

Leading the way

Strategic Plan 2007–2010





Foreword

Bradford College has been changing. It is still changing. It is now serving the learning needs of the Bradford region – and more comprehensively than before.

This Strategic Plan describes a process of continuing change. It sets out the direction the college should follow over the next four years – and explains how it will happen.



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Of course, this is easier said than done. In a rapidly changing world, so far as training and skills policy is concerned, one constant is the certainty that both the national and regional contexts in which Bradford College operates will have undergone massive change processes by the time this Plan concludes in 2010.

In Bradford, and more widely across the UK, the traditional training, skills and employment sector is being turned upside down. Following the lead from government, current national expectations of the new role assigned to the providers of post-school education and training are sizeable. The sector will reflect demand (from employers) rather than supply (from colleges) in determining the curriculum on offer to young people and adults. Employers will have the major say in the kind of training provided, the location and the timing of what is on offer, and the level at which it is offered.

The scale of the astonishing change we face can best be judged by the size of the legislative reform currently being proposed.

In 2006 alone there was a White Paper¹ and a Bill proposing significant FE legislation², followed by the final report of the Leitch Review³. During 2005/06 there had been the Foster Report⁴ into the role of FE colleges, which made no fewer than 80 recommendations.

The Strategic Plan, therefore, sets out the direction in which the college is travelling and the key milestones it is aiming to achieve over the four-year period as Bradford College comes to terms with blueprints for reform that will re-draw the post-school and adult learning maps for the entire population – and then delivers on them.

- 1 Further Education: 'Raising Skills, Improving Life Chances'
- 2 Further Education and Training Act, 2006
- 3 'Prosperity for all in the global economy – world-class skills'
- 4 Foster report 'Review of the future role of FE colleges'

If this were not enough, there are a number of other major objectives that Bradford College can achieve, and that will bring additional prestige to the region and to the college. We want to:

- take the lead in planning the regional agenda for regeneration and prosperity as a response to the 'Northern Way' and Leeds City Region initiative set out by government;
- seize the initiative by bringing together local authorities as well as the colleges and universities in the region, capable of making regeneration a reality;
- encourage a culture of innovation in both individuals and businesses in enterprise, science and greater knowledge transfer;
- encourage and support the development of higher and more relevant skills in the workforce;
- accelerate the development of a world-class infrastructure within which all businesses innovate and can thrive.

First, our significant size, areas of expertise, links with other institutions in the region, and our ambition to become a pre-eminent, unique institution, are levers for delivering change to our area of benefit.

Second, we must have university ambitions. The college has been assessing the strength of its routes into higher education, the robust quality of its teaching, as well as the national standing of some subject specialisms among the higher education courses it currently provides.

We are now confident we are approaching the point at which we might anticipate successfully applying for University College status. By 2010, when the Strategic Plan period ends, we hope we have secured it.

Connected to this aspiration, we are working with stakeholders to develop an exciting concept that embodies our vision. We are planning to build on the spirit of entrepreneurial flair and achievement that exists in the region. We are aware of the growth of industrial innovation and creativity, linked to the new technologies such as interactive media and digital communication, and we see Bradford as the centre of a regeneration that can drive a new industrial revolution.

Therefore, we have chosen to describe our vision for post-2011 Bradford College as the embodiment of this concept and as the UK's first designated University for Enterprise (UfE). During the lifetime of this plan we shall work up the structure and the detail of how our UfE will come into existence, and how it can serve the region best.

We shall, when ready, apply to the Higher Education funding body (HEFCE) and to the Privy Council for the designation of full university status for UfE. We have recognised that a realignment of other smaller colleges in the area may be necessary to accumulate a larger body of excellence across the higher education provision made by the college to justify university status. Developing these relationships and designing a university infrastructure to support a credible application will require thoughtful planning and a broad strategy. Our ambition is explicit and unambiguous; a strategic move towards university status, like a journey, begins with a single step.

In-house change is also essential if we are to modernise our teaching and learning in line with our new accommodation. For more than a year we have been modernising how we run the college, and looking at our use of technology and the internet to enhance learning and help all our students. This investment in improved facilities and learning will continue. The plan to upgrade our buildings is now in place, funding agreed, and work on site will start in mid-2007.

Our vision for the future is exciting and will provide our students with a new icon that will come to symbolise Bradford College in the next decade. The Big Green **B** will become familiar during 2007 across the city region.

This Strategic Plan (2007 – 2010) is one result of the focus on change. It sets out in some detail how we intend to assemble the social, organisational and financial capital to achieve the kind of transformation we envisage for our present and future customers.

It tells all our students, staff and stakeholders what has been achieved already, and sets out our objectives for completing the transformation we have embarked upon. Everyone should have a clear understanding of what is expected, how we will achieve our mission to reposition the college so it can grow in effectiveness and transform our students' lives and prospects.

Our drive for modernisation is motivated by new values that put the focus on students, employers and communities. These values affect everything we do. They add up to nothing less than a new pledge for students, for communities, for employers and for our partners.

This Strategic Plan for the next four years signals a transformation in Bradford College that commits it to provide opportunity for our learners, excellence in the way we deliver teaching and other services, and striking innovation that will modernise everything we do to improve the way our customers can achieve their objectives.

The plan is to make Bradford College the most creative college in the country by 2010. The 'Bradford College 2010' agenda is ambitious. Individuals working in all parts of the college community will be expected to respond to the challenge set them. Our wider community deserves nothing less.

By 2010 much of the rebuilt college will be in place. By 2015 we hope that a new city centre campus will finally stand as an impressive beacon for lifelong learning, and be a match for any college in the country or further afield.

We have every reason to be confident as we set out on nothing less than the rebuilding and rebranding of our – or perhaps I should say your – new college.

Read this Strategic Plan and give us your help in the challenge of creating a new college.



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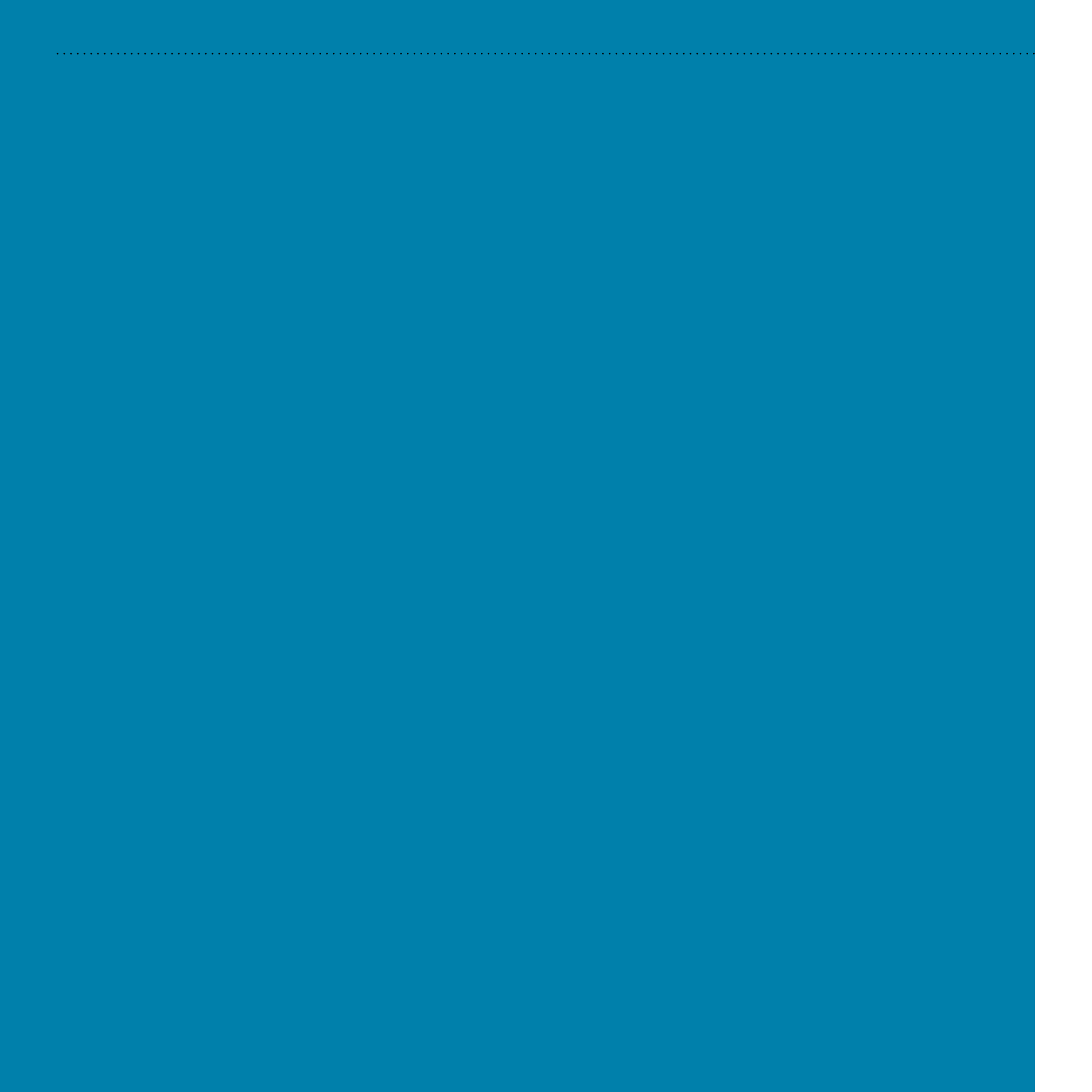
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1 Introduction

1.1 What is the Strategic Plan?

The Strategic Plan sets the direction of travel for Bradford College and describes a culture of exciting change covering the next four years, 2007 – 2010. It is a statement of the priorities of the college, but it is neither a prescriptive nor exhaustive list. It should be regarded as a description of the main terms of a new compact between the college and all of its stakeholders.

It is not a plan that is written down and then forgotten. It is rather a key stage in a continuing process that sets out our intentions in 2007, allows them to be measured and checked so we can assess our progress against the targets we set. It can also be changed as events unfold and new challenges emerge.

It is therefore both a statement of intent and a key management tool, but is nothing less than the blueprint for leading and managing change.



1.2 The College Business Planning Cycle

The Strategic Plan will be rigorously supported, driven and continually renewed by an annual business planning cycle which engages staff at all levels throughout the college and informs all key decisions. Staff are aware of the inputs that the planning cycle requires, and when those inputs must be made. They are also aware of the importance of the decisions that are made in consequence of that input.

The annual cycle operates within the four-year strategic planning cycle, with a complete self-assessment and annual business plan being produced each academic year. It is also driven by many external factors including funding, the needs of business, and external and internal market forces.

This information supports the development of sub-contracting arrangements between Assistant Directors and Programme Managers. These are brought together in specific market sector and programme area business plans, which are considered and, after scrutiny, approved in turn by the Leadership Group, Directorate and Corporation.

Only when the full self-assessment and annual business planning process is complete, is funding finalised.

1.3 Listening to Students, Staff and Stakeholders

The college has consulted all its stakeholders in the development of this plan, and the values, principles and priorities of the college have been developed in full consultation with all staff and students through focus groups and forums. A copy of the Strategic Plan will be sent to all staff and stakeholders.

In the last 18 months, the debate about our future has been vigorous. The Directorate, and our College Corporation, have listened carefully to our students, stakeholders, local communities and, of course, to our staff.

This Strategic Plan articulates the sense of commitment that has powerfully emerged from the rethinking about the college's role.

1.4 The Context of the Strategic Plan

It is clear that at a time of great change in the FE and HE sector, with workforce skills at the very epicentre of government and employer thinking, the college must be very clear about where it is going. Much is at stake and ambiguity would be unforgivable.

The content of the Bradford College Strategic Plan, and the way in which it will be put into action, is driven by clear and unshakeable commitments, values and intentions which underpin all that we do.

1.5 Our Commitment

By 2010 we intend to have a University College that:

- has absorbed the lessons of the Leitch Review of Skills and applied them to its own planning and management processes;
- has forged strong partnerships with employers and employer representatives;
- has re-engineered its links with other providers of post-school education and training in both the public and the private sectors;
- has a commitment to bring learning closer to local communities and individuals;
- has pioneered pathways of progression so that students can advance from entry-level to intermediate and higher levels of study within the college structure;
- can provide vocational excellence in all the specialist areas designated by the college in line with employer needs.

To do this we intend:

- to express to our customers and our staff a clear purpose and use a common language of aspirations and achievement;
- to become a nerve centre of skills for the region;
- to expand the international dimension of the college, through student and staff recruitment, seeking links with overseas agencies and institutions;
- to become continually responsive to the individual needs of employers, industry and communities;
- to be flexible and find innovative ways of reaching learners and providing learning;

- to put the resources at the point of delivery, where it matters most;
- to become an inspiring and identifiable brand with a modern concept;
- to be a more powerful driving force for the aspiration of all the local communities that we reach.

1.6 Our Defining Characteristics

There are ‘five Rs’ that will drive all that we do:

- Reconnect – with our local, regional and international customers, staff and stakeholders (their needs, aspirations, strengths, dreams and motivations)
- Reposition – as an outward-looking college with global connections that is at the heart of community and city regenerations and developments
- Rediscover – a core focus on skills for employability, greater specialisms, increased collaboration and partnerships, and a broad role in enhancing local community
- Remodel – to reduce bureaucracy, with greater efficiency and 21st century, world-class learning environments; more effective use of technology and systemic intelligence, innovative and novel working practices
- Renew – engage in a continual process of modernisation.





2 Strategic Analysis

Looking into the future is a challenge for all organisations. But an understanding of where we are today is essential if we are to answer the question: where should we be tomorrow? The key questions that can help Bradford College orient itself for the next four years will require us to give strategic answers to the following:

- What are the markets that Bradford College works in today and tomorrow?
- What are the characteristics of the environment we are competing in?
- Which ones offer the chances of success and what activities should we be planning to deliver?
- Where are our competitors and what are their significant advantages?
- How can we secure an advantage over them?
- What resources will we need?
- What external factors will help or hinder our mission to deliver world-class skills?

We deal with each of these components in our strategic thinking in turn.

2.1 Markets

Bradford College delivers education and training to young people and adults at all ages and levels from 14 to senior citizens. We meet the needs of individuals, of communities as well as the specific needs of employers and for employment. Bradford can be summarised in socio-economic terms as:

- an ethnically plural community in which the proportion of black and minority ethnic people is approximately 20% overall;
- an area where the proportion of black and minority ethnic people amongst younger age groups is currently approximately 30%;
- one of the few areas in the UK where population is increasing on an annual basis, which means that the proportion of 14–18 year olds is showing a progressive annual increase;
- a city area with a higher incidence of social deprivation and poverty than the UK average and where some of the inner city wards are amongst the 10% most deprived in the country;
- a city where unemployment, particularly amongst the youngest age groups, is significantly above the national averages; and where the levels of educational achievement and qualification continue to be lower than the national average amongst all groups other than those holding high-level qualifications.

Bradford College in addition offers learning for the wider community both to its HE courses from across the UK and also from further afield.

The college has the greatest number of international students undertaking HE in the FE sector with over sixty-five countries represented among the college student population. However, while this represents a clear strength within the college and illustrates its ability to engage a worldwide student market, 2006 saw a decline in the number of international students recruited to the college. This was primarily due to increasing competition from inside and outside the UK as well as indicating a growing perception that the college's international recruitment requires greater development.

2.2 Characteristics

The college recognises that the quality of teaching and learning is crucial to the growth and expansion of its provision. To enhance good practice in the classroom it has established a system of monitoring and support to deliver improvement.

Accordingly the college has introduced:

- an enhanced process of classroom observation;
- links between the classroom observation processes and staff appraisal;
- an extensive programme of training for classroom teachers, again linked to classroom observation;
- the designation of new posts within the college's establishment of learning and teaching champions, and the introduction of a new CPD entitlement for all staff.

We realise that there are a number of key markets that must be strengthened and developed. They represent bridges and ladders for the progression paths of students. Enabling students to take achievement at one level as the stepping stone to the next is a unique feature of a college like Bradford where subjects are planned and the tutorial system is designed to allow vocational studies to lead on to higher education and, where appropriate, to research into start-up units for small businesses.

The college success rates at all levels are above national benchmarks.

The workforce at Bradford College has been built around the principle of performance management and investment in the proper development of staff. Highly-trained staff and senior managers are ready to manage change and welcome the opportunity to develop new services and traditional courses in new and modern ways.

There are innovative learning techniques, virtual learning environments, interactive and digital modes of teaching, and exciting developments around work-based learning which suggest that distance learning has not yet been fully applied to the modern workplace. All these facilities can be deployed to bring traditional learning as well as the shock of the new within reach of all Bradford students.



2.3 Targets for Success

We recognise that being first to market will be important in the changing world we face. From the perspective of the employers of Bradford and across the region, exploring how new courses can be delivered in ways and at times that suit the employer must be the acid test for proper employer engagement.

The Skills Strategy, Foster Review, the Leitch Report and the LSC Agenda for Change have identified employer engagement as a significant challenge for all colleges. Successful employer engagement will form a critical influence on the success of college provision and the development of a workforce that has the confidence of employers. The college aims to become an integral part of the enhanced business gateway in the region.

The college has been successful in achieving Customer First Accreditation. However, there needs to be greater coordination of employer engagement so that all programme areas have aspects of work related learning and robust links with employers. The college proposes to strengthen the role of its Employer Engagement Unit to provide a focal point for employer contact. A number of strategies are currently being developed to establish a brand for workforce development services for businesses.

The college has appointed a number of neighbourhood renewal, IAG and Workforce Development Officers to ensure that the college provision can tap into the demand for skills and qualifications within the communities of Bradford and beyond. The college has positioned itself at the heart of its community, providing resource and learning centres at venues across the area to promote a demand for lifelong learning. A number of new initiatives are providing an opportunity for the college to play an active role within the community and engage in discussions with interested parties across the region.

The college has an “Essential Skills” strategy that addresses basic skills, functional skills, key skills and skills for life in a way that meets the needs of all groups the college has targeted. This initiative forms a significant and necessary area of growth within the college. Its achievement is not likely to be easy – and the deployment of resources to best fit the task of working with some of the most disadvantaged groups in society will be a continuing challenge.

The effectiveness of communications within the college and with stakeholders beyond is crucial to the modernisation and rebirth of the college. Effective communications need to be enhanced at all levels of college activities and forms of incentivisation have been established to encourage collaboration and lead to the sharing of good practice across market sector and programme areas.



2.4 Competition

It is not just the other colleges and universities in Yorkshire and Humberside that make up the alternative suppliers of education and training. We recognise that government are determined to open up the market for HE and FE to the private training providers as well as to existing high quality colleges with the ambition and the capacity to forge strategic alliances and partnerships across the UK.

We shall seek to identify partners with whom there could be synergies and fruitful collaboration. As one of the largest colleges in the country we have the capacity to adapt and change; and have vast expertise in working with employers, public bodies and local councils, to support their aspirations to serve their communities and individuals with learning difficulties and disadvantages.

We are also aiming to learn from the best private providers who can deliver cost-effective training packages to high standards and who are keen to partner colleges in contesting new markets and providing training environments that meet the highest standards anywhere.

2.5 Our Advantages

The history of technical and vocational education in the UK shows that Bradford College was established 175 years ago. That tradition shows how successful our predecessors were in meeting local need and growing the market for qualifications and employable skills. The regeneration of the district today provides an opportunity to re-position the college to support the contemporary industrial revolution in which the growth of new service industries and the electronic and digital media can complement the traditional employers such as the financial services industry as well as the significant public sector across the region.

We shall continue to explore the high-level needs of our major customers and the newer growing sectors of the regional economy – looking to build our portfolio of foundation and honours degree courses with these crucial employer groups in mind.

Our recruitment of overseas students, already strong, has the capacity to grow and efforts will be made to secure a larger share of a growing global business of supplying academic learning to Europe, the Middle East as well as to the Far East markets of China, India and Pakistan.

Diversity forms a core strategic priority in all the activities of the college. Its importance is recognised at all levels of the college and is exemplified by extensive and numerous activities aimed at enhancing diversity and ensuring that it has a central position in the planning and implementation of activities. Many of the diversity-related activities include research into positive action initiatives for staff, induction and training that incorporates equality and diversity and forming collaborative relationships with diversity promoting organisations.

Learner Services has developed from the amalgamation of the old Student Services section with part of what was formerly the Department of Learning Support. It includes admissions, college reception, guidance service, counselling service, enrichment service, financial support service for students and additional learning support. The rationale is that all such services central to student achievement and success are accommodated within one area, thus ensuring ease of access and efficiency in efforts, time and resources.

2.6 Key Resources

The college has a £55million annual budget and has been awarded Category A financial standing status by the Learning and Skills Council.

Inspections by OFSTED and HEFCE have given the college high grades on both further and higher education programmes.

The historic city centre accommodation is being rebuilt with a total investment budget of £150million over the next 10 years which will put the college firmly at the heart of the Bradford urban regeneration programme. At the same time other sites, such as the Macmillan campus, will benefit from the planned upgrade and refit to give them state-of-the-art facilities. Linked to this the college plans to repay all loans and borrowings related to the accommodation strategy within 10 to 15 years; dependent on the grant subvention from the funding bodies. The financial viability of the planned accommodation strategy will be based on utility and maintenance cost savings achieved through reduced space requirements.

The college is endeavouring to achieve an annual operating surplus of at least 3%, by setting specific income targets for each programme area, and linking pay expenditure on a formula basis to the college income in each area. The targets for each programme area will be influenced by variables such as the planned student numbers, average class size, full-time taught hours and contact hours available.

Diversity must be added to the tapestry of institutional skills we need from our staff, which secures the college to its community. At present we do not fully reflect the composition of the population from which our students are drawn – nor have we achieved this wider diversity among management and senior posts in the Executive and all teaching departments of the college.

At present the college is undertaking an audit of skills, qualifications and abilities of all staff so that training and development needs may be better identified and continuous professional development provided.



2.7 External Factors that Help or Hinder

The college sets out to collaborate with all stakeholders in education and training, in both statutory, public sector and voluntary sectors. In relation to the education and training of 14–18 year olds, the college is an active participant in the activities of three of the five broader Confederations in Bradford which include schools and work-based training providers.

- traditional relationships with FE and HE providers in the Yorkshire and the Humber are good; over the next 4 years these will be built on and the possibility of collaborative ventures such as federations and creating shared services that can provide real value will be developed; and where feasible introduced.
- the college has strong links with Yorkshire Forward, and is working to promote the employment and skills advantages for jobs and prosperity of a Leeds City Region.
- 14–19 Reforms: We have accepted the need for reform in the way we offer teaching and learning. Existing structures and traditional assumptions about colleges, teachers and students need to change. As a result we will be ready to re-examine our curriculum, our course structures and the way we provide not just teaching but also advice, guidance and learning support. With new vocational diplomas being introduced from 2008 onwards we shall need to work closely with the local secondary schools, academies and employers to ensure that we can help to provide paths of study leading to relevant qualifications and on to higher level awards. At the same time we shall aim to increase the numbers of learners lacking basic literacy, numeracy or English communication skills we cater for.
- NEETS – The college will target the challenge of those young people who have left school but who have failed to enter employment, post-16 education or employment with training. Developing the new vocational diplomas in ways that make the new opportunities available to the 16–19 age group appeal to NEETS is a challenge to Bradford College as to all institutions that work with this challenging group.
- in addition the college recognises that it must play a part and work co-operatively with other agencies on the five key areas set down in Every Child Matters, namely to ensure that every child and young person can grow and develop to their full potential. The expectation that schools, colleges and all public bodies should collaborate to ensure a range of basic entitlements designed to give all children (especially the most vulnerable) a range of assurances as they grow up is at the centre of the curriculum the college offers – as well as the support mechanisms that underpin the teaching and learning. We shall support the government’s Every Child Matters commitment: children and young people have the right to be healthy, safe, to enjoy and achieve, to make a positive contribution, and to achieve economic well-being.
- youth matters – The 2005 Youth Matters puts the contribution of the youth service and of agencies that work with young people to the ‘Every child matters’ into perspective and Bradford College has a part to play with this area of activity.



3 Our Strategic Intent

3.1 Our Mission

To help students from the region, nationally and internationally achieve their potential and make a rewarding and positive contribution to their own communities.



3.2 Our Core Values

We value our students and will show that:

- commitment to students is our primary focus;
- the achievements, talent and diversity of our students contribute significantly to our community;
- it is both the responsibility and the right of students to take an active role in the learning process to make their educational experiences productive;
- the teaching, learning and pastoral support processes display honesty and integrity;
- students can rely on the college providing a thorough but fair assessment process and learn from the objective evaluation of their skills, abilities and progress.

We value our staff and will work to ensure that:

- it is both the responsibility and right of all employees to take an active role in their own professional development in order to continue to achieve institutional excellence;
- decision-making is a transparent process, involving staff consultation and a participative internal communications system;
- the value and expertise of our employees is at all times recognised by the college management;
- employees work in a supportive environment in which they can balance their work and personal lives;
- diversity and equal employment practices inform all levels of the organisation.

We value our community and will plan change to our college so that:

- a process of communication with regional, national and international stakeholders can ensure that all our provision is responsive and relevant to the needs of employers and business;
- the educational, economic, workforce, social and cultural development of Bradford and its surrounding regions is achieved;
- diverse and inclusive courses can offer support to the entire community respecting differences in age, gender, sexual orientation, race; and religious and ethnic backgrounds;
- staff and students can fulfil their roles as citizens, with attention to the international, sustainability and ecological dimensions to the college and the city's activities;
- we work closely with partner organisations to bring about the regeneration of Bradford City Centre through collaboration over shared goals;
- that the shared experiences of living and working together in an intensive multicultural environment do much to build international understanding between the UK and the countries from which our students are drawn. Bradford College students are often visible role models in their communities, wherever those communities may be.

3.3 Operating Principles and the College Culture

The principles we follow and the culture we seek to foster are founded on the core values which guide the college, its students and staff:

•• Integrity and Leadership

We insist on high standards of professional and ethical conduct. We will encourage creativity and responsibility through systems of shared and distributed leadership.

•• Innovation, Creativity and Inter-College Collaboration

We aim to provide rigorous, innovative and creative curricula and services. Through listening to others and sharing our talents, we can discover creative solutions which strengthen us all.

•• Continuous Improvement

We will work at continuous improvement of our courses, services and processes through staff and technological development in a team-based culture, working in new and better ways while attacking unnecessary complexity and bureaucracy.

•• Customer Focus

We offer a total commitment to student success and employer satisfaction through responsiveness and accountability.

•• Diversity and Mutual Respect

We are committed to maintaining a college community in which a diverse population can live and work in a supportive atmosphere with mutual respect, where exposure to different cultures enriches us all.

•• Environmental Awareness

We aim to create and sustain buildings and facilities and develop practices, which demonstrate our responsibility for the environment and will attract, keep and support the best and brightest students and staff.



3.4 Our Vision for 2010

Bradford College is aiming to be recognised as one of the UK's foremost colleges. It will have a unique range of courses extending a ladder of continuing provision from basic education to post-graduate degrees.

Competing with prestigious colleges and universities across Europe, Bradford College's global influence will grow as its international recruitment expands. This will be enhanced through an enlarged student population drawn to the region by its shortly-to-be inspirational campus located at the heart of the regenerated city centre.

3.5 Making it Happen

We shall need to secure the foundations for our vision and be confident that the college has the structure, staff and support mechanisms in place to deliver the new agenda over the next four years.

We intend by 2010 to have established Bradford College as a 'federated learning community'. By that we mean one community comprising an array of distinctive learning opportunities of different kinds and at different levels. Management and the academic leadership of the college will create an accountable model that will enable them to:

- provide regional leadership in 14–19 provision: by pioneering collaboration between schools and colleges and creating a new structure for schools and colleges and 14–19 delivery across the region;
- extend free tuition in basic skills, level 2 and 3 qualifications: helping job-seekers and others gain basic skills and GCSE level qualifications up to age 19–25 learners;
- build whole-hearted employer engagement in the spirit and with the urgency set out in the Leitch Review: by delivering support for large, medium-sized and small employers in partnership with the public and private sector;
- join-up levels of learning in an exciting new kind of institution: to become the first UK college to deliver comprehensive basic, lifelong, FE and HE provision, offering direct access to HE, with a significant development of foundation degrees – a UK first that will aim for university college status;
- construct a city centre presence as a part of the multi-million pound transformation of the Odeon site: making Bradford College a household brand for our customers with unparalleled ease of access through shop-front presence;
- become a pro-active strategic partner: respected by competitors but working collaboratively with key employer and regeneration bodies, and with other universities, colleges, private training providers and secondary schools in the region and further afield;
- offer a "learning-village" concept for the region: leading collaboration between learning institutions across the city as well as the region;
- be proud of its diversity: showcasing a student body and a staff team which reflect the richness of the regional populations and its international esteem;
- be confident of the security of its funding: benefiting from the mix of funding streams which can give the college the strength to invest for the long-term and plan for the innovation, entrepreneurship and private sector involvement that colleges of the future can demonstrate.

3.6 Specialisation

We have the determination and the vision to create a college with the shape and the business focus to meet the challenges of the future. Traditional markets are changing – and the college now recognises that it too must be ready for change.

We shall be creating new traditions and packaging courses in a way that appeals to contemporary employers, as well as to aspiring students. We see the specialist areas of the college taking centre stage as we emphasise the unique range of subjects on offer and look to link the new vocational diplomas to the learning pathways that can take talented young people from schools into the fast tracks that lead to foundation degrees and the world of higher education.

In the face of global competition, working with employers, communities, partners and learners, we will show that Bradford College is there for them all – to serve them well, to raise the skill levels of a growing population and to help secure for our region a lasting prosperity based on innovation, enterprise and learning. As part of the process of reform we shall be committing ourselves to seeing the sum of the new college parts as greater than the whole.

- we see Bradford fulfilling its role at the heart of a regional regeneration process as embodying the spirit of industrial and commercial re-birth – our objective will be to secure a lasting future for Bradford College as the pioneer of the entrepreneurial spirit as the UK's first 'University for Enterprise' – and working with both major employers, politicians, funding and planning bodies to design the working model that will harness the energy of this exciting concept;
- our Business School will strengthen its links with local, national and international companies as well as government agencies, looking at the needs of employers, delivering the qualifications that the captains of industry need, and grooming a generation of leaders, innovators and change champions that our large corporations and smaller companies require;
- the demand for trained staff at intermediate and higher levels in the education, health, caring and the public sectors has never been stronger and the Macmillan campus will see its expertise developed and its accommodation remodelled;
- The WOW Academy (recently re-housed in state-of-the-art facilities) is already providing a base for exciting and innovative study in the world of digital, creative and media studies;
- the strengths of the Bradford School of Art are well-known in informed circles – but need re-launching in a design-conscious world where media and digital environments interact with fashion, style and communication skills. We have plans to innovate and then expand with new areas of study in the Fashion and Retail sectors;
- the strengths of our provision in Applied Science, Beauty and Gas has received national recognition, designated by the Department for Education and Skills as Centres of Vocational Excellence (COVES) – we shall seek to expand these and acquire COVE status in other areas of specialism including construction and regeneration;
- we will continue to work with Bradford Bulls, Carnegie, Skills Active and the National Skills Academy for Sports to develop a Centre of Excellence in Sports and Sports Science.

3.7 Collaboration with the Voluntary and Private Sectors

We are a forward-looking college with an ambition to serve all our communities and to work with the grain of government thinking and policy.

The thrust of recent initiatives, as well as the clear intention of ministers as the government considers its response to the Leitch Report and brings forward its proposals for the impending Public Spending Review, suggests that in the shake-up of further education, training colleges must be ready to face the challenge of competition from the private sector.

To some extent the future of colleges lies in their own hands. In the modern world the charge against the sector is that there are too many colleges, often too small to be effective, frequently providing poor quality provision, without links to their employers and tied into old-fashioned systems of inflexible one-size-fits-all delivery. We cannot disagree with that analysis – while acknowledging that as a large and successful college we nevertheless have to anticipate change and ensure that we carry it through with the customer at the centre of our thinking.

Bradford College is ready for competition from other colleges – although it would prefer to see regional partnerships between ourselves and some of the smaller colleges in the interest of a stronger regional offering to employers and individuals. It also recognises that there are organisations that are structured around corporate rather than public funding streams currently moving into the skills and training market-place in Yorkshire and Humberside as well as into other parts of the UK. Our reaction is to welcome them and the contribution they can make, where distinctive approaches to high-level training, to tailor-made ‘roll-on and roll-off’ courses, and to a focus on employer engagement are called for.

We believe that during the course of the four-year Strategic Plan Bradford College have the capacity and the determination to enter into substantial contracts with one or more of these providers. If we do so it will be on the basis of improved services and quality, with Bradford College retaining management control and accountability to the community and for the public investment on which we depend.

As the skills agenda grows in importance, and as employers become more involved in securing the scope and the scale of the training they require for their existing staff, and for those in the labour market from whom they recruit; a mixed economy of providers is inescapable. The implementation of our Strategic Plan will not be achieved without imaginative and innovative approaches – and we welcome the chance to engage with other players in the process, including private providers.





4 Our Strategic Priorities

Following wide consultation, the college set down those core priorities that to be effective it must achieve over the next four years from 2007–2010. Each of them involves changes to our traditional processes and culture and is inspired by a determination to improve on all fronts. They are especially influenced by the need to transform the college so that it can be confident that it has a ‘post-Leitch’ organisation capable of delivering ‘Leitch-now’ skills.

Our priorities are outlined in some detail below.

For each priority we have also defined Performance Indicators that will allow us to illustrate our effectiveness over time – these are described in more detail in Section 5 of this Strategic Plan.

The strategic priorities and activities that Bradford College will aim to deliver over the 4 years from 2007–2010 are:

1. The **Learning** College
2. The **Quality** College
3. The **Inclusive** College
4. The **Responsive** College
5. The **Business** College

Priority 4.1: The Learning College

This means developing strategies and tools which contribute towards building and modelling the college as a learning organisation, contributing to the development of Bradford and West Yorkshire as a learning community. To this end we shall:

- 4.1.1 develop a culture change programme to establish in the college a self-evident culture which attracts and retains staff of the highest calibre, who are proud of the college and can identify with our aspirations and strategic direction. Position the college as a model learning community, taking opportunities to continuously review and develop our aims and principles, and to promote our unique culture and achievements;
- 4.1.2 encourage excellence and the optimum environment for achievement; further develop the existing values-based culture of the college, for both staff and students, providing examples of a positive, constructive approach to challenges, and of respect for all. Value staff and student morale and address any negative indications;
- 4.1.3 offer a variety of modes of learning, optimising student recruitment, involvement and success by adapting to the availability, mobility and abilities of existing and potential students;
- 4.1.4 develop partnerships with all stakeholders in order to plan and consult on addressing the learning needs of our students;
- 4.1.5 continue to work with the Confederations and explore the possibility of leading a city academy proposal;

-
- 4.1.6 audit and evaluate our bureaucracy and processes;
 - 4.1.7 implement service level agreements and performance indicators for all professional service teams to ensure they are performing efficiently and effectively;
 - 4.1.8 review and simplify business processes and realign with new organisational structure;
 - 4.1.9 increase the focus on students, creating a culture of engagement in which we positively interact with potential and existing students to provide advice and guidance, to listen, consult and to share responsibilities, with the aim of increasing engagement, retention and completion;
 - 4.1.10 adopt innovation as a key element of the change in college culture, and to reward and recognise those who innovate;
 - 4.1.11 identify gains arising from change and innovation in all areas from the setting of goals to the evaluation of achievement, in order to optimise both the effective use of resources and the success of our provision;
 - 4.1.12 raise the level of our collaboration with the other West Yorkshire Colleges, streamlining and rationalising overlapping structures where possible, to maximise the use of resources and secure greater efficiency and achievement;
 - 4.1.13 bring in new business, secure repeat business and retain existing and established business to ensure our primacy in the area and secure greater efficiency and achievement.

Our strategy to 2010 will:

- 1A:** aim to expand our student enrolments year on year in all markets. This means achieving growth levels in each year through vigorous marketing including exploring employer course requirements and the opportunities presented by the new vocational qualifications and foundation degrees.
- 1B:** remodel our college workforce so that the balance of teaching, support and administrative grades fits the new requirements. This major activity will involve recruiting, employing and promoting the best qualified staff, improving staff development through additional investment, ensuring that the investment in new accommodation is matched by investment in the best technology and study support materials; and achieving a situation where all teaching staff have obtained a professional qualification in teaching.
- 1C:** raise the level of collaboration with the other FE and HE providers in the region.

Priority 4.2: The Quality College

This means raising achievement across all ages and groups through quality and performance management, especially learning and teaching. To this end we shall:

- 4.2.1** identify and respond to the needs of specific and niche groups, and to identify areas where involvement and achievement can be improved, to develop recruitment and the effectiveness of the college's overall provision;
- 4.2.2** manage our performance so that our success rates exceed national benchmarks;
- 4.2.3** review the curriculum in the context of industry, employer, business and actual and prospective employability needs; and develop a clear local vision and plan for each curriculum area;
- 4.2.4** raise the status of teaching and learning;
- 4.2.5** increase progression from further to higher education and increase the pool of employable people;
- 4.2.6** continue investment in a new management information system which will provide accurate, timely and reliable data;
- 4.2.7** improve leadership and management by developing performance management at all levels across the college;
- 4.2.8** investigate, evaluate and respond to the provision, offer and service of competitors, driving the quality and effectiveness.

Our strategy to 2010 will:

- 2A:** be to monitor our success rates to ensure that teaching departments and college-based student support services are producing successful student outcomes with achievement levels improving year on year, FE students progressing to higher-level courses in Bradford College, and our HE Students graduating and entering relevant employment.
- 2B:** achieve annual improvement in observed teaching and learning grades without any unsatisfactory scores.
- 2C:** make the entire college experience one which students value and would recommend to others.



Priority 4.3: The Inclusive College

This means ensuring that all learners have access to high quality provision which addresses their learning and social needs. It also involves developing the college as a cohesive workplace, and supporting the development of Bradford as a cohesive community. To this end we shall:

- 4.3.1** to plan, monitor, evaluate and improve our work so as to ensure that the needs of diverse communities are met, and increase the participation as students of members of under represented groups, offering the support necessary to do so;
- 4.3.2** to recognise student entitlement to equality of opportunity and freedom from discrimination, to equal access to services and resources, and to the advice and support they need to succeed;
- 4.3.3** achieve Healthy College status to demonstrate our commitment to the well-being of staff and students;
- 4.3.4** develop cohesion and diversity awareness in the college, understanding, adopting and celebrating difference;
- 4.3.5** promote the college as a model for community cohesion, equality of opportunity and freedom from discrimination;
- 4.3.6** identify, and raise the achievement of under-achieving groups (for example the NEET group);
- 4.3.7** improve the provision and achievement levels of Skills for Life by developing a cross-college essential skills strategy offering provision for Basic Skills, Key Skills, ESOL and additional learning support;

- 4.3.8** develop an improved student support infrastructure focused on the needs of customers and which emphasises customer service excellence;
- 4.3.9** establish an appropriate framework of academic, pastoral and social support in order to ensure that students at all levels and from all backgrounds value the experience of studying at the college.

Our strategy to 2010 will:

- 3A:** achieve fully representative courses in all markets and provide fair and representative student profiles among the communities of students on all courses and a representative profile of teaching and support staff as well as of the college management.
- 3B:** be to provide access for students with special learning needs and difficulties to all college courses and facilities.
- 3C:** ensure that all students gain from the experience in terms of the distance they travel and their added value.



Priority 4.4: The Responsive College

This means ensuring the provision of high quality, efficient and effective education resources and services that provide personalised learning and high achievement, and respond to the development of national policies and priorities. To this end we shall:

- 4.4.1 offer a wide-ranging curriculum at all levels that meets the needs of young people and adults and the requirements of the 'Framework for Achievement', as identified and driven by both local knowledge and preferences and the findings of national research, and consequent policies and priorities;
- 4.4.2 develop new specialisms that reflect the college's distinctive focus and build on its areas of excellence;
- 4.4.3 develop research strategies that will underpin the effectiveness of existing and new provision;
- 4.4.4 develop a workforce development strategy, in the context of national policies and priorities, understanding and responding to the needs of communities and business market sectors;
- 4.4.5 through employer engagement, working in partnership with employers, business and industry to develop responsive and flexible provision for upskilling and updating the workforce;
- 4.4.1 develop a range of Higher Education provision in the college through a comprehensive HE strategy.

Our strategy to 2010 will:

- 4A: expand the range of foundation degrees in all possible subject areas, leading successful graduates on to relevant honours courses.
- 4B: engage with large employers and public authorities to ensure their needs and long-term requirements are taken into account in strategic planning by the college.
- 4C: ensure the quality of the new accommodation is matched by provision of the best equipment and technology to support teaching and learning.
- 4D: help students progress after course completion to higher level of study or enter secure relevant employment.



Priority 4.5: The Business College

This means ensuring the availability of the people, the accommodation, resources, marketing and communications necessary to achieve our objectives. To this end we shall:

- 4.5.1** continue to recruit and retain the best staff, support the development of our staff, and to develop appraisal and staff development procedures to IiP standards;
- 4.5.2** devise and put in place a new accommodation strategy in order to make the best use of physical and financial resources, through planning and consultation, to provide premises that are suitable for their purpose, having regard to the requirements of the Disability Discrimination Act;
- 4.5.3** use revenue effectively, raising college revenue by achieving targeted and sustainable increases in student numbers, employer engagement and international markets where this is consistent with quality;
- 4.5.4** increase and diversify sources of income and thereby reduce our exposure to changes in public funding;
- 4.5.5** develop an effective marketing and communications strategy including exploiting the possibilities of the 175th anniversary of the Bradford Mechanics Institute as a medium for attracting attention to the college from across the region;
- 4.5.6** ensure that college governance is consistent with legal and policy standards and guidance, is robust but flexible, and both drives and supports the strategic priorities of the college;

- 4.5.7** ensure that the college is equipped with modern, appropriate systems and software to support both the effective administration of the college, and all areas of electronic communication, teaching and learning;
- 4.5.8** to ensure that data regarding enrolment, retention, achievement, progression and success rates is reliable, timely and accurate, can be transformed into intelligence, and promotes accountability in all areas.

Our strategy to 2010 will:

- 5A:** ensure that the college maintains an annual operating surplus of 3%.
- 5B:** be to invest in expansion and higher quality teaching and learning continues as Phase 1 and 2 of the accommodation strategy are completed.
- 5C:** secure additional income of £1million from private sponsors and alumni by 2010.
- 5D:** ensure marketing, branding, promotion and press relations activities are carefully and positively managed so that the reputation of the college is enhanced through all local and national media, the activities, personalities and developments of the college are reported to the regional audience of employers, communities and students and positive messages are emphasised, negative ones carefully handled so that mistakes are corrected and learning opportunities are not overlooked.
- 5E:** improve staff performance through better staff development.



5 Key Performance Indicators

1. The Learning College

| OBJECTIVE | TARGET | INDICATOR |
|--|--|---|
| <p>1A Expand student enrolments year on year in every market sector of the college</p> | <p>For each market to achieve growth in student numbers by 2010 subject to appropriate funding:</p> <ul style="list-style-type: none"> • higher education will expand by 24 % • the number of young people will expand by 65 % • adult learners at full levels 2 and 3 will grow by 60 % • 4,000 new Train-to-Gain learners will have acquired qualifications • international students will grow by a figure in excess of 100 % | <p>Growth in student numbers in all areas and levels, and by headcount as well as by FTEs</p> |
| <p>1B Recruit, employ and promote the best qualified staff</p> | <p>To remodel the job profile of our student-facing staff so that it fits the changing skill set of the entire college. We will move from 90 % lecturers and 10 % assessors to a situation where we have:</p> <ul style="list-style-type: none"> • 50 % of our staff as lecturers • 50 % of our staff are assessors | <p>Data from applications Turnover of staff</p> |
| <p>1C Raise the level of collaboration with the other FE and HE providers in the region</p> | <p>There are no specific targets linked to this objective</p> | <p>Reports to the Corporation</p> |

2. The Quality College

| OBJECTIVE | TARGET | INDICATOR |
|--|---|---|
| 2A Monitor success rates of students on all courses to ensure student recruitment is effective, satisfaction with their chosen courses of study, successful outcomes improve | To demonstrate an upward trend in success rates that is above national benchmark and among the top 25 % in the country | Student completion data LSC Data Benchmark activity |
| 2B The wider use of performance management techniques will diagnose where improvement among teaching and support staff is called for – and monitor the evidence of its value in raising standards of teaching | Learning and teaching observation grades to show year-on-year improvement with no unsatisfactory provision. <ul style="list-style-type: none"> •• 100% of eligible staff to be observed •• 80% Grades 1 and 2, 20% Grade 3 | Examination of performance management data |
| 2C Raise the overall satisfaction levels of students with their college experience | To secure a general level of student satisfaction in the student experience at the college that is among the top 20 % in the country | QDP Learner satisfaction |

3. The Inclusive College

| OBJECTIVE | TARGET | INDICATOR |
|---|---|--|
| 3A Ensure that the student body generally (as well as on individual courses) reflects the community the college serves | To meet the EDIMS target set by the Learning and Skills Council | Student data |
| 3B Provide access and appropriate support for students with special learning needs and difficulties to all areas of college life | To achieve full compliance with DED (Disability Equality Duty) | Disability Equality Scheme and Action Plan |
| 3C Ensure that all students gain from the experience in terms of the distance they travel and their added value | To be ranked among the top 20 % of similar colleges for value added | LSC data |



4. The Responsive College

| OBJECTIVE | TARGET | INDICATOR |
|--|--|---|
| <p>4A Expand the range of foundation degrees in all possible subject areas, leading successful graduates on to relevant honours courses</p> | <p>To achieve Taught Degree Awarding Powers followed by University College status</p> | <p>Employer Engagement Unit data responses from course leaders to attitudes obtained from employer surveys</p> |
| <p>4B Engage with large employers and public authorities to ensure their needs and long-term requirements are taken into account in strategic planning by the college</p> | <p>To achieve LSC Standard for Employer Engagement and Vocational Excellence</p> | <p>Evidence from Employer Engagement Unit Collection of information from meetings with senior managers from large companies and public bodies</p> |
| <p>4C Ensure the quality of the new accommodation is matched by provision of the best equipment and technology to support teaching and learning</p> | <p>100 % of courses to include components deliverable by the VLE and 80 % of all course materials available on-line</p> | <p>Expenditure and user feedback on purchase and use of new equipment</p> |
| <p>4D Students progress after course completion to higher level of study or enter secure relevant employment</p> | <p>Students, after successful achievement of FE programmes, progressing in college on HE courses will increase from 11 % to 35 To start the process of collecting and analysing destination data for all students and from that point demonstrate a positive trend</p> | <p>Student achievement data Careers advice and guidance information</p> |

5. The Business College

| OBJECTIVE | TARGET | INDICATOR |
|---|---|--|
| <p>5A The financial security of the college should be maintained</p> | <p>To achieve annual operating surplus of 3 % subject to the accommodation strategy</p> | <p>Management accounts LSC assessments Balances Funding streams</p> |
| <p>5B Where possible further investment in improved teaching and learning should be planned</p> | <p>Phase 1 of Accommodation strategy complete – Phase 2 under way</p> | <p>Planned expenditure Annual estimates</p> |
| <p>5C The funding streams to the college should be diversified so far as possible in order to reduce the risk and vulnerability of the college in the light of future changes to government policy and climate of college funding</p> | <p>To raise £1.8million towards the capital costs of the planned new investment in accommodation from alumni and private sector fund-raising To achieve growth, in real terms, of the revenue from overseas business by 100 %</p> | <p>College profit and loss accounts Predicted levels of income from anticipated student recruitment of different kinds Actual and projected Income from recruitment of overseas students</p> |
| <p>5D Marketing, branding, promotion and press relations activities must be carefully and positively managed so that the reputation of the college is enhanced through all local and national media, the activities, personalities and developments of the college are reported to the regional audience of employers, communities and students and positive messages are emphasised, negative ones carefully handled so that mistakes are corrected and learning opportunities are not overlooked</p> | <p>Target to be set</p> | <p>Reputational Survey</p> |
| <p>5E Improve staff performance through better staff development</p> | <p>90% of our teaching staff will have teaching qualifications by 2010 – achieving this target will represent a 10% increase in the numbers so qualified 100% of our staff will have achieved Skills for Life level 2 qualifications or, even better, level 3 35% HE staff to be deemed to be research-active by 2010</p> | <p>Staff qualifications Feedback from performance management procedures</p> |

Appendix 1

Plans that flow from the Strategic Plan

Bradford College has one strategic plan. It provides a strategic overview of our activities for the period 2006 – 10.

There are two types of plans that flow from it:

1. Annual Business Plan

The annual business plan consists of a hierarchy of operational plans.

2. Sub Strategies

Sub strategies provide further details about the mechanics for achieving the strategic priorities.

A list of the main sub strategies relating to each section of the strategic plan is highlighted opposite.

1. The Learning College

- LSC Development Plan
- Internationalisation
- Bradford College in the Region
- IT
- Commercial and Development
- Marketing and Alumni
- Stakeholder engagement and communications

2. The Quality College

- Quality
- Learning and Teaching

3. The Inclusive College

- Learning Resources
- Equality and Diversity
- Student Support

4. The Responsive College

- Widening Participation
- Programme Areas
- Higher Education
- Employer Engagement
- Curriculum Specialism
- Adults
- Young People

5. The Business College

- Information Management
- Finance
- Environment
- Health and Safety
- Governance
- Human Resources
- Estates / Accommodation
- IT
- Risk Management

Appendix 2

Links between plans



Appendix 3

Risks and Opportunities

We have called this section 'Risks and Opportunities' because, with the identification of every risk, we can also recognise where an opportunity exists to turn a potential problem into a satisfactory solution.

It is clear that with significant change envisaged within the Strategic Plan, there are commensurate risks associated with the delivery of the plan by 2010. The key risks in no particular order are:

- The Accommodation Strategy is not achieved on time, incurring additional expenditure as a result of delays in securing the first stage (Phase 1) of the strategy and the consequent failure to meet deadlines for moving teaching and learning. The costs of re-scheduling Phase 2 could be considerable and lead to penalties and failures to achieve student recruitment targets.
- Student numbers for the HE courses in the next three years fail to reach the projected levels producing both shortfalls in income to the college and putting the strategy of securing University College status at risk.
- Employer engagement fails to produce the response from employers, leading to a sharp reduction in income from LSC and to possible deficits that could put the college's good financial standing at risk.

There are other unspecified risks, in themselves of a lesser order of magnitude, that could nevertheless impact with devastating consequences upon, for example, the college computer infrastructure, or damage the college's reputation, its ability to recruit up to target, or cope with unforeseen switches in the external climate in which the college operates. A prudent step for the college to take would be to evaluate all the potential risks, estimate their likelihood and the effect each one would have upon the operating capacity of the college over the period 2007–2010.

A detailed Risk Analysis of the college will, therefore, be undertaken and the conclusions presented to the Corporation during 2007.



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