Gloucestershire College

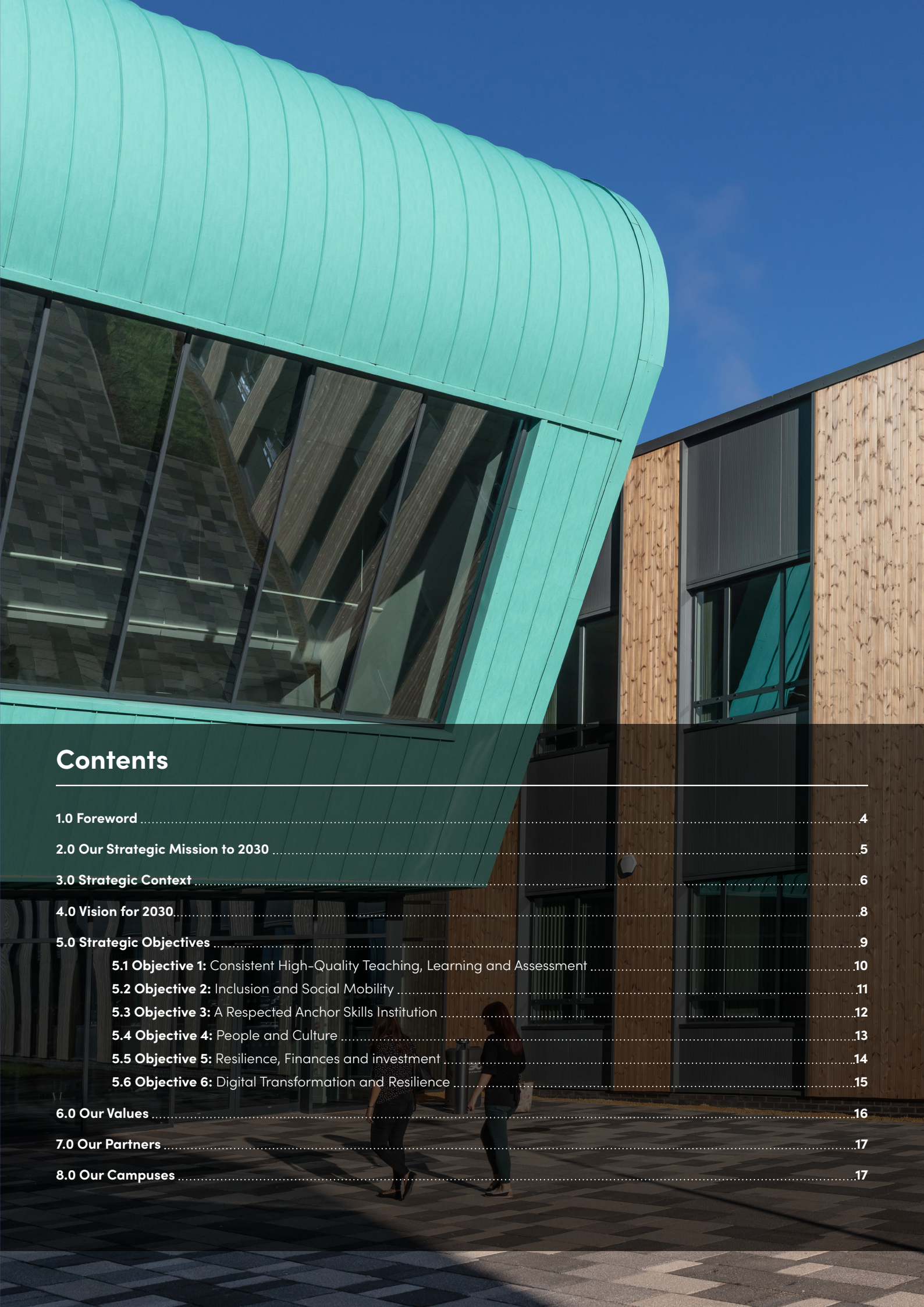
Strategic Plan

2026-2030



Learning that works.

Learning that works.



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1.0 Foreword

This Strategic Plan sets out our ambitions for the College for the period 2026–2030 and, in broad terms, how we will achieve them. We will build on our position as a modern, resilient and employer-aligned institution, delivering high-quality education that enables individuals to thrive, employers to grow, and communities to prosper. We will continue to play a key role in supporting the county's economic and social priorities, while remaining financially and operationally resilient throughout a period of sustained reform and increasing volatility.

We begin this strategy period from a position of strength. Our successful Ofsted inspection in December 2025 recognised many of the College's strengths, including our commitment to inclusion and our strong values-led culture. We are financially resilient, with excellent resources that have been strengthened through significant growth over the past five years. Our latest staff survey showed exceptional levels of engagement, reflecting the commitment and passion of our colleagues. Feedback from learners and employers also continues to be positive, and we have made significant progress towards achieving net zero.

Most recently, the College was named the Technical Excellence College for Digital & Technologies in the South West, one of only five colleges nationally to receive this recognition in the sector. This achievement not only recognises the quality of our work but also provides a strong platform to enhance our reputation, deepen relationships with employers and partners, drive innovation across our curriculum and teaching, and support growth in one of Gloucestershire's most important industries.

However, the period to 2030 will bring significant change. Major qualification and SEND reforms, devolution and local government reorganisation, demographic change, technological advances, and ongoing economic pressures and funding constraints will all shape the environment in which we operate.

At the same time, Gloucestershire faces both significant opportunities and persistent challenges. Growth is expected across key sectors and will be supported by major infrastructure investment, both locally and nationally. Alongside these opportunities, the county continues to face challenges around productivity, rising numbers of young people at risk of becoming NEET, increasing learner complexity, and persistent gaps in educational achievement and social mobility.

In this changing landscape, our civic role will become even more important. We will not only respond to change but help shape local skills priorities, strengthen our role within place-based partnerships, and demonstrate the impact we make in supporting economic growth, widening opportunity, and strengthening our communities.

At its core, this strategy challenges us over the next five years to:

- Deliver consistently high quality teaching, learning and assessment, improving outcomes, progression, English and maths, and attendance across all curriculum areas.
- Go further as a leading inclusive college, with social mobility as a core purpose, taking a leadership role in reducing NEET levels, strengthening progression and preparing for SEND reform through earlier, tiered and mainstream led support.
- Strengthen the College as a respected anchor skills institution for Gloucestershire, aligning provision closely to LSIP and Growth Plan priorities, supporting productivity and inclusive economic growth, and strengthening our reputation for excellence in key curriculum areas.
- Further develop people, leadership and culture, recognising workforce shortages, sector pay funding challenges, and the need for consistent leadership, accountability, stable staffing and investment in workload management and wellbeing.
- Maintain financial sustainability and strategic resilience, managing funding and cost pressures while investing selectively in estates, digital infrastructure and climate and cyber resilience.
- Use digital transformation to improve quality, productivity, data insight, cyber resilience and organisational capability.



Matthew Burgess Principal and Chief Executive

2.0 Our Strategic Mission to 2030

Our mission remains to deliver *learning that works* — empowering individuals, widening opportunity and supporting social mobility by providing high quality technical and professional education that enables learners from all backgrounds to progress, employers to access the skills they need, and communities across Gloucestershire to thrive.

2.1 Enabling learners to progress into meaningful employment, further study and positive destinations;

We offer a broad range of provision, encompassing full-time courses for 16 to 18-year-olds, adult programmes and a significant apprenticeship provision, as well as other workplace learning. The offer is inclusive and responds to all types of learners, such as those with learning difficulties or disabilities, or unemployed, for example.

The principal focus of our provision is to provide technical education and training, considering local skills strategies and needs, as well as those identified by local and regional skills strategies.



2.2 Widening opportunity and promoting social mobility

We exist to give all learners the skills to be successful in their future lives and careers, with a focus on developing them practically, professionally, and technically. Whilst we have an offer for all learners, social mobility is a key ambition, so we particularly work with learners who:

- have been less academically successful at school
- are from disadvantaged backgrounds
- may have not achieved grade 4 in English and maths at GCSE
- have special educational needs

We do not deliver A Levels directly but work in partnership with Dene Magna school to provide an A Level offer as part of a longer-term ambition to raise aspirations and attainment in the Forest of Dean.

Amongst adults, we have a wide-ranging offer that supports them back into work or enables them to progress in their careers. This extends to work in prisons, supporting offenders into careers and reducing re-offending.



2.3 Supporting employers and communities by developing the skills required for Gloucestershire's economic and social prosperity

We work with local employers so that they can access required skills through:

- a successful AoC Beacon Award-recognised apprenticeship provision
- developing our learners' professional and technical skills to prepare them for the local and national workforce
- supporting the training and upskilling of the current workforce
- working with agencies such as GFirst LEP, Business West and the Gloucestershire Skills Advisory Panel to identify and address local skills needs

We have embraced many key government initiatives to raise skills levels and respond to the pandemic such as Kickstart and Skills Bootcamps in areas including digital and HGV. Our Institute of Technology (IoT) offer, focusing on cyber and engineering, opened in 2021. We have worked with partners to position our Cheltenham Campus as a key training hub within the proposed cyber business park in Cheltenham. Our Cyber Degree Apprenticeship, delivered in partnership with UWE, is the first in England to be endorsed by the Government's National Cyber Security Centre.





3.0 Strategic Context

The period to 2030 will be shaped by significant reform across further education, alongside ongoing financial pressures and an evolving policy landscape. The UK Government's priorities, particularly around economic growth and social mobility, will continue to influence the sector.

3.1 Strategic Mission to 2030

The 2025 Industrial Strategy, Skills White Paper and subsequent funding announcements set out a clear ambition to strengthen the nation's skills base, with investment focused on the Government's eight priority industrial sectors. At the same time, climate change and the transition to net zero will continue to influence investment priorities, operating costs and curriculum demand.

Policy reforms focus on meeting employer skills needs in priority sectors, with qualification reform at Levels 2 and 3 reshaping curriculum viability, learner choice and funding flows. The introduction of V Levels from September 2027, revisions to T Levels and changes to Level 2 pathways will require considered curriculum design, transition planning and investment, while managing uncertainty around defunding timelines and their implications for learner demand and opportunities. The new Prime Minister has begun to set out plans for further reforms.

The financial environment also remains challenging. While additional funding for 16–18 education announced in summer 2026 was welcome, funding rates across many other income streams remain unchanged. Rising staffing and energy costs, alongside recruitment challenges in specialist technical areas, continue to place pressure on programme viability and the long-term financial sustainability of the sector. Colleges are being asked to improve quality and inclusion, respond to productivity and skills challenges in the economy, and do so while managing significant financial pressures.

SEND reform represents another significant system change. National policy is moving away from Education, Health and Care Plan (EHCP)-led models towards earlier intervention and stronger mainstream inclusion. The proposed introduction of Individual Support Plans (ISPs) is expected to reshape funding, delivery models and workforce requirements, creating both challenges and opportunities for colleges.



Strategic Context Continued

3.2 National Policy, Reform and Funding Environment

Gloucestershire's economic and skills landscape is increasingly shaped by place-based decision-making, with closer alignment between skills provision, economic development and local public services. Priorities set out in the Local Skills Improvement Plan (LSIP) and the Gloucestershire Growth Plan reinforce the expectation that education and training should respond directly to both local economic priorities and national skills needs.

Gloucestershire has strong employment levels and a number of recognised growth sectors. While productivity is slightly below the England average and slightly above the South West average, there are significant variations across the county, with productivity challenges particularly evident in Gloucester and the Forest of Dean. Major infrastructure and development programmes, including housing growth, transport investment and the Golden Valley cyber cluster, will create further demand for skills in areas such as construction, engineering, digital and cyber.

At the same time, devolution and local government reorganisation will reshape how skills, participation and economic outcomes are supported across Gloucestershire. As decision-making becomes more locally coordinated, our civic role will become increasingly important. We will work closely with councils, employers and other partners to contribute to shared priorities and ensure our provision continues to support the needs of our communities and economy. This will require us to strengthen our position as a leading civic and strategic institution for Gloucestershire, influencing priorities, building partnerships and helping to shape responses to economic, skills and inclusion challenges. The scope of devolution is likely to be extended given the recent change of Prime Minister.

Our status as the Technical Excellence College for Digital and Technologies in the South West provides a unique opportunity to lead in an area of regional and national importance. It enables us to deepen relationships with employers and education partners, drive innovation in curriculum and progression, and support the development of the skills Gloucestershire needs for the future. We will continue to play an active role in place-based partnerships, working across sectors and sharing responsibility for positive economic and social outcomes.

Alongside these economic and social priorities, climate change will increasingly influence our estate, operations and local infrastructure. We have already made significant progress through major retrofit and decarbonisation investment. Looking ahead, we will need to plan for climate adaptation and ensure our campuses, learning environments and facilities remain effective, sustainable and fit for the future as we respond to rising temperatures and wider environmental pressures.

3.3 Demographic Change and Learner Profile

Demographic trends to 2030 present both opportunities and challenges. The 16–18 population is projected to grow to 2028/29, before plateauing, with growth being concentrated in specific districts, especially Tewkesbury and the Forest of Dean. The Tewkesbury growth is in fact largely on the outskirts of Cheltenham.

At the same time, the needs and experiences of learners are changing. Increasing numbers of young people are entering further education with lower prior attainment, while more learners are experiencing anxiety, mental health challenges and barriers to engagement with traditional pathways. Growth in elective home education and disrupted schooling is increasing the need for flexible routes into education, tailored support and clear progression opportunities.

Gloucestershire also has an ageing population and workforce, increasing the importance of adult retraining, reskilling and higher level technical education. Together, these pressures require a more flexible, responsive and inclusive delivery model capable of supporting a wider range of learners with differing starting points and needs, at a time when adult skills budgets are being reduced.

3.4 Quality, Inclusion and NEET

Delivering a high-quality offer remains central to the College's purpose and there was much to celebrate in the College's last Ofsted report, but our ambition is to go further. While the College has strong vocational provision and areas of excellence with strong employer involvement, some variation in the quality of teaching, learning and assessment persists across a small number of departments. Ofsted feedback, internal performance reviews and learner outcomes highlight the need to strengthen English and maths achievements, improve attendance, and further support staff joining from industry.

National analysis shows that Gloucestershire underperforms on social mobility, particularly for young people from disadvantaged backgrounds. Outcomes are weakest in urban areas and among learners with lower prior attainment, SEND and SEMH needs, reinforcing the need to continue to develop inclusion responses.

The number of young people who are not in education, employment or training (NEET) levels have increased in recent years, with a particular concentration in Gloucester and Cheltenham, and a shortage of places across the County for lower-level provision has been identified. Demand for SEND, SEMH and mental health support continues to rise, placing pressure on staffing, funding and delivery models. Reducing NEET risk and improving destinations is therefore a core social and educational priority for the College.

3.5 Staffing, Digital Capability and System Readiness

Our ability to respond effectively to reform and rising learner need depends on the capability, capacity and wellbeing of our workforce. Recruitment and retention challenges in technical areas, increasing reliance on staff joining from industry and financial constraints including funding related pay pressures all present risks to the stability and engagement of our workforce.

Digital capability is increasingly critical. Sustained high levels of investment are required to maintain our IT facilities in line with industry standards for learners. Cyber risk has escalated significantly, making digital vulnerability a material strategic risk. Alongside this, artificial intelligence (AI) has the potential to reshape both the world of work and the College itself, creating pressure to adopt new technologies at pace while managing the associated risks.

We must therefore strengthen our digital capability, invest in cyber resilience and infrastructure and ensure AI is adopted within an appropriate framework.



4.0 Vision for 2030

Vision

By building on our current strengths, in 2030 Gloucestershire College will be:

1. A prestigious FE institution, delivering consistently high-quality teaching, learning and assessment, recognised through strong external judgements and learner outcomes, and aligned with local economic priorities.
2. A leading inclusive college, adopting a whole college approach that removes barriers to participation and progression for all learners, as well as playing a lead role in reducing NEET levels and improving destinations, enabling all learners including those from disadvantaged backgrounds and those with additional needs to thrive and progress.
3. A respected anchor skills institution for Gloucestershire, making a tangible difference to employers, learners and communities by meeting priority skills needs, known for clear areas of excellence (especially around priority sectors identified in the industrial strategy: digital and cyber, construction, and engineering) and for its civic role in economic growth and inclusion.
4. An organisation with a strong, inclusive and values-based culture, where staff feel supported, fulfilled and able to grow, and where effective leadership, clear accountability and a meaningful focus on wellbeing combine to drive high performance and continuous improvement.
5. A stable, efficient and resilient organisation, able to invest sustainably in its estates, digital infrastructure and workforce, ensuring long term viability and the capacity to respond to reform and volatility, underpinned by a strong market position and reputation as well as robust finances.

In achieving this vision, the College will build on the strategic opportunities created by its Technical Excellence College status in Digital and Technologies. We will use this as a platform to strengthen our reputation and influence, deepen employer and partner collaboration, invest in specialist facilities and staff capability, drive innovation in curriculum and delivery, and create stronger pathways into high-value careers and progression opportunities for learners.

Our vision is delivered through six strategic objectives set out in section 5. Objectives 1–3 focus on delivery and impact for learners, employers and communities. Objectives 4–6 focus on the enabling conditions needed to sustain delivery through a period of reform and volatility: people, resources, digital capability and resilience. Throughout this period, we will need to remain agile, strategically alert and resilient, with the capacity to anticipate reform, respond to external shocks and adapt at pace without losing focus on our core purpose.



5.0 Strategic Objectives

In order to realise our mission, six over-arching strategic goals have been set for this plan period.

1. Consistent High-Quality Teaching, Learning and Assessment:

To be a prestigious FE institution, delivering consistently high-quality teaching, learning and assessment, recognised through strong external judgements and learner outcomes, and aligned with regional economic priorities.

2. Inclusion and Social Mobility :

To be a leading inclusive college, building on our strengths and adopting a whole college approach that removes barriers to participation and progression for all learners, as well as playing a lead role in reducing NEET levels and improving destinations, enabling all learners including those from disadvantaged backgrounds and those with additional needs to thrive and progress.

3. A Respected Anchor Skills Institution

To be a respected anchor skills institution for Gloucestershire, making a tangible difference to employers, learners and communities by meeting priority skills needs, known for clear areas of excellence (especially in cyber, construction, digital and engineering), and recognised for our civic leadership, strategic influence and contribution to economic growth, inclusion and community wellbeing.

4. People and Culture

To be an organisation with a strong, inclusive and values-based culture, where staff feel supported, fulfilled and able to grow, and where effective leadership, clear accountability and a meaningful focus on wellbeing combine to drive high performance and continuous improvement.

5. Resilience, Finances and investment

We will remain a stable, efficient and resilient organisation, able to invest sustainably in its estates, digital infrastructure and workforce, ensuring long term viability and the capacity to respond to reform and volatility, underpinned by a strong market position and reputation as well as robust finances.

6. Digital Transformation and Resilience

We will continue to use emerging digital technologies to accelerate progress towards our wider objectives.



5.1 Objective 1: Consistent High-Quality Teaching, Learning and Assessment

Objective:

To be a prestigious FE institution, delivering consistently high-quality teaching, learning and assessment, recognised through strong external judgements and learner outcomes, and aligned with regional economic priorities.

Context:

In response to the quality, workforce and reform challenges set out in section 3, we must build on existing strengths to deliver consistently high quality teaching, learning and assessment across all curriculum areas. While much strong practice is already in place, variation in practice, English and maths attainment, and attendance remain limiting factors in learner outcomes and progression. As qualification reform accelerates and learner needs become more complex, more consistent use of effective teaching strategies will be the foundation for success.

We Will:

- Respond proactively to qualification reform and regulatory demands, ensuring that, as far as possible, we retain an inclusive offer.
- Continue to develop Teaching, Learning & Assessment across the College so that in our Self-Assessment all key judgments are assessed as at least at "Expected Standard" and an increasing number as "Strong"
- Further embed evidence-led effective teaching and SEND strategies to enable all learners to achieve and progress.
- Build on existing practice to strengthen English and maths proficiency through direct delivery, the embedding of skills across the curriculum and attendance strategies, particularly for learners with lower prior attainment.
- Continue to enhance staff capability, especially for staff transitioning from industry into teaching roles.
- Continue to strengthen leadership and management capability to secure consistent practice, effective coaching and sustained improvement in teaching, learning and assessment.

How will we judge success?

- Sustained improvement in Ofsted judgements for "Curriculum, Teaching and Training".
- Year on year improvement in learner attendance recognising their starting points, as well as retention, achievement and progression across all curriculum areas.
- Improved English and maths proficiency, achievement and progress.
- All curriculum areas to meet at least the expected standards of teaching, learning and assessment evidenced through internal and external quality reviews, and self-assessment validations
- Stronger progression outcomes into sustained and relevant employment, apprenticeships and further study.





5.2 Objective 2: Inclusion and Social Mobility

Objective:

To be a leading inclusive college, building on our strengths and adopting a whole college approach that removes barriers to participation and progression for all learners, as well as playing a lead role in reducing NEET levels and improving destinations, enabling all learners including those from disadvantaged backgrounds and those with additional needs to thrive and progress.

Context:

As outlined above, learner profiles are changing, with rising levels of lower prior attainment, SEND, SEMH need and NEET risk, particularly in Gloucester and Cheltenham. National SEND reform and increasing local accountability will require a shift from reactive, specialist models toward earlier, tiered and mainstream led inclusion. We will need to meet these challenges in the context of a funding system that does not recognise the additional resource required to re-engage and deliver programmes to learners who have become NEET, and in a period of significant reform to the funding of SEND provision.

We Will:

- Build on our inclusive practice to prepare effectively for SEND reform by strengthening whole-college inclusion, tiered support models and partnership working, reducing reliance on reactive or unsustainable approaches.
- Secure new facilities to provide dedicated provision for young people who are NEET in Cheltenham
- Respond rapidly to recommendations arising from the Government's national review of NEET, including reducing NEET risk through flexible entry points, strong careers education and place based partnerships.
- Remove barriers to participation and progression for learners from disadvantaged backgrounds and those with barriers to learning, including digital poverty.
- Continue to develop our inclusion strategies so they are underpinned by an evidence-led research base and successfully support a wider range of learners
- Implement a "sustained destinations" approach—tracking leavers, identifying where and why learners disengage after 16–18, and redesigning programmes and progression routes (with partners) to minimise NEET levels among 19–24-year-olds
- Continue to strengthen our safeguarding capability in response to changing and increasingly pervasive risks facing learners.

How will we judge success?

- Reduction in the numbers becoming or remaining NEET particularly in priority districts, including those leaving the College.
- Improved retention, achievement and progression that closes attainment gaps for learners with SEND, SEMH and disadvantaged backgrounds.
- Improved attendance and participation for learners at risk of disengagement.
- External and stakeholder feedback that conveys confidence in our inclusive offer.

5.3 Objective 3: A Respected Anchor Skills Institution

Objective:

To be a respected anchor skills institution for Gloucestershire, making a tangible difference to employers, learners and communities by meeting priority skills needs, known for clear areas of excellence (especially in cyber, construction, digital and engineering), and recognised for our civic leadership, strategic influence and contribution to economic growth, inclusion and community wellbeing.

Context:

In response to the local economic, productivity and governance context, we will position ourselves as an anchor institution within a devolving, place based skills system. Meeting employer demand, raising skills levels and supporting inclusive growth require focused investment in priority sectors and deeper partnership with employers and civic bodies.

We Will:

- Build regional and national reputation in defined, employer endorsed areas of excellence such as cyber, engineering and construction.
- Maximise the opportunities arising from our Technical Excellence College status, using it as a platform to strengthen regional and national reputation, deepen employer and provider partnerships, support innovation in digital curriculum and delivery, and create growth in skills provision aligned to workforce demand.
- Align curriculum planning and investment decisions closely with LSIP priorities, the Gloucestershire Growth Plan and emerging priorities arising from devolution
- Deepen impactful employer partnerships through advisory boards, co design and high quality placements.
- Grow apprenticeships, higher technical qualifications and unitised provision that supports productivity and progression.
- Strengthen strategic stakeholder management and civic partnerships to support devolution, place-based accountability and shared economic and social outcomes.
- Ensure a high quality experience for employers.

How will we judge success?

- Strengthened regional and national reputation, evidenced through partnerships, demand and external recognition.
- Successful delivery of our Technical Excellence College programme, evidenced through stronger partnerships, enhanced reputation, innovation in provision, growth in digital and technology pathways, and clear impact on regional skills development.
- Clear employer endorsement of curriculum relevance through advisory boards and co designed provision.
- Measurable growth in learner numbers and achievement in priority sectors aligned to LSIP and Growth Plan priorities.
- Growth in apprenticeships, higher technical qualifications and progression pathways in priority disciplines.
- Increased employer engagement, satisfaction and repeat activity.



5.4 Objective 4: People and Culture

Objective:

To be an organisation with a strong, inclusive and values-based culture, where staff feel supported, fulfilled and able to grow, and where effective leadership, clear accountability and a meaningful focus on wellbeing combine to drive high performance and continuous improvement.

Context:

Both Ofsted and our recent staff survey recognised our strong, inclusive and values-led culture. The plan period will be defined by significant change, and we will only be successful by nurturing a workforce that is skilled, healthy, engaged, supported by consistent, people-focused leadership and a strong culture. Recruitment challenges in technical areas, high numbers of staff who are new to teaching and sustained pressure from external changes within FE all risk undermining delivery if not addressed systematically. Building organisational resilience is therefore essential, ensuring that culture, leadership and accountability provide the foundations for sustained high performance during a period of change.

We Will:

- Continue to strengthen effective and supportive leadership at all levels.
- Strengthen a high-performance workplace culture that balances high standards and clear expectations with strong levels of support and a focus on belonging.
- Build further workforce capacity, resilience, adaptability and preparedness for change.
- Enhance support for staff wellbeing and proactively increase engagement to maximise job satisfaction, workforce stability, resilience and performance.
- Maximise opportunities for cross-college collaboration, deepening understanding and creating more opportunities for shared good practice and development.
- Continue to deliver a comprehensive professional development programme that enables effective current performance and builds future capacity.
- Continue to improve recruitment, onboarding and retention in shortage subject areas.

How will we judge success?

- Consistently high performance and accountability across teams and departments.
- Consistent levels of high staff engagement across all department areas combined with positive staff feedback in surveys
- Levels of vacancies, and reliance on short term staffing solutions, better than the sector average.
- High and consistent levels of staff retention and positive workplace relations across all departments.
- High uptake of initiatives that support health, wellbeing and engagement and reduce staff absence
- Sustained and successful delivery during periods of change and uncertainty, with minimised detrimental impact on learner and employer experience.



5.5 Objective 5: Resilience, Finances and investment

Objective:

A stable, efficient and resilient organisation, able to invest sustainably in its estates, digital infrastructure and workforce, ensuring long term viability and the capacity to respond to reform and volatility, underpinned by a strong market position and reputation as well as robust finances.

Context:

In the context of sustained real terms funding pressure and increased competition, financial resilience and stability will be both more critical and more challenging. Demographic change, qualification reform and devolution are reshaping learner choice and market dynamics, and this will be compounded as Gloucestershire moves through local government reorganisation and becomes part of a new strategic authority.

To be successful we must maintain stability, protect priority provisions, position our offer and invest selectively in areas that align clearly with strategic priorities. In this environment, financial resilience will depend not only on disciplined cost control and strong financial planning, but also on our ability to diversify and grow income.

At the same time, we will need to continue improving environmental sustainability, and ensure that our estates strategy responds over time to the implications of climate change, including rising temperatures and wider adaptation needs.

We Will:

- Maintain financial sustainability through effective financial management, planning and cash generation.
- Protect and strengthen market position and recruitment during demographic change and rising competition through deliberate positioning and engagement.
- Model and prepare for the impact of devolution
- Develop and grow new and more diverse income streams to strengthen financial resilience, support strategic investment and reduce reliance on traditional funding sources.
- Continue to invest in staffing, estates and digital infrastructure in ways that align clearly to strategic priorities.
- Ensure the estate continues to provide an outstanding learning experience, including continuing to improve the environmental sustainability and resilience of our estate, building on retrofit and decarbonisation investment while planning appropriately for longer-term climate adaptation

How will we judge success?

- Delivery of financial resilience throughout the strategy period including a financially sustainable operating position and continued positive cash generation that supports appropriate strategic investment, and enables pay awards to be made which are competitive against the sector and enable us to recruit and retain the talent we need
- Retain a strong market position which increases our market share during a period of demographic change.
- Robust financial planning and scenario modelling supporting timely decision making and effective management of funding pressures in high needs, adult skills and apprenticeships
- Continued progress in estate sustainability and resilience, including delivery of decarbonisation priorities and appropriate long-term planning for climate adaptation.



5.6 Objective 6: Digital Transformation and Resilience

Objective:

To use emerging digital technologies to accelerate progress towards our wider objectives.

Context:

Digital capability and cyber resilience are now central to educational quality, operational efficiency and organisational assurance. Inconsistent digital practice, weak data quality or cyber vulnerability represent material strategic risks. There are now additional risks associated with our position as a designated Technical Excellence College with a strong cyber offer. Our approach is to be a fast follower of digital innovation.

We Will:

- Utilise our position as a centre for excellence, combining innovation and partnerships from our Digital TEC with strengthened college provision.
- Develop staff digital skills, understanding and confidence for staff through structured programmes appropriate to their roles and reflective of evolving practice in their industrial sectors.
- Continue to strengthen cyber security, resilience and business continuity, including incident readiness, staff awareness and disaster recovery, maintaining external assurance and baseline controls while adapting as threats evolve.
- Use automation to streamline priority business processes, and adopt AI responsibly to improve productivity, quality and impact with clear guidance on academic integrity, bias and data protection.
- Continue to prioritise safeguarding learners digitally.

How will we judge success?

- A digitally capable workforce where all staff have digital skills appropriate to their roles and practice in their industrial sectors, and which allows the college to be a fast follower of digital innovations which support its wider objectives.
- Strong cyber resilience: Recognised external cyber assurance is maintained, with effective prevention, response and recovery from cyber incidents.
- Reliable systems and infrastructure: Core digital systems and infrastructure are resilient, secure and fit for purpose, with minimal disruption to learners and staff.
- Improved efficiency and productivity: Automation and system integration reduce administrative burden and release staff time for learners and employers.
- Clear strategic assurance: Governors receive regular assurance on digital maturity, cyber risk and system readiness, with confidence from external scrutiny.

DigiTEC
DIGITAL & TECHNOLOGIES
TECHNICAL EXCELLENCE COLLEGE
GC

6.0 Our Values

Be Respectful



- To be respectful of self, others, property and environment when at college or representing the college.
- To care for one another, our surroundings and the community.
- To be inclusive of others and everyone; listening, respecting and showing consideration for people's qualities, differences, beliefs and views.
- To create a sense of trust, safety and wellbeing.
- To be non-judgemental and polite. Be friendly, welcoming, supportive and inclusive.
- To demonstrate respect through all forms of communication.

Be Responsible



- To take ownership of our behaviours, attitude and personal development.
- To be responsible and accountable for our own actions and the impact that we have on the College, and wider community.
- To be mindful of the wellbeing of others.
- To consider the way in which we communicate with others, making sure our communications reflect the College Values.

Be Ambitious



- To become the best possible version of ourselves.
- To demonstrate and commit to continuously improving learning and succeeding for yourself, for others and the college.
- To show positive aspirations and determination in our plans and actions.
- To be supportive of everyone and encourage their positive ambitions.
- To provide opportunities for everyone to improve and succeed.
- To be ambitious and aspirational for our learners and one another and celebrate successes.

Be Collaborative



- To work as part of a team or teams, to support each other to contribute to the success of self, others and the GC community.
- To contribute, listen, communicate and work with each other to develop and grow together.
- To work together with purpose to have a positive impact on the College and be responsive to change.
- To be inclusive, encouraging and supportive when working as a team.
- To use effective communication when working together.
- To be a team player, by being reflective, creative and sharing ideas that support improvements.

7.0 Our Partners

We are proud to work with the following partners:

UWE Bristol University of the West of England

hub8

Constructing Excellence South West

BusinessWest

CYNAM

UNIVERSITY OF GLOUCESTERSHIRE

UNIVERSITY OF WOLVERHAMPTON

8.0 Our Campuses



Cheltenham Campus
Princess Elizabeth Way
Cheltenham
GL51 7SJ



Cheltenham Hardwick Campus
St. Paul's Road
Cheltenham
GL50 4BS



Forest of Dean Campus
Northern United Way
Cinderford
GL14 3FF



Gloucester Campus
Llanthony Road
Gloucester
GL2 5JQ

6.0 Notes

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