

Board of Management

Date of Meeting	Wednesday 30 March 2022
Paper No.	BoM3-E
Agenda Item	3.5
Subject of Paper	Developing a Performance Framework
FOISA Status	Disclosable
Primary Contact	Jon Gray
Date of production	March 2022
Action	For Approval

Recommendation

- To approval the proposed approach for the re-establishment of the College performance framework, providing guidance on the Balanced Scorecard

2. Purpose of Paper

- To agree a process for the re-establishment of performance measures for the College, its services and strategies.
- This paper is a slightly updated version of one presented to the PNC in January 2022

3. Strategic Context and Key Points

- In order to demonstrate impact and adherence with legislation, the College is required to collect information on its performance.
- Performance information also supports the College to meet external quality standards and evidence impact for awards.
- To achieve the European Foundation for Quality Management *Global Award*, we also need to establish national and international performance benchmarks.
- Currently, not all performance information is held centrally. Moreover, following the renewal of a number of College strategies, many measures need updating.

4. Impact, risk and Implications

- Reliable performance information is essential for compliance and effective reporting to Funders, Auditors and regulatory bodies.
- Each year the Scottish Funding Council (SFC), the national body which funds and monitors learning and teaching in colleges and universities, measures the performance of colleges as part of a Regional Outcome Agreement. The SFC compares, amongst other things, the volume of learning delivered, the numbers enrolled, levels of satisfaction and course completion rates.
- Progress against Scottish Funding Council performance indicators has both reputational and financial risks and the quality of the learning and teaching experience impacts directly on levels of Student Satisfaction and Successful completion.
- In addition, Education Scotland oversees the quality of learning and teaching in Scottish Colleges. Colleges are asked to produce annual evaluative reports and enhancement plans,

based on the, *How Good is our College?* Framework, which are independently validated by Education Scotland and SFC.

- Performance information for other quality marks and standards, including the EFQM, also need to be maintained, making the case for a coherent coordinated central approach.

Appendices

A – Next Steps

B – Current measures and results

C – Draft Balanced Scorecard

Developing a performance framework

1. This paper updates the Board on the further work needed to re-establish a College performance framework. This work supports the prioritising of measures for reporting within the College balanced scorecard / strategy map.

Where are we?

2. We are currently in transition.
3. The College has continued to make progress in the implementation of its five under-pinning strategies. Three of which were fundamentally updated this year, establishing new strategies for our Student Academic Experience, People and Culture, and Digital systems - the latter replacing our Systems Integration strategy.
4. For each strategy, completion dates for targets have been surpassed or measures have expired, with new ones in development.
5. At the same time, our *Enhancement Plan* with Education Scotland is also due for renewal, requiring new measures and new targets.
6. Taken together, work is now needed to: establish ownership and consistency in the defining of measures and targets; identify, secure and maintain data sources; and coordinate regular and meaningful reporting of progress.
7. This work needs to be drawn together into a core repeatable process to support more efficient performance reporting in the future.
8. The most comprehensive list of existing measures and progress, can be seen at **annex B**. This also includes a sample of predictive measures, signalling the beginning of work to establish future targets for continuing commitments.
9. **Since discussion of our performance measures at the PNC, we held a workshop with SMT to review the measures for each of our five strategies. This work captured the high level or key performance indicators for each, mapping them against the four quadrants of the College balance scorecard.**
10. **Once we have completed our first phase assessment for the European Foundation for Quality Management, we will produce a full breakdown of the performance measures for each strategy, establishing data sources and targets.**
11. **The aim is to have populated measures and scorecards available prior to the EFQM assessment visit in June. Moreover, that the 2022-23 Outturns report is produced with reference to the new measures and that end of year reporting is informed by scorecards for both Faculties and Directorates.**

Where do we want to be?

12. City of Glasgow College is committed to continuously improving all aspects of the College. To help organise how it knows where and what to improve, it adheres to a strategic planning process. This is intended to create a clear line of sight between what the college needs to achieve and what people do.
13. To help align the different asks placed upon it, the college uses a balanced scorecard. This is a planning tool, which apports what's most important to the college's overall success:

Student & Partners	Growth & Development
Processes and Performance	Financial Sustainability

14. To deliver its ambition in each quadrant, the college has established a series of priorities. These are:

<p style="text-align: center;">Student & Partners</p> <ul style="list-style-type: none"> ● To be an inspirational place of learning ● To enable individuals to excel and realise their full potential 	<p style="text-align: center;">Growth & Development</p> <ul style="list-style-type: none"> ● To live our values, value our people and innovate in partnership ● To be a valued partner of the region, supporting the national economy and the international learning community
<p style="text-align: center;">Processes and Performance</p> <ul style="list-style-type: none"> ● To deliver excellence in performance ● To be efficient, effective, innovating and vigilant 	<p style="text-align: center;">Financial Sustainability</p> <ul style="list-style-type: none"> ● To maintain our long-term financial stability ● To secure diversity of income and sustainable development

15. To be successful, the college needs to achieve these priorities and to help it coordinate how it does this, it has established 5 strategies. These are:

- Student and Academic Experience
- People and Culture
- Corporate Leadership
- Digital
- Sustainability

16. For each strategy we want to determine a performance framework that captures:

- Impact – the difference we expect to make
- Outcome – the thing we expect to change
- Output – the things we expect to create
- Input – the things we expect to do

17. We then seek to incorporate these measures into a performance review cycle, providing useable information on progress for SMT, and for subsequent parts of the College.

18. The College has been putting in place the building blocks of an excellence culture; developing an annual performance cycle informed by monthly, quarterly and annual progress reporting.

19. Performance reporting should be a core part of the Board committee cycle. This includes reports to SMT/ELT/and to the Board from August to October, culminating in an end of year progress report to the Board in November / December. This end of year report, should draw together the previous session's results, form a judgement about progress made and inform the Board strategic planning review that takes place at that point. The Board is then able to adjust plans for the year ahead and address any material deviations.

20. Faculty/Directorate Operational Plans, should be informed under the Balanced Scorecard, and their commitments aligned. This creates a clear line of sight between what the college is trying to deliver and what faculties and directorates are contributing.

21. Critical to all of this is an aligned planning timeline to allow meaningful reviews of progress to take place and to ensure progress information can be acted upon. Achieving this alignment of planning is a major undertaking, in part, because it's not simply a scheduling task. Rather, we will need to be confident that we can produce the right information at the right time to inform the college's many strategic and operating decisions. Equally we want to avoid paralysis by analysis and ensure we are enabling improvement rather than warehousing data.

How will we get there?

22. Developing the performance framework is not a top-down process and requires:

- engagement with teams to build ownership and to ensure we establish intelligent measures and targets, properly contextualised and with a meaningful lifespan.
- a prioritisation process to determine inputs, outputs and impacts in order that we can easily communicate our progress. It's not simply about targets and outcomes.
- prioritisation by the Board of key performance measures for reporting at a College wide level along with a schedule of reporting where deeper reviews of progress are held.
- external benchmarks and a wider excellence framework to be established
- performance frameworks for each key Governmental strategy
- an agreed data source, definition, and measure, being clear when data is updated and reported within an annual cycle.

23. To progress this work, it is proposed that:

- Faculties and Directorates commit time to identifying and reviewing existing measures of success and identifying benchmark organisations and comparators.
- Strategy owners undertake to review existing measures against new priorities.
- The Performance team schedules a series of 2-hour workshops with Directorates and Faculties to develop and finalise these measures, completing the table below for each strategy and service of the College:

The impact we expect to achieve	The measures we will use to evidence impact	The targets and benchmarks we will use to demonstrate success / and baseline	The key things we will produce to show progress - our outputs	The key milestones representing our contribution – our inputs
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- Building on from this we can then prioritise those measures that should be contained within the balanced scorecard, establishing their owners in order to track and account for our progress against our strategic plan.
- This will produce a refreshed balanced scorecard, meeting the internal audit requirements for simpler and more regular reporting of progress – **Annex C** is a stimulus for discussion. The draft template, by setting out the College's purpose as a, *world leader in skills* – something in itself for discussion – we are immediately alerted to the absence of international performance benchmarks. This is a current gap in the existing performance framework. We are also mindful of presentation. The scorecard should communicate progress in a way that is understandable by as many people as possible, so there is work to do to explain the purpose of each measure as simply as possible.
- The aim is to complete this work by prior to EFQM assessment in June.
- Completion of this process will also go some way to updating the Education Scotland Enhancement Plan.
- Once established, this list of performance measures would be held centrally; making clear the measure, its definition and source, and when it is updated. Owners of data would be identified and be accountable for updates and amendments to data sources and definitions.

- Coordinating this data centrally would also assist with managing different reporting. The balanced scorecard would be updated on a cyclical basis to support performance reporting. Measures would be interchanged from the centrally held list to support an ongoing understanding of progress.
- Over time, these scorecards would form a central part of the new College dashboard, allowing anyone in the College to see the performance of the college from a number of different perspectives.

Achieving Excellence

24. At the heart of our performance framework we are also seeking to support the development of centres of excellence, whereby leaders build the capacity of their departments and themselves. To progress this, we are seeking to benchmark, review and develop practice relative to other institutions and sectors.
25. In support of this, noticeable professional development themes, include:
- Building a Quality Culture
 - Achieving Tertiary Institution status
 - Benchmarking & Building an excellence Framework
 - Industry engagement and Curriculum planning
 - Excellence and Professional Development
26. In support of the College's continuous improvement, we have also commenced work to build capacity in the EFQM (European Foundation for Quality Management) across the organisation. Staff training on the EFQM has been made available at different levels, and we are seeking to embed EFQM in the Induction & Core Skills of all staff. This will build EFQM into the Integration process; embed EFQM and principles of quality improvement in the Core Skills for Managers; and establish a developmental module for lecturers on quality standards (HGIOC), expectations of funders and EFQM.
27. The Board should note that this is all work in progress and will likely emerge iteratively and that it will take time to fully establish a sustainable process.

Recommendation

- The Board is asked to approve the proposed approach, providing guidance on the development of the College Balanced Scorecard.

Further Information

Jon Gray
Director of Excellence



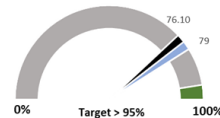
Our Partners

We are a life time partner, creating successful learners and delivering economic wellbeing

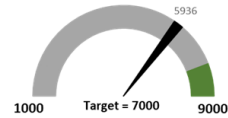
HE FT Completion



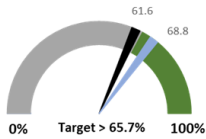
Student Satisfaction



Scottish Government YPG and NTF Credits



FE FT Completion



Positive Destination (%)



Credits Delivered to SIMD10 Areas



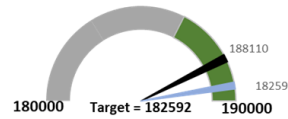
Industry Academies
 HMI: Very Good

Progress Performance Risk

Our Money

We manage our money, meet our targets and maximise our impact

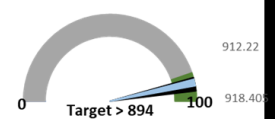
SFC Credit Target Achieved with Efficiency Gains



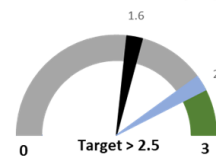
HE Tuition Fee Income (£m)



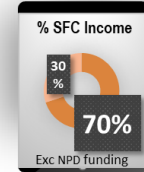
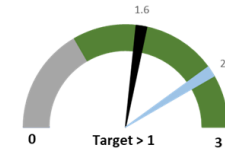
Flexible Workforce Fund Allocation (£100,000)



Commercial Income (£m)



International Student Income (£m)

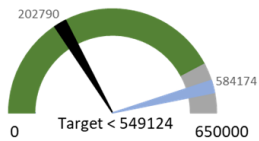


Progress Performance Risk

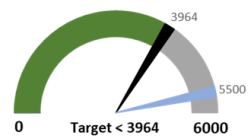
Our Operations

We deliver excellence without delay

Waste Reduction (kgs)



Carbon Footprint (tCO2e)



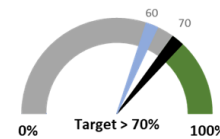
- EFQM Six Star Rating
- UKVI Status
- Investors In Innovation
- ISO 56002 Innovation
- Customer Service Excellence
- BSI ISO 900

Progress Performance Risk

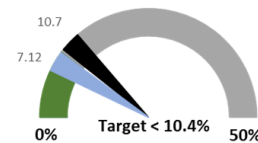
Our People

We are a team, involved, asked and resourced

Staff Wellbeing Survey Response Rates



Mean Gender Pay Gap



Progress Performance Risk