

Lanarkshire Regional Strategy 2018-2023

THE LANARKSHIRE REGION

Chair of the Lanarkshire Board:

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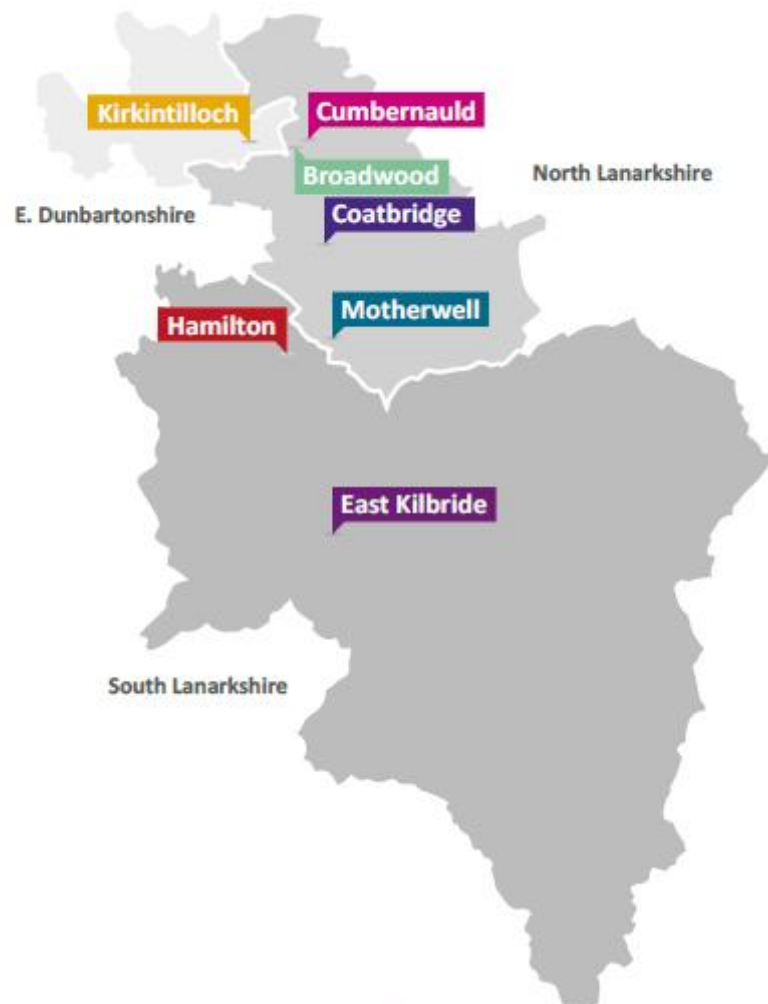
Stewart McKillop



Lanarkshire is the second largest Region in Scotland in terms of population, comprising the Local Authority areas of East Dunbartonshire, North Lanarkshire and South Lanarkshire and is only 30 minutes by road from Glasgow city centre and 40 minutes from Scotland's capital, Edinburgh. Its population exceeds 760,000.

New College Lanarkshire and South Lanarkshire College work in partnership with the three councils through Community Planning Partnerships and our schools/colleges programmes as well as other key strategic groupings in the local authority areas such as the local authority economic growth board and task forces to support sustainable local economic growth.

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PURPOSE

To ensure learners are well prepared for the future by providing innovative, high quality, relevant learning for careers, skills, life and success. Supporting the people, business, economy and sustainable development of Scotland.

VISION

Lanarkshire Colleges aim to be Scotland's leading provider of college education and training, recognised for their achievements in empowering people and enriching lives through learning.

VALUES

Providing equality of opportunity and a culture which celebrates diversity.

Respecting and valuing the needs, opinions, experiences and approaches of individuals.

Listening and acting on feedback, making learners the focus of everything we do.

Being passionate about our work, supporting and empowering our staff and learners in the realisation of their goals and achievement of the highest standards.

Encouraging innovation in an environment which delivers creative and constructive solutions.

Delivering continual improvement through effective leadership, ownership and a readiness to embrace change.

Ensuring public value and delivering community and social impact.

Promoting health and safety.

Upholding the sustainability of our institutions, communities and planet.

Being responsible, honest and accountable for our actions and results.

STRATEGIC PRIORITIES



STRATEGY

This Strategy seeks to **grow the supply of skills in support of developing our regional and national economy** and to **develop and grow ethical opportunities in education internationally**. It also drives skills development to satisfy the need for higher level qualifications by **re-profiling and expanding our HE provision**. Central to this are our Colleges' **commitment to Science, Technology, Engineering and Mathematics (STEM)** development strategies which direct a partnership approach with industry and business that will strive to ensure the supply of a skilled, knowledgeable and work ready workforce. We continue to invest in vocational areas where there is identified demand. There is **a strong focus in the delivery of Foundation, Modern and Graduate Apprenticeships (FAs, MAs & GAs)**, the **Future Workforce Development Fund**, and other work-focused programmes.

Skills provision which meets the occupational requirement for our region is continually evaluated and reviewed as part of our Regional Outcome Agreement (ROA) process which is the culmination of a continuous curriculum and service review that encompasses regional and national monitoring, evaluation and planning.

We aim to address the provision of skills within our strategy but in particular through our Senior Phase Vocational Pathways (SPVP) and STEM development strategies and through specialist vocational provision, the overwhelming majority of which is delivered in **consultation and partnership with employers, local authorities, and universities**. Skills development for employability and customer focussed skills continues to grow within our vocational specific programmes and as part of our "employability" and "workforce development" programmes which are intended to **meet strong demand from customer service sectors**. The highest employment opportunities for the future are within **Construction and Health and Care**. An aging population, a continuing need for health professionals, and a national need for the expansion of Childcare ensures our focus on **continuing innovation and the high proportion of delivery in Health, Care and Early Learning and Childcare**.

A continued focus to **address the needs of those disadvantaged in the labour market** is central to this strategy. The proportion of our population without qualifications and with low levels of qualifications are higher than the national average. **Striving to ensure access for people from the widest range of backgrounds** is an underpinning foundation and commitment of this strategy.

Tackling gender imbalance within certain college/MA subjects will become an even more intense regional focus. Many of these imbalances have persisted over time but much is being done and more will be done to **break perceived stereotypes by working proactively in partnership with schools, pupils, parents, industry and our local communities**.

Underpinning all of this ambition are measures to ensure the best opportunities for all our learners by **committing to significantly reduce withdrawals** from our programmes and to **increase the numbers of learners achieving recognised qualifications** across all underperforming areas.

We are passionate about what we do and we will continue our drive to foster ambition, creativity and innovation in pursuing excellence, equity and impact.

STRATEGIC PRIORITIES

**Inspirational
Learner Journey**

Empower people and
enrich lives through
learning

*An Outstanding system of Learning
A more successful economy and
society (Outcome Agreement)*

1

Develop & Nurture

Innovate and grow
together to realise
ambition

*A more equal society
A culture of enterprise and innovation
(Outcome Agreement)*

2

**Effective &
Efficient**

Intensify the drive for
excellence, equity and
socio-economic impact

*A more successful economy and
society (Outcome Agreement)*

3

**Strong &
Sustainable**

Provide financial security,
value for money and a
sustainable built
environment

*High performing institutions (Outcome
Agreement)*

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STRATEGIC OBJECTIVES

- 1.1 Significantly improve learner retention and the proportion of learners successfully achieving recognised qualifications in underperforming areas.
- 1.2 Secure tangible benefit from productive employer and industry partnership to create a needs led curriculum and sustainable learning pathways.
- 1.3 Get the most from schools and university partnership to create relevant, sustainable and seamless learning pathways.
- 1.4 Grow the volume, quality and sustainability of all apprenticeship pathways.
- 1.5 Grow high quality and sustainable STEM provision.
- 1.6 Inspire ambition, creativity and innovation in our learners.
- 1.7 Guarantee influence for the learner voice.

- 2.1 Tackle inequalities for those from protected characteristic and socio-economic groups. Commit to “A Blueprint for Fairness”.
- 2.2 Improve and challenge gender imbalance.
- 2.3 Nurture our passion for learning by fostering ambition, creativity and innovation in our staff.
- 2.4 Influence change and deliver excellence and equity by seeking productive partnerships.
- 2.5 Develop talent, inspire enterprise and innovation, and create organisational capacity and flexibility by working effectively with staff
- 2.6 Nurture a valued and capable workforce and optimise process by taking a systematic approach to improving organisational effectiveness.

- 3.1 Achieve excellence through self-evaluation and improvement. Earn strong endorsement and grading from Education Scotland and SFC.
- 3.2 Understand our starting point, journey, and achievement through relevant Benchmarking.
- 3.3 Provide effective direction and develop innovative solutions to ensure the necessary numbers of learners in all class groups are maintained and effective teaching staff deployment is achieved.
- 3.4 Provide effective service, supervision and infrastructure to ensure optimal budgetary planning, monitoring and control.
- 3.5 Shape the workplace by supporting enterprise.

- 4.1 Continue to develop efficient and effective regional governance.
- 4.2 Deliver financial sustainability and value for money through resilient management.
- 4.3 Maximise and diversify funding streams.
- 4.4 Seek to develop and grow ethical opportunities in education internationally.
- 4.5 Strive to provide a fit for purpose, environmentally sustainable built environment.
- 4.6 Be cyber resilient. Implement “Safe, Secure and Prosperous: a cyber-resilience strategy for Scotland”.
- 4.7 Protect our corporate data and the rights of owners of personal data in accordance with legislative requirements.

People

Strive to provide an innovative, dynamic and fulfilling work environment. Facilitate empowerment and the development of capabilities. Involve staff in the decision making process. Encourage and promote Team Working. Make the discussion of ideas and innovation the norm. Recognise and celebrate success.

Communication

Work together to realise our shared aims and objectives. Demonstrate the success of our work. Understand the standard of service we are expected to provide. Provide opportunities to hear learner, colleague and stakeholder voices. Provide an open and transparent flow of information. Enable mechanisms to gather feedback and close the loop.

Innovation

lead to encourage innovation. Promote direct involvement, shared identity, values, ownership, empowerment and pride. Encourage ambition in achieving excellence and equity. Recognise and reward innovation.

Finance

Utilise sound financial planning, monitoring and control to ensure a continued ability to deliver our strategic objectives whilst operating within strict budgetary constraints.

Key Indicators

1. Inspirational Learner Journey: Empower people and enrich lives through learning An Outstanding system of Learning. A more successful economy and society (Outcome Agreement)

1.1	1.2	1.3	1.4	1.5	1.6	1.7
<p>Outcome Agreement National Measures Table:</p> <p><i>Proportion of enrolled students successfully achieving a recognised qualification (OA National Measure 4a)</i></p> <p>Achievement of target</p>	<p>HGIOC Framework - Delivery of learning and services to support learning:</p> <p><i>2.6 Partnerships. Responsiveness to the needs of external stakeholders. How well do staff engage with employers to meet industry needs?</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>	<p>HGIOC Framework - Delivery of learning and services to support learning:</p> <p><i>2.6 Partnerships. Collaborative arrangements. How well do staff work with partners to improve outcomes for learners?</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>	<p>Outcome Agreement National Measures Table:</p> <p><i>The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT) (OA National Measure 5)</i></p> <p>Achievement of target</p>	<p>Outcome Agreement National Measures Table:</p> <p><i>Volume and proportion of Credits delivered to learners enrolled on STEM courses; Proportion of enrolled students successfully achieving a recognised qualification (OA National Measure 3 & OA National Measure 4a (filtered for STEM))</i></p> <p>Achievement of targets</p>	<p>HGIOC Framework - Leadership and quality culture</p> <p><i>1.4 Evaluation leading to improvement. Analysis and evaluation. How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement?</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>	<p>HGIOC Framework - Delivery of learning and services to support learning:</p> <p><i>2.3 Learning, teaching and assessment. Learning and engagement How well do learners influence their own learning and set goals to improve?</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>

Key Indicators

2. Develop & Nurture: Innovate and grow together to realise ambition

A more equal society. A culture of enterprise and innovation (Outcome Agreement)

2.1	2.2	2.3	2.4	2.5	2.6
<p>Outcome Agreement National Measures Table:</p> <p><i>The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced; Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas; Proportion of enrolled MD10 students successfully achieving a recognised qualification; Proportion of full-time enrolled Care experienced students successfully achieving a recognised qualification. (OA National Measure 1d, 1c*, 4b* & 4d*)</i></p> <p>Achievement of targets</p>	<p>Outcome Agreement National Measures Table:</p> <p><i>The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced. (OA National Measure 1d (filtered by 5 priority superclasses & gender))</i></p> <p>Achievement of target</p>	<p>HGIOC Framework – Leadership and culture:</p> <p><i>1.1 Governance and leadership of change. How well do college managers engage staff and the Students’ Association in the ongoing development of college vision, aims and values?</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>	<p>HGIOC Framework - Delivery of learning and services to support learning:</p> <p><i>2.6 Partnerships. Collaborative arrangements. How well do staff work with partners to improve outcomes for learners?</i></p> <p>How effectively do staff work with key partners to meet community and regional priorities? How well do staff engage with employers to meet industry needs?</p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>	<p>HGIOC Framework – Leadership and culture:</p> <p><i>1.2 Leadership of learning and teaching. How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching?</i></p> <p><i>1.3 Leadership of services to support learning; How effectively do managers communicate and collaborate to bring about improvement and enhancement?</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>	<p>HGIOC Framework – Leadership and culture / Outcomes and impact:</p> <p><i>1.4 Evaluation leading to improvement. 3.1 Wellbeing, equality and inclusion.</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>

Key Indicators

3. Effective & Efficient: Strive for excellence, equity and socio-economic impact.

A more successful economy and society (Outcome Agreement)

3.1	3.2	3.3	3.4	3.5
<p>HGIOC Framework –</p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>	<p>HGIOC Framework – Leadership and culture:</p> <p><i>1.4 Evaluation leading to improvement.</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>	<p>Regional Consolidated Accounts: Regional Financial Statements for the Year</p> <p><i>6. Staff Costs</i></p> <p>Achievement of budget forecasts as stated in the Financial Forecast Return (FFR) for that AY.</p>	<p>Regional Consolidated Accounts: Regional Financial Statements for the Year</p> <p><i>Consolidated statement of comprehensive income and expenditure</i></p> <p>Achievement of budget forecasts as stated in the Financial Forecast Return (FFR) for that AY.</p>	<p>HGIOC Framework – Leadership and culture:</p> <p><i>How good is our leadership and approach to improvement?</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>

Key Indicators

4. Strong & Sustainable: Provide financial security, value for money and a sustainable built environment

High performing institutions (Outcome Agreement)

4.1	4.2	4.3	4.4	4.5	4.6	4.7
<p>HGIOC Framework – Leadership and culture:</p> <p><i>1.1 Governance and leadership of change</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p>	<p>Regional Consolidated Accounts: Regional Financial Statements for the Year</p> <p><i>Consolidated statement of comprehensive income and expenditure</i></p> <p>Achievement of budget forecasts as stated in the Financial Forecast Return (FFR) for that AY. And positive endorsement from External Audit.</p>	<p>Regional Consolidated Accounts: Regional Financial Statements for the Year</p> <p><i>3. Tuition fees and educational contracts</i></p> <p><i>4. Other Income</i></p> <p>Achievement of budget forecasts as stated in the Financial Forecast Return (FFR) for that AY.</p>	<p>Regional Consolidated Accounts: Regional Financial Statements for the Year</p> <p><i>4. Other Income</i></p> <p>Achievement of budget forecasts as stated in the Financial Forecast Return (FFR) for that AY.</p>	<p>HGIOC Framework – Leadership and culture:</p> <p><i>2.4 Service to support learning.</i></p> <p>Strong annual formal endorsement of evaluation and grading from ES and SFC.</p> <p>Public Bodies Climate Change Duties (PBCCD) Report:</p> <p>Achievement of targets endorsed by EAUC-Scotland.</p>	<p>Gain Cyber Essentials/Plus certification.</p>	<p>Internal and External Audit of general Data Protection Regulation (GDPR) duties.</p> <p>Positive endorsement from Internal and External Audit.</p>

CONTRIBUTING TO OUTCOMES AND TARGETS IN OTHER RELATED PUBLIC DOCUMENTS

	SG's National Performance Framework (NPF) Outcomes	Scottish Funding Council Outcomes	Education Scotland HGIOC Framework priorities	Skills Development Scotland Goals	North Lanarkshire Local Outcomes Improvement Plan Local Outcomes	South Lanarkshire Local Outcomes Improvement Plan Local Outcomes	East Dunbartonshire Local Outcomes Improvement Plan Local Outcomes
1.1	✓	✓	✓	✓	✓	✓	✓
1.2	✓	✓	✓	✓	✓	✓	✓
1.3	✓	✓	✓		✓	✓	✓
1.4	✓	✓	✓	✓	✓	✓	✓
1.5	✓	✓	✓	✓	✓	✓	✓
1.6	✓	✓	✓	✓	✓	✓	✓
1.7		✓	✓				
2.1	✓	✓	✓	✓	✓	✓	✓
2.2	✓	✓	✓	✓	✓	✓	✓
2.3		✓	✓				
2.4	✓	✓	✓		✓	✓	✓
2.5		✓	✓				
2.6		✓	✓	✓			
3.1	✓	✓	✓	✓	✓	✓	✓
3.2		✓	✓				
3.3		✓					
3.4	✓	✓					
3.5		✓	✓	✓	✓	✓	✓
4.1		✓	✓		✓	✓	✓
4.2	✓	✓			✓	✓	✓
4.3		✓					
4.4	✓	✓					
4.5	✓	✓			✓	✓	✓
4.6		✓	✓				
4.7		✓	✓		✓	✓	✓

