



Ravensbourne

College of Design and Communication

Strategic Plan 2008 - 2013

The College would like to give thanks and acknowledge contributions from the following in the production of the Strategic Plan:

Graham Hitchin
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College Community
Board of Governors

Production of the Strategic Plan

This Strategic Plan is the operational blueprint for the College. It drives the College's major institutional decisions, informs the priorities of staff and students and articulates the College's vision for the next five years. The Plan was developed through an extensive process of consultation and articulates the College's activity in five aims.

The consultation comprised:

- A facilitated away day for the Senior and Middle Management Team
- Focus groups with staff and external consultants on the environment in which we are working
- Two College wide consultation exercises
- Small focus groups with representatives from Staff and Students to discuss the aims, objectives and indicators of success.
- Employer Consultation

The Strategic Plan was approved by the Board of Governors in March 2008.

Reading the Strategic Plan

The Strategic Plan is designed to give the reader a comprehensive insight into the priorities of the College together with its core values and key stakeholders. It provides information on the current and predicted Higher Education environment, the Colleges planning assumptions and strategic aims. Each aim has a set of objectives, indicators of success and identified risks.

At the end of the document there is an explanation of how the plan will be implemented and monitored, a list of key College strategies and the key performance targets with the first years milestones.

Acronyms are used throughout the document except on first introduction.

Abbreviations

| | |
|--------|---|
| ASN | Additional Student Numbers |
| DIUS | Department of Innovation, Universities and Skills |
| ESF | European Social Fund |
| FE | Further Education |
| ELQ | Equivalent or Lower Qualification |
| HEFCE | Higher Education Funding Council of England |
| HEI | Higher Education Institution |
| LDA | London Development Agency |
| LSC | Learning and Skills Council |
| NALN | National Arts Lifelong Learning Network |
| Ofsted | Office for Standards in Education |
| QAA | Quality Assurance Agency |
| SMEs | Small and Medium Employers |
| TDAP | Taught Degree Awarding Powers |

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Director's Foreword

The role of small specialist institutions, in the larger Higher Education picture, is under challenge and this has particular impact in London, which has the largest number of such Colleges in this category. Small specialist Colleges have a number of key characteristics, which allow them to offer a significantly different educational experience to their students than large metropolitan universities. These characteristics manifest themselves in a number of ways and in turn have a number of different outcomes. The value of such an approach was supported in the White Paper "The Future of Higher Education" where small HEI's have a distinctive contribution to make in key areas such as widening access for students and the availability of particular subject specialism. Small HEIs have advantages of institutional specialisation over those found in large universities, in form of institutional coherence, a shared ethos amongst staff and concentrated resources not subject to sharing with other disciplines.

How well and how widely these characteristics and outcomes are recognised and valued, outside of the tight circle of the specialised industry which recruits from these institutions and by those students seeking a specialised education, is the subject of some conjecture. However, some of these characteristics may be only measurable using indicators other than those traditionally available to Higher Education.

This is the context in which Ravensbourne has determined that it should develop, still within the framework of small and specialist but looking at specialism that would differentiate itself from other similar institutions, particularly within London. This process has already begun with the moving away from the typical Art & Design College formula by the closure of fine art, the strengthening of design, the introduction of Broadcasting and the focus on the creative use of digital technologies within these disciplines. This combination is well embedded into the ethos of the institution, is a highly successful combination, providing a significant market differentiation and is attractive to students.¹ Also the College is now 9th in England for Media² and as the top eight in the league tables are Universities it could be argued that Ravensbourne is the top HE College.

However, the proposed relocation to the Greenwich Peninsula provides an opportunity to review the strategy and provide a vision for a new kind of small and specialist institution more suited to the educational requirements of the 21st century. In essence the move is not about relocation but about reinvention and sustainability.

This strategic plan articulates this approach over the next five years and provides clear direction to the College Community and its stakeholders about Ravensbourne's plans and ambitions, from the preparation of the move from Chislehurst to Greenwich, to the transition period on arrival and the realisation of our vision of the new 21st century Ravensbourne.

¹ HESA figures indicate an average increase of 20.4% between 2001-05 in student applications to Ravensbourne.

² Guardian League tables May 2006

Introduction to Ravensbourne College of Design and Communication

Ravensbourne College of Design and Communication is a University Sector College with a community of approximately 1,300 students that follow pre-degree (Further Education), undergraduate or postgraduate (Higher Education) programmes, and are drawn from the UK, Europe and International (non-EU) destinations. The College's programmes span fashion, broadcasting, animation and performance video and courses in design for product, interior, graphics, moving image, interaction, and sound..

The College is currently undergoing an exciting transformation to create a new educational model that minimises the gap between an educational and a professional experience. We want to offer our students the very best learning environment so that they stand head and shoulders above their peers when entering professional practice. This transformation culminates in our move to a new location on the Greenwich Peninsula in 2010. Ravensbourne's new building designed by Foreign Office Architects, will be a landmark at Greenwich Peninsula with a design reflecting the cutting edge philosophy of the College.

This move will place us even closer to the creative industries of Central London, the proposed new creative hubs in North Greenwich and East London and provide greater opportunities for collaborations with industry professionals and other Higher Education Institutions HEIs. It will allow our students to draw on the wealth of facilities that London offers. The College layout and work spaces will deliberately simulate the environment and current/future working practices students are likely to experience as creative professionals, with a greater emphasis on shared space and facilities. This will enable students to make the most of collaborative opportunities with fellow students, programmes and other institutions. The design of our new building, together with its exciting location at Greenwich Peninsula, will provide the best possible setting for our new educational model to flourish.

Our Mission Statement

Ravensbourne College of Design and Communication aims to provide innovative and dynamic educational opportunities through high quality teaching, learning and student support. We are a national institution with international perspectives but we attach particular importance to contributing to London's social and cultural vibrancy and its economic prosperity. We encourage creativity and enterprise in our students and staff and champion the creative exploitation of digital technologies in design and communication.

Our vision

Ravensbourne will be uniquely placed, within its relocation strategy, to develop its role as a London based centre promoting excellence in design and communication within digital specialist higher education. We will focus on integrating new combinations of knowledge, resources and capabilities for the benefit of all those who choose to study and work at the College. We will treat our students as professional practitioners and support their learning and development so that they can operate with maturity and creativity in the communities in which they live and work. We will provide opportunities to exchange knowledge and know-how with the business community and we will work with partners to provide support services to the creative industries. We will prioritise the maintenance of a strong financial position and we will be committed to a culture of change and development, supporting staff through effective governance, clear leadership and through the development of networked partnerships.

Our Core Values are as follows:

- We are committed to ensuring a high quality professionally focused learning environment for our students simulating industry work flows and models of working.
- We are committed to becoming a centre for enterprise and commercial development to give students a board experience of Corporate , Small – Medium Sized Business and Freelance environments.
- We recognise staff as fundamental to our success and we encourage the creative sharing of knowledge and expertise across disciplinary boundaries.
- We recognise the importance of diversity and will continue to embed equality of opportunity throughout all of our activities.
- We are committed to maintaining an overall sound financial position.
- We are committed to maintaining a high level of investment in digital technologies.
- We are committed to working collaboratively to support regeneration of the Thames Gateway economy and respond innovatively to the needs of the creative industries.
- We recognise the importance of inclusivity and fairness and seek to ensure effective communication with our stakeholders.
- We are committed to the environment and the reduction of the College's carbon footprint.

Our key stakeholders are:

- Students and alumni
- Staff – current, past and potential
- Board of Governors
- Higher Education Funding Council for England
- Learning and Skills Council
- Fellows
- Industrial and commercial partners
- Professional and trade associations
- Government – national, regional and local – and associated strategic planning agencies
- Educational partners, Lifelong Learning Networks, community organisations, FE colleges, higher education institutions and private training providers.
- Greenwich community and the Thames Gateway.

Context

The Greenwich Peninsula

The Greenwich Peninsula is one of 17 wards in the London Borough of Greenwich and is one of the 10 most deprived wards in England. Over the next 15 years, the area will be transformed into a thriving new riverside community. The £5 billion regeneration of Greenwich Peninsula will see the creation of around 10,000 new homes in distinct residential neighbourhoods (including 3,800 affordable housing), 24,000 long-term job opportunities within a central business district as well as shops, schools, community facilities and landscaped open spaces. Pedestrians and cyclists will have priority over the car and a safe environment will be promoted. There are excellent transport links with North Greenwich Station and the Jubilee Line Underground putting Canary Wharf one stop, London Bridge four stops and the West End only 20 minutes away. Plans are also in place for Crossrail, a major new rail link between East and West London, with construction work due to start in 2010.

Also on the horizon are the 2012 Olympic and Paralympic Games and Greenwich will be hosting up to a third of all the Olympic events: equestrian events will take place at the Greenwich Royal Park; gymnastics and basketball finals will be held at the O2; Greenwich Arena, which is a portable facility, will host the badminton and rhythmic gymnastics, and the shooting events will take place at the Royal Artillery Barracks.

Higher Education and Market Environment

The shape and structure of higher education in the UK continues to change as it responds to changes in its funding, increased regulatory requirements and pressures from the government and funding bodies for greater efficiency and effectiveness. In 1995, there were 186 higher education institutions in the UK. By 2006, this had reduced to 167 (Universities UK – Patterns of Higher Education Institutions – Seventh Report). This reduction is due to the merger of institutions and the absorption of a number of smaller specialist institutions into larger ones.

A number of small specialist institutions have submitted for Degree Awarding Powers however they face increasing competition from Further Education Colleges (FE) who nationally now deliver 14% of higher education and in the near future are likely to be able to apply for limited foundation degree awarding powers. HE faces some challenges from FE: The unit cost of HE delivery in FE environments is substantially lower than in HEIs and the FE sector has a better record of responding to the Government's agenda in skills and the engagement of employers.

Small institutions which wish to remain autonomous and sustainable will need to focus on the delivery of high quality specialist education, optimise their autonomy through the realisation of Taught Degree Awarding Powers (TDAP) and ensure that they can respond flexibly to the industries to which they relate. Small specialist institutions such as the College are advantaged by the degree of specialism and supportive environment they can offer to students for which they are rewarded with higher retention rates than other higher education institutions. However, increased regulatory requirements and student expectations combined with a lack of the economies of scale associated with larger student numbers mean that the overheads associated with their administrative and service infrastructures are disproportionate and difficult to sustain. In this difficult environment, collaboration with other higher education institutions, for instance in the sharing or purchase of services, will be important so that institutional energy can be devoted to core activity and the maximisation of the College's competitive advantage.

The current Government priorities informed by Lord Leitch in his report, 'Prosperity for all in the global economy - world class skills' are to improve our national productivity and to make the country more competitive in an increasingly challenging economic environment. The main focus is on innovation, skills, widening participation and social engagement.

The Public Service Agreement targets of increasing participation in HE toward 50% of those aged 18 to 30 and increasing the proportion of working age adults qualified to level 4 and

above, from 29% in 2005, to 40% by 2010, will mean a continuation of growth in HE and “transform the incentives of HE Providers to work with employers”, (Leitch report.)

Ravensbourne College has a long standing tradition of working collaboratively with many organisations within the creative industries. Ongoing consultation ensures that our programmes are benchmarked against industry standards and practice to ensure they remain vocationally relevant. This knowledge also informs our thinking on future trends, helps develop our technological resources and improves service to students. The College also has links with external non-commercial organisations, and are a partner in a £1 million pre-commercial fund developed by a consortium of London Universities known as the Emerald Fund. Through this fund, students who have new research-based ideas can apply for funds to test their commercial viability.

HE will increasingly have to provide education and training for those already in the workplace and collaborate with employers to achieve this. Ravensbourne College already works in partnership with employers on the development of the portfolio and to provide work placements for our students. We are also a member of eight colleges and universities, collectively known as KnowledgeEast. Through this we help companies to grow, create jobs and empower local communities through specialist expertise and combined resources. The College also works directly with the creative sector to improve professional development and knowledge transfer and is already developing its short courses and procedures to enable rapid creation of bespoke training. The introduction of the incubation and innovation centre for creative, design and media graduates and SMEs will help the College become a centre for creative economic development and a national and international destination for creative innovation, enterprise, knowledge transfer and consultancy.

To improve widening participation The Higher Education Funding Council for England (HEFCE) has expanded its Lifelong Learning Networks (LLNs) to 28 separate partnerships across England. Ravensbourne has already developed close working relationships with three of these, the National Arts Lifelong Learning Network (NALN), the Thames Gateway Lifelong Learning Network also known as the Creative way and the South London Lifelong Learning Network. The College is also part of the AimHigher programme and through this scheme we continue to broaden our student community. Our aim is to strengthen progression into FE and HE by raising aspirations of young people and motivating them to apply for programmes. We work directly with schools, colleges and community groups concentrating on areas of low educational participation to enrich the curriculum and raise awareness of routes into creative education. By moving to Greenwich, Ravensbourne will have a strong sustainable presence in a low participation neighbourhood and through the strategic plan and the introduction of the inclusive community programme the College aims to make significant and measurable contributions to the social, educational and economic regeneration of Greenwich.

The year 2008 sees the start of the delivery of the first 14-19 diplomas which have been created to provide a real alternative to the more traditional education and qualifications and to provide a high quality learning route to a wide range of HE courses. One of the first five diplomas to be taught is Creative Media and the first cohort is expected to apply for HE in 2010. As part of the College’s involvement with the NALN, we have been actively involved in the development process for the new 14-19 Diploma in Creative Media, through participation in consultation events run jointly by Skillset, Skillfast-UK and Culture and Creative Skills.

Following the 2007 Comprehensive Spending Review the Department for Innovation, Universities and Skills (DIUS) has requested that HEFCE withdraw funding for students who are studying for a qualification that is equivalent to, or lower than, a qualification (ELQs) that they have already been awarded. The DIUS wish to use public funding to support students who are either entering HE for the first time, or progressing to higher qualifications. There are a number of proposed exemptions to the new policy one of which is foundation degrees as this supports employer engagement in HE and those wishing to acquire new skills for use in the workplace. The DIUS will also continue to allocate co-funded additional student numbers (ASNs) for students studying for ELQs, thereby ensuring that the development of funding partnerships between employers and institutions is not impeded by the withdrawal of funding

for ELQs. The proposed changes will currently have a minimal affect on the College as most of our students come to us without previous degrees.

The next Comprehensive Spending Review is due in 2009 and the reference for the commission has not yet been set. Professor David Eastwood, Chief Executive of HEFCE, pointed out in his speech at the 2007 HEFCE Annual Conference that any alterations to the fee cap will require notice and lead time so any changes are unlikely to have an impact on the sector before 2011 or 2012 at the earliest.

He then went on to state that 94% of funding is now allocated to the HE sector as a block grant and it is up to institutions and their individual leadership to invest the money wisely. There will be “no white chargers” and “no special initiatives” to help institutions as capital funding streams are now being directed to poor estates. In this environment it is more important than ever that Ravensbourne College continues to be a sustainable institution with robust arrangements for leadership and governance: managerially, financially and academically.

Technological change continues at a fast pace and is increasingly changing the way that people work and live. This has ramifications both for the way our students will expect to learn and the expectations which employers will have of our graduates’ skills. To meet this demand the College is diversifying and proliferating its modes of delivery, many based on rapid technological advances in online, digital and multi-media production.

In addition to the specialist creative skills and technological knowledge which will make our graduates attractive in the contemporary economy, generic skills such as team working and communication are increasingly important, as is the capacity to be flexible and adaptable.

Planning Assumptions

- Students' expectations of high standards of teaching and learning and positive employment outcomes are likely to increase with variable tuition fees.
- Continued emphasis on ensuring that education provision is flexible, accessible to a more diverse student body and allows for progression to widen participation and to enable students to become successful lifelong learners.
- Continued funding reviews by the HEFCE.
- Increasing emphasis on employer-led (and employer-funded) provision for higher level skills.
- Increasing emphasis on a research-informed teaching environment.
- Increased emphasis on securing corporate sponsorship, the Ravensbourne Fund, community pilot programmes and development of formal alumni networks.
- Increased emphasis on collaboration as a mechanism to secure longer term sustainability, including shared services, particularly in Greenwich and the Thames Gateway
- Continued emphasis on self-regulation, monitoring and continuous improvement with regard to leadership, management and governance.
- Continued development of learning and teaching strategies to examine different methods of delivery.
- More emphasis upon mobile learning and student centred delivery.
- Emerging transitional management strategy and migration strategy.
- Continue to respond to changes in legislation and Government Policy and to be aware of the resulting challenges.
- Continue development of an inclusive, internally joined-up strategic planning process
- Increased emphasis on longer term sustainability given the continued uncertainty arising from the introduction of variable tuition fees and the possibility that the 2009 review of HE funding may result in the raising of the fee cap and hence intensified competition across the sector.
- Increased emphasis on knowledge transfer to enhance economic development and continued developments in the methods for collecting quantitative and qualitative information to determine the method for distributing funds from 2008-09.

STRATEGIC AIMS

1. To develop as an internationally acknowledged centre of learning excellence

The College aspires to become an internationally acknowledged centre of learning excellence which champions the creative exploitation of digital technologies in design and communication. Ravensbourne will provide a unique, industry-focused academic portfolio that is forward thinking in scope and pioneering in its approach to teaching, learning and applied research.

2. To become a centre for creative economic development and an international destination for creative innovation, enterprise, knowledge transfer and consultancy

Ravensbourne has ambition to become truly networked with the creative and media industries and establish itself as a Centre for Creative Economic Development. This will require building on its impressive industry links and implementing pioneering approaches to HE-industry partnerships. This will be achieved by operating an open door policy for industry users, enabling the facilities and knowledge of Ravensbourne to be more easily accessed by broader user groups to improve and develop the skills of design and media professionals and to support the creation of new businesses.

3. To make a significant contribution to the diversity of practitioners within the Creative Sectors through increasing the diversity of our learners.

Ravensbourne aims to make a significant contribution to the diversity of practitioners within the Creative Sectors by increasing the diversity of its learners. Ravensbourne aims to improve employment rates and prepare its learners for working successfully as creative professionals. Ravensbourne will engage with economic and social agendas and help enrich the local community (Greenwich and the Thames Gateway) by introducing an inclusive community programme facilitating local links with educational opportunities.

4. To intensify our stakeholder relationships to effectively deliver our strategic plan

The College recognises that working with stakeholders and partner institutions is essential to ensure effective delivery of its strategic plan. Ravensbourne will continue its successful engagement with the full range of organisations with whom it has previously worked and will actively extend regional, national and international alliances of significant importance.

5. To continue to be a sustainable institution with robust arrangements for leadership, governance and management.

Ravensbourne is a vibrant, creative, sustainable, internationally influential College which is confident in its robust arrangements for leadership and governance; managerially, financially and academically. The College recognises that an inclusive and internally joined-up strategic planning process is essential and must be supported by appropriate management information.

Aim 1

To position Ravensbourne as an internationally acknowledged centre of learning excellence.

Ravensbourne aspires to become an internationally acknowledged centre of learning excellence which champions the creative exploitation of digital technologies in design and communication. Ravensbourne will provide a unique, industry-focused academic portfolio that is forward thinking in scope and pioneering in its approach to teaching, learning and applied research.

To achieve this we will:

- 1.1 Review, redefine and reposition learning and teaching so that it is fit for purpose in the new Ravensbourne, demonstrating innovation and enterprise.
- 1.2 Work with industry and the Sector Skills Councils to continue to develop a unique industry relevant portfolio that continues to meet identified skills shortages and the future needs of the Creative Industries.
- 1.3 Work proactively with the Learning and Skills Council (LSC), Industry Advisors and Partner Institutions to develop a more appropriate portfolio at FE level, that responds to the skills needs identified by employers within the Creative Industries and prepares students for progression to HE and employment.
- 1.4 Develop stronger links with international institutions to support internationalisation of the curriculum and encourage a more diverse student population.
- 1.5 Recruit, retain and train high calibre staff in the context of the planned relocation to Greenwich focusing on enterprise and innovation as well as disciplines.
- 1.6 Continue to develop professionalism of teaching staff, working with the HE Academy and subject centres, to encourage research informed teaching, professional development and consultancy.

Indicators of Success

By 2013 the College will have

- 1.1.1 Further developed approaches to learning and teaching and student support, which respond to the implications of a differentiated student body and the changing needs of the creative sector including the development of flexible learning and teaching methodologies for practice-oriented education.
- 1.1.2 Further developed provision which continues to provide a high quality vocational learning experience.
- 1.1.3 Continued to maintain and further develop an up to date and forward looking e-learning provision that is accessible to users at point of need.
- 1.1.4 Increased research informed teaching, professional development, innovative applied research, knowledge transfer and consultancy.
- 1.2.1 New courses developed which attract, inspire and motivate students and align to skill shortages.
- 1.2.2 A suite of undergraduate and postgraduate courses developed that focus on creativity, enterprise and innovation making sure the offer is original and includes the use of high level industry standard technologies in the context of a business and entrepreneurial framework.

- 1.2.3 A robust model of portfolio analysis, review and planning developed to ensure the portfolio is directly relevant to the future needs of the creative industries
- 1.3.1 Reviewed and developed its FE provision so that it addresses the key priorities of both progression to HE and skills development for progression to employment.
- 1.4.1 Increased the number of progression agreements developed both nationally and internationally.
- 1.5.1 A recruitment policy that continues the practice of attracting academic staff who will also continue to work in industry.
- 1.5.2 Developed its staff's skills, knowledge and expertise enabling them to meet the challenges of a multi-platform, cross-disciplinary professional working environment.
- 1.6.1 Multi-skilled creative teams developed ensuring we are the best in our disciplines and that our academic staff are able to develop knowledge, competence and skill in the use of changing technologies in delivery of education.

Risks

The keys risks to achieving our strategic objectives under this aim are that we fail to

- Achieve recruitment targets
- Take appropriate steps to ensure our provision meets the relevant benchmarks with regard to retention and progression.
- Continue to develop teaching and learning methodologies to meet the changing needs of the creative sector and to maximise the use of the new building.
- Continue to develop an industry relevant portfolio.
- Recruit, retain and train high calibre staff who are able to deliver the challenges of the strategic plan.

Aim 2

To become a centre for creative economic development and a national and international destination for creative innovation, enterprise, knowledge transfer and consultancy

Ravensbourne has ambition to become truly networked with the creative and media industries and establish itself as a centre for creative economic development. This will require building on its impressive industry links and implementing pioneering approaches to HE-industry partnerships. This will be achieved by operating an open door policy for industry users, enabling the facilities and knowledge of Ravensbourne to be more easily accessed by broader user groups to improve and develop the skills of design and media professionals and to support the creation of new businesses.

To achieve this we will:

- 2.1 Establish a pioneering, world leading incubation and innovation centre for creative, design and media graduates and SMEs and make this sustainable.
- 2.2 Establish a culture of applied research, consultancy and knowledge transfer at the College by working with HE Academy Subject Centres, international institutions and industry links.
- 2.3 Become the leading HEI for championing the importance of creativity and innovation to business success making Ravensbourne a must attend destination for new and established businesses.
- 2.4 Maximise third stream funding through developing training, production, facilities hire, consultancy and other Enterprise and Innovation Centre activity
- 2.5 Ensure our training and adult skills activity responds to government strategy, Sector Skills Council agendas and to new initiatives and opportunities afforded by the Olympics and the formation of the DIUS.

Indicators of success

By 2013 the College will have:

- 2.1.1 Established a flagship, professional student and graduate recruitment service for the design and broadcast sectors.
- 2.1.2 Developed as an internationally positioned digital design and media institution focussing on creativity, innovation and business incubation.
- 2.1.3 A sustainable culture of creativity and enterprise embedded throughout the organisation.
- 2.2.1 Expanded its internal "Teaching Fellowship" scheme to promote and achieve agreed faculty targets for Applied Research.
- 2.3.1 Established relationships with the top 50 Broadcast and the top 50 design/interaction companies worldwide and involve them in enterprise, employability and innovation activities.
- 2.3.2 Launched and established a pioneering network and platform for digital, design and media professionals.
- 2.3.3 Intensified the profile and credibility of the College to encourage National Media to seek Ravensbourne's views.

- 2.4.1 Maximised the income and profile available through the London Development Agency (LDA), Skillset, European Social Fund (ESF), local government economic development opportunities and other funding for skills development, training incubation activity and services.
- 2.4.2 Developed a design and interaction Short Courses programme to complement existing training provision creating a new income stream in preparation for the Design Skills agenda launch.
- 2.5.1 Established procedures that enable rapid creation of bespoke training within the institution or through collaboration.

Risks

The keys risks to achieving our strategic objectives under this aim are that we fail to

- Make the incubation and innovation centre sustainable.
- Further enhance the College Culture to embed enterprise and innovation.
- Attract new and established businesses to Ravensbourne.
- Respond to the developing adult skills agenda and the opportunities generated by the Olympics.
- Maximise third stream funding and to recover full costs.

Aim 3

To make a significant contribution to the diversity of practitioners within the Creative Sectors through increasing the diversity and progression of our learners.

Ravensbourne aims to make a significant contribution to the diversity of practitioners within the Creative Sectors by increasing the diversity of its learners. Ravensbourne aims to improve employment rates and prepare its learners for working successfully as creative professionals. Ravensbourne will engage with economic and social agendas and help enrich the local community (Greenwich and the Thames Gateway) by introducing an inclusive community programme facilitating local links with educational opportunities.

To achieve this we will:

- 3.1 Promote equality of opportunities within the College and to embed this across all relationships with our stakeholders through community relations, partnerships links and regional collaboration.
- 3.2 Continue to increase the proportion of students from lower socio-economic groups and those studying vocational qualifications and to provide an environment that enables them to gain the right mix of creative, vocational and commercial skills.
- 3.3 Ensure good and effective relationships with the lifelong learning networks (National Arts Lifelong Learning Network – NALN, Thames Gateway Lifelong Learning Network – Creative way and the South London Lifelong Learning Network).
- 3.4 Ensure our graduates are highly employable by relevant industry sectors and to continue to achieve outstanding employability figures by working with industry, the sector skills councils and by identifying opportunities presented by the 2012 Olympic and Paralympic Games.
- 3.5 Develop a strategy leading to an inclusive community programme funded through corporate sponsorship, alumni donations and strategy funding.
- 3.6 Research best practice in the industry and ensure that academic and practical programmes are communicated to our staff and students.

Indicators of success

By 2013 the College will have:

- 3.1.1 Achieved widening participation key performance indicators and internal targets for diversity.
- 3.1.2 Continued to promote equality of opportunity through staff development and training.
- 3.1.3 Embedded processes that collect, analyse and monitor baseline data in order to identify and remove any practices that may be operating to the disadvantage of different staff/student groups.
- 3.2.1 Approaches to student support developed, which respond to the implications of a differentiated student body.
- 3.2.2 Extended and developed the relationship with schools and colleges to widen participation and embed the progression opportunities from school to postgraduate.
- 3.2.3 Developed progression agreements with feeder institutions.

- 3.2.4 Engaged with the LSC London South and London East (in relation to proposed relocation plans) to ensure that new curriculum developed provides appropriate ladders of progression from local and regional FE Colleges and Schools, whilst meeting the regional priorities in both areas.
- 3.3.1 Secured additional ASNs and used them effectively to extend opportunities to a range of vocational learners.
- 3.4.1 Developed models to better support the transition from HE into employment.
- 3.4.2 Continued to ensure our portfolio of courses meet economic, social and market objectives.
- 3.5.1 A developed community strategy and programme for Greenwich and other key stakeholders working with diversity.
- 3.5.2 Developed as a community learning hub for the Thames Gateway with progression opportunities into our degree courses by 2011.
- 3.6.1 Developed effective computer mediated methodologies for sharing best practice within the College community.

Risks

The keys risks to achieving our strategic objectives under this aim are that we fail to

- Take appropriate steps to ensure our provision meets the National agenda for participation and employment.
- Deliver an effective Community Strategy and do not contribute to the social, educational and economic regeneration of the Greenwich area.
- Secure ASNs from the LLNs to increase Ravensbourne's numbers.
- Plan for the possible cessation of soft funding currently used to cover staff costs for widening participation and working with LLLN.

Aim 4

To intensify our stakeholder relationships to effectively deliver our strategic plan.

The College recognises that working with stakeholders and partner institutions is essential to ensure effective delivery of its strategic plan. Ravensbourne will continue its successful engagement with the full range of organisations with whom it has previously worked and will actively extend regional, national and international alliances of significant importance.

To achieve this we will:

- 4.1 Create a clear and compelling vision statement and set of messages that articulate the purpose and outcomes of the transformation.
- 4.2 Provide timely, accurate and reliable communication to internal and external audiences that inform and engages.
- 4.3 Increase the media profile of the College and its work and ensure we maintain a positive and professional reputation at all times.
- 4.4 Further develop working relationships and collaborations with key industry links, Sector Skills Councils, HEFCE (and other HE Agencies) and Regional, National and International Academic Institutions to boost interaction between industry and education and to gain support for initiatives.
- 4.5 Continue to develop working relationships with UK institutions for the development of joint initiatives.
- 4.6 Work with strategic funding bodies to support initiatives focussed on the creative industries.

Indicators of success

By 2013 the College will have:

- 4.1.1 Documented and publicised the relocation process and the new building construction (completed by 2010).
- 4.2.1 Developed and implemented a communication strategy.
- 4.3.1 Conducted a review of the College's brand.
- 4.3.2 Worked with relevant Ravensbourne staff and student representatives, together with communications staff from relevant partner organisations to ensure a coordinated approach to all internal and external communications activity.
- 4.4.1 Maximised the opportunities available as a Skillset Media Academy and worked with the other Network partners on industry focused initiatives.
- 4.5.1 Worked with partner colleges on shared resource and shared service opportunities.
- 4.5.2 Ensured successful delivery in ongoing partnership activities.
- 4.6.1 Developed links with existing and potential funding bodies to expand collaboration activities with feeder institutions.

Risks

The keys risks to achieving our strategic objectives under this aim are that we fail to

- Reach agreements with other institutions and organisations.
- Deliver an effective Communication strategy.

Aim 5

To continue to be a sustainable institution with robust arrangements for leadership, governance and management.

Ravensbourne is a vibrant, creative, sustainable, internationally influential College which is confident in its robust arrangements for leadership and governance: managerially, financially and academically. The College recognises that an inclusive and internally joined-up strategic planning process is essential and must be supported by appropriate management information.

To achieve this we will:

- 5.1 Ensure that the College's supporting strategies continue to interpret and translate key business objectives and aspirations into achievable action plans of targeted activities to deliver institutional aims and objectives.
- 5.2 Continue to develop and embed an inclusive and internally joined-up strategic planning process within the College.
- 5.3 Continue to review risk assessment and risk management arrangements to safeguard corporate interests.
- 5.4 Build on the judgement of confidence in the institutional audit by the Quality Assurance Agency (QAA) and work towards gaining degree awarding powers and achieve the confidence of Office for Standards in Education (Ofsted) if required.
- 5.5 Ensure that the College's governance, systems and processes are robust and support institutional performance, efficient decision making and sustainability.
- 5.6 To be recognised by all stakeholders to be leaders in our fields.

Indicators of Success

By 2013 the College will have

- 5.1.1 Implemented its Transitional Management Strategy and Operational Plan designed to develop the College and its Culture in preparation for arrival at Greenwich Peninsula.
- 5.1.2 Implemented its Migration Plan to ensure a well-organised and efficient move from Chislehurst to the Greenwich Peninsula (completed by 2010).
- 5.1.3 Implemented the financial strategy to achieve long term viability, operating surpluses as identified in HEFCE forecast and minimise the cost of borrowing.
- 5.2.1 Implemented a planning process which leads to an improved interaction between faculty, department and operational plans and resource allocations and a clear financial framework in order to maximise stability and the effective use of resources to support strategic objectives.
- 5.3.1 Increased awareness of risk and improved risk mitigation embedded across the College.
- 5.3.2 Developed and formalised Business Continuity planning.
- 5.4.1 Developed and implemented an action plan to move towards achieving taught degree awarding powers ensuring additional capacities and capabilities which would follow the award of such powers.

- 5.4.2 Responded to the 2007 QAA audit requirements ensuring that our capacity and systems for setting standards and assuring and enhancing the quality of the learning opportunities which we offer continue to be effective, efficient and fit for purpose.
- 5.4.3 Bi-annual external assessments of the FE provision against the Ofsted inspection framework and developed and implemented an action plan that enhances the College's strengths and improves any areas of weakness.
- 5.5.1 Identified key performance indicators for monitoring and ensured that decision makers at all levels of the College are provided with timely, accurate and appropriate management information around those indicators.
- 5.5.2 Continued to ensure clarity of function and responsibility at all levels in the College in relation to the Governance structures and systems for managing the provision.
- 5.5.3 Professional and formalised service provided by estates to include planning and application processes for building projects, contract management and preventative maintenance schedules.
- 5.5.4 Developed faculties and departments that reflect current needs and are adaptable to the changing needs of the sector.
- 5.6.1 Positioned itself to exploit relevant industry and stakeholder networks.

Risks

The keys risks to achieving our strategic objectives under this aim are that we fail to

- Meet our key financial objectives and hence weaken our ability to maintain long-term sustainability in more challenging market conditions.
- Invest in appropriate development measures to ensure effective leadership, management and governance in the context of a more complex operating environment.
- Utilise and manage the full range of College resources effectively and hence weaken our ability to deliver provision that meet demands.
- Deliver the Transitional Management Strategy and Operational plan and delay the move to Greenwich.
- Maintain the confidence judgement from the QAA.
- Achieve Taught Degree Awarding Powers.

Risk Management

The Strategic Plan Risk Register is reviewed every eight weeks as part of the Management Committee Cycle of Business. The register includes details of the possible impact of the risk, the likelihood, the risk owner, a mitigation strategy, the person responsible for monitoring the risk and the actions being taken. The College seeks to manage risks through careful analysis and through linking management of identified risks to the achievements of the institution's key aims and objectives.

Plan Implementation and Monitoring

The implementation of the Strategic Plan and its supporting strategies is underpinned by a number of robust processes and mechanisms. These include: an annual action planning cycle that involves target setting, the monitoring of service and faculty achievements against targets and twice yearly monitoring of the Key Performance Targets by Management Committee and the Board of Governors which leads to the production of the HEFCE Annual Monitoring Statement, Corporate Planning Statement and Financial Forecasts.

The Corporate Planning Statement is approved by the Board of Governors at its July meeting, and comprises a progress report on delivery of the Strategic Plan over the past year and an outline of priorities and areas of activity going forward. During the course of the year the Management Committee, the Academic Board and the Committees of the Board of Governors will review progress against the full range of institutional strategies.

Supporting Strategies

| Thematic Strategy | Responsible Committee of the Board of Governors | Responsible Committee of the Academic Board |
|---|---|--|
| Communication | Board of Governors | |
| Enterprise and Innovation (<i>Incorporates commercial and knowledge transfer objectives</i>) | Commercial Development and Enterprise Committee | |
| Finance & Resources | Finance & General Purposes Committee | |
| Human Resources | Finance & General Purposes Committee | |
| IT | Finance & General Purposes Committee | |
| Learning and Teaching | | Academic Board Learning and Teaching Committee Quality Development Committee |
| Risk Management | Finance & General Purposes Committee | |
| Widening Participation Policy (Widening Participation and Diversity Strategy- currently being developed final version due July 2008) | Board of Governors | Academic Board Diversity Committee |

Full Review

A comprehensive review of the Strategic Plan will be undertaken after three years at which point major revisions may be made or, if the circumstance demands, it may be decided to produce a new plan.