satisfaction • Staff Development • Building Suitability and Functionality • Delivery of New Campus
<ul style="list-style-type: none"> • Achievement of Quality Standards • ICT Infrastructure • Education Scotland • Employer Engagement • Health and Safety 	<ul style="list-style-type: none"> • Meeting the College Budget • Efficiency Gains • Reduce Dependency on SFC Income

The success of operational delivery is evaluated with reference to a set of agreed measures, targets and performance indicators. These have originated from within the various College teams, and have been the subject of extensive consultation and discussion throughout the organisation. This approach ensures that the targets we set for ourselves are shared with those expected to deliver them, through operational planning and review through the period of this plan.

In the following section, the Plan summarises the College’s strategic and other high-level performance indicators, measures, and targets, aligned with the College Strategic Priorities. These cover both learning and teaching and support functions, and have taken into account the measures in the Regional Outcome Agreement where appropriate. They are shown within the framework of Strategic Themes as previously described.

The processes employed to monitor progress and improvement are:

- Self evaluation
- Performance Review
- Operational Planning Reviews

Some targets for 2013-14 are included in the following tables to enable monitoring of progress towards the achievement of strategic aims.

Definitions:

Performance Indicators:

sometimes referred to as Key Performance Indicators (or KPIs); these help us to define sets of measures which will help us to deliver our priorities and aims.

Example:

“Successful Progression”

Measures: more detailed quantifiable outcomes, which help to demonstrate success in achieving the above.

Examples:

“Progression to employment” or “Progression to further study”.

Targets: defined as - specific, measurable, attainable/agreed, realistic, and time-bound (hence SMART). Achievement of targets is a clear indicator of achievement, and achievement of increasingly challenging targets indicates improvement.

Examples:

Baseline % set in 2013-14, higher % in 2014-15; higher again % in 2015-16.

Performance Indicators, Measures and Targets

THEME STUDENTS PRIORITY 1. Engage and inspire all our students with world class learning and teaching 2. Maximise student attainment and employability by enabling individuals to achieve their full potential				
AIM	KEY PERFORMANCE INDICATOR	PERFORMANCE MEASURE	2014-15 TARGET	2015-16 TARGET
1.1 Implement the College's innovative Learning and Teaching Strategy to provide a world-class learning experience	Student Satisfaction	Student Satisfaction Survey	90%	93%
1.2 Work with students as co-creators of their own learning, that is accessible, supportive, and representative of all	Student Satisfaction/ Learning and Teaching Strategy KPIs	Learning and Teaching Strategy Implementation	>95% and Plan KPIs	>95% and Plan KPIs
1.3 Implement the College Growth and Development Strategy for the development of a new pedagogical model	Learning and Teaching Strategy KPIs	Learning and Teaching Strategy Implementation	Achieve Plan targets	Achieve Plan targets
1.4 Deliver a broad, industry relevant curriculum that enables students to be work ready or progress to higher level qualifications	Successful Progression	Progression statistics	>90% positive destination	>90% positive destination
1.5 Provide access and progression opportunities for all	Successful Progression	Access/Progression statistics	Q1+Q2 enrolments = >48.7%; Q1 Successful completion >2013-14	Q1+Q2 enrolments = >2014-15 Q1 Successful completion >2014-15
1.6 Champion the student voice in corporate and operational decision-making	Student Participation	Student Member/ Representative attendance at College Committees/ other fora	>90% attendance; Full Student Executive elected	>90% attendance; Full Student Executive elected
2.1 Maximise student enrolments to optimum College capacity	Recruitment	Achieve recruitment target	100%	100%
2.2 Increase student attainment	Successful Progression/ Quality and Efficiency	Successful outcome- SFC criteria	Successful f/t completion: FE 72% HE 77%	Successful f/t completion: FE 74% HE 79%
2.3 Increase student satisfaction	Student Satisfaction	Student Satisfaction	>90%	>93%
2.4 Respond to the diverse and evolving needs of all students by providing effective systems of support and guidance	Personal Learning Plans	Personal Learning Plan completion rate	100% completion; 13k equivalent ELS wSUMS	100% completion; 13k equivalent ELS wSUMS
2.5 Develop new College Industry Academies facilitating closer collaboration with employers	Growth and Development/ Learning and Teaching Strategy KPIs	Implementation of Industry Academies	18 Industry Academies	30 Industry Academies

THEME **GROWTH AND DEVELOPMENT**

PRIORITY Priority 3. Develop our staff, embed our values, promote further culture change, and extend our reputation
 Priority 4. Position the College as a prominent partner in support of Glasgow City Region and the national economy

AIM	KEY PERFORMANCE INDICATOR	PERFORMANCE MEASURE	2014-15 TARGET	2015-16 TARGET
3.1 Prioritise and promote personal development reviews and plans	Staff Development	Personal Development Plans	70%	75%
3.2 Minimise staff turnover and absences	Staff Satisfaction	Turnover and absence levels	Turnover 10%; Absence 3.5%	Turnover 9%; Absence 3%
3.3 Achieve and retain recognition for a healthy working environment	Staff Development	Healthy Working Lives award	Maintain Gold award	Maintain Gold award
3.4 Achieve Investors in People gold standard	Staff Satisfaction	Investors in People	IiP Bronze	IiP Silver
3.5 Ensure actions and behaviours reflect the College values to develop a constructive culture	Staff Development/ Staff Satisfaction	Staff recognise value-led behaviours	Survey results above 13-14	Survey results above 14-15
3.6 Embed the College's commitment to equality, diversity, inclusiveness, tolerance, and respect for the individual	Staff Development	Staff recognition of Equalities & Diversity agenda	Survey results above 13-14 & external recognition	Survey results above 14-15 & external recognition
3.7 Implement a Brand Strategy, and through partnerships develop the College's international profile	Web Search Traffic	Website traffic volume/ Marketplace recognition	>20%	>2014-15
4.1 Deliver a world-class new College campus for Glasgow ensuring business continuity and minimum disruption	Delivery of New Campus Project/ Student Satisfaction	Project Timeline	Riverside Campus: successful completion (Aug 2015)	City Campus: successful completion (Aug 2016); Successful Post Occupation Evaluation
4.2 Deliver a community benefits strategy	Delivery of New Campus Project	Project Timeline	Community benefits KPIs achieved; n.b. new entrants to employment; SMEs	Community benefits KPIs achieved; n.b. new entrants to employment; SMEs
4.3 Enhance employability through curriculum development, ensuring industry relevance	Growth and Development/ Learning and Teaching Strategy KPIs	Implementation of Industry Academies	18 Industry Academies	30 Industry Academies
4.4 Enhance employability through investment in state of the art industry-standard facilities, ensuring suitability and functionality of buildings, equipment and facilities	Suitability and Functionality of Buildings/ Estates	Quality of Estates and Facilities/ Student satisfaction	Increased level of student satisfaction year on year	Increased level of student satisfaction year on year

Performance Indicators, Measures and Targets cont'd

THEME PROCESSES AND PERFORMANCE

PRIORITY Priority 5. With a high performance focus, be the best we can be in the way we operate and work together
 Priority 6. Achieve maximum effectiveness and efficiency through innovative practices and continuous improvement, and remain vigilant of our corporate risks

AIM	KEY PERFORMANCE INDICATOR	PERFORMANCE MEASURE	2014-15 TARGET	2015-16 TARGET
5.1 Achieve and retain National and International Quality Standards: EFQM, Customer Service Excellence, ISO	Quality and Efficiency	Achieve quality standards	EFQM recognition	Recognised for Excellence achieved; working towards European Excellence Award.
5.2 Achieve positive Education Scotland reportage annually	Education Scotland	Education Scotland AEV Report	Education Scotland: positive report	Education Scotland: positive report
5.3 Enhance employer engagement via Industry Academies and Course Action Development Meetings	Employer Engagement	Industry Academy development and CADM Reports / L&T Strategy Aims	18 Industry Academies	30 Industry Academies
5.4 Ensure delivery of a prioritised and integrated annual quality cycle	Quality and Efficiency	Quality Cycle	Completion of cycle and action plan completion	Completion of cycle and action plan completion
5.5 Ensure delivery of integrated strategic and operational planning	Planning Guidance for Managers	Strategic Plan aims communicated	Operational Plans linked to Strategy	Operational Plans linked to Strategy
6.1 Achieve external recognition for excellence	Achievement of National and International Quality Standards	Range of Quality Standards	Retain ISO 9001:2008 & Customer Service Excellence	Retain ISO 9001:2008 & Customer Service Excellence
6.2 Achieve optimum standards for network management and maintenance	ICT Infrastructure	Network uptime	>95% uptime	>95% uptime
6.3 Maintain Home Office Highly Trusted Status	Home Office	Home Office Status	Maintain Highly Trusted Status	Maintain Highly Trusted Status
6.4 Encourage new ways of working to achieve high levels of effectiveness and efficiency	Staff Development	Annual hours of recorded CPD	36hrs CPD	36hrs CPD
6.5 Ensure a student-first culture is established and maintained across all College services and functions	Student Satisfaction/ Student Progression	Student Satisfaction	>90%	>93%
6.6 Embed a culture of ownership and best practice in relation to Health and Safety monitoring and management	Health and Safety	Risk Assessments	>313 Risk Assessments complete (2013-14 baseline)	>2014-15 Risk Assessment completions
6.7 Maintain an effective Risk Management Strategy	Internal Audit	Risk Internal Audit Report	Completion of review cycle & action implementation	Completion of review cycle & action implementation

THEME FINANCE

PRIORITY Priority 7. Maintain our long-term financial stability

AIM	KEY PERFORMANCE INDICATOR	PERFORMANCE MEASURE	2014-15 TARGET	2015-16 TARGET
7.1 Achieve a planned operating surplus annually	Meeting the College Budget	Operating surplus	£6,000	£10,000
7.2 Achieve optimum teaching delivery levels	Recruitment / Efficiency Gains	Meet SUMs target	173,726	184,000
7.3 Maintain a high level of capital investment	Meeting the College Budget	Capital Equipment Investment	£7.9m	£13.3m
7.4 Meet efficiency gains targets	Efficiency Gains	% Efficiency Gains	2%	2%
7.5 Implement the Growth and Development Plan to achieve commercial and international income targets	Growth and Development Strategy KPIs	Growth and Development Plan	5% growth	5% growth
7.6 Increase non-SFC grant income	Reduce Dependency on SFC Income	1. Commercial Income 2. International Income	£3.4m Commercial £2.3m International	£3.8m Commercial £2.2m International
7.7 Establish a charitable foundation which would seek donations and grants to be used to further the charitable purposes of the College	Reduce Dependency on SFC Income	Grants made to foundation	£0	£0





College Priorities and the Regional Outcome Agreement

As detailed on page 14, the Glasgow Regional Outcome Agreement (ROA) outlines four Priority Impacts aligned with the four Outcomes of: Efficient Regional Structures and Sustainable Institutions; Right Learning in the Right Place; High Quality and Efficient Learning; A Developed Workforce. The College Strategic Priorities support the ROA as shown:

City of Glasgow College Strategic Priority	Regional Outcome Agreement (ROA) Priority impacts
<p>Priority 1. Engage and inspire all our students with world class learning and teaching</p>	<ul style="list-style-type: none"> • Fewer people in Glasgow and Scotland not in employment, education or training • More learners achieve qualifications and can progress to further study • More learners develop the appropriate skills needed to get a job, keep a job or get a better job
<p>Priority 2. Maximise student attainment and employability by enabling individuals to achieve their full potential</p>	<ul style="list-style-type: none"> • Fewer people in Glasgow and Scotland not in employment, education or training • More learners achieve qualifications and can progress to further study • More learners develop the appropriate skills needed to get a job, keep a job or get a better job
<p>Priority 3. Develop our staff, embed our values, promote further culture change, and extend our reputation</p>	<ul style="list-style-type: none"> • An efficient, sustainable regional college structure that meets the needs of Glasgow and Scotland
<p>Priority 4. Position the College as a prominent partner in support of Glasgow City Region and the national economy</p>	<ul style="list-style-type: none"> • Fewer people in Glasgow and Scotland not in employment, education or training • More learners achieve qualifications and can progress to further study • More learners develop the appropriate skills needed to get a job, keep a job or get a better job
<p>Priority 5. With a high performance focus, be the best we can be in the way we operate and work together</p>	<ul style="list-style-type: none"> • An efficient, sustainable regional college structure that meets the needs of Glasgow and Scotland
<p>Priority 6. Achieve maximum effectiveness and efficiency through innovative practices and continuous improvement, and remain vigilant of our corporate risks</p>	<ul style="list-style-type: none"> • An efficient, sustainable regional college structure that meets the needs of Glasgow and Scotland
<p>Priority 7. Maintain our long-term financial stability</p>	<ul style="list-style-type: none"> • An efficient, sustainable regional college structure that meets the needs of Glasgow and Scotland

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