VISION 2016
PERTH COLLEGE
STRATEGIC PLAN
2007 – 2016

GET MORE

Perth College

Creating the University of the Highlands and Islands

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OUR VISION FOR THE FUTURE

We will be internationally recognised and known for our ambition and achievements.

We will be acknowledged for our inspirational staff and our highly successful learners, who move on to become associated with the best organisations.

We will teach at all levels and across the widest range of learners. We will support our teaching by carrying out international-quality research in specialist subject areas.

Our staff will be leaders in innovative learning, expertly using new technology to develop the workforce of the future.

We will create pride in our environment, and prepare for and anticipate and exceed the needs of all our learners.

A NEW APPROACH

Context

This strategic plan sets out the aims and ambitions we, Perth College UHI, hope to achieve over the next 10 years. We believe that the timeline is both challenging and realistic, and allows us to think purposefully about the future. We have also produced an operational statement which will influence the action we take in the short-term.

Our longer-term strategic aims for the organisation do not sit in a vacuum. We are guided by:

- our partnership with UHI Millennium Institute
- a set of shared values: respect, ambition and integrity.
- the sense of our students as customers – to whom we provide a service which they pay for, and, as a result, are the central focus of the organisation's activities.

We have consulted widely with staff and stakeholders on setting out our vision for the future. This has allowed staff to begin to develop a shared understanding of how changes and developments over the period of this plan will help achieve our vision.

Senior Management Team

In January 2006 the Board of Management reorganised the senior management team at the college by appointing a new principal. The new senior management team is made up of five roles, directing: Curriculum; Communications and Corporate Development; Human Resources and Organisational Development; Resources and Strategic and Financial Planning.

These roles inform five main strategies which contain mission statements and aims that will help us achieve our vision. The aims will be effectively prioritised as objectives at team level, and are included in our three year operational plan to encourage a forward thinking approach.

The aims contained within the main strategies are expressed in general terms and translated into measurable outcomes through the main aims of the operational plan. We will review the aims each year to make sure we are achieving our targets.

Penny Brodie
Chairman

Mandy Exley
Principal

SERVING OUR COMMUNITY

Perth College UHI has a long tradition of working closely with the community as a learning-based institution. Our strategic plan pays special attention to;

- Developing the curriculum
- Learning, teaching and assessment
- Research Employability
- Improving the quality of our teaching

The strategy focuses on the vision in relation to providing learning and teaching that inspires staff and creates highly successful students. It also helps us focus our methods of delivery to ensure we are teaching at all levels and across the widest range of students, and that our teaching is supported by international-quality research. Finally, it encourages us to consider how we will deliver modern and new methods of learning, expertly making best use of new technology and helping develop the workforce of the future.

Key Themes

The strategic plan also takes into account a number of key themes, both local and national, so that we may best serve the wider community of Perth and Kinross, Highland Perthshire and Scotland.

- Widening access
- Strengthening the partnerships between schools and colleges
- Developing young people's skills so they can become independent learners
- Reducing the number of young people aged 16-19 who are not in education, employment or training
- Employing a wide range of learning resources to make the best use of information and communication technology (ICT)
- Improving the quality of our teaching
- Prioritising citizenship and employability
- Providing customer centred services
- Improving learner success
- Providing research led by teaching, and teaching led by research
- Developing links with employers, skills sectors and professional organisations

Learning Points

In order to meet the diverse needs of our locale we want to learn from our experiences and consultations with our community and build this learning into our business over the next ten years. These learning points include:

- Developing a culture where research is led by teaching, to influence modern teaching and show how it can financially benefit all stakeholders
- Working with our partners, both inside and outside our organisation, to develop better knowledge management systems which allow us to analyse and assess our students' experiences and the effect their experience had after they have finished their formal studies
- Continuing to develop a thorough system for improving the quality of our teaching
- Improving our framework for tracking, planning and providing opportunities for student success in its widest sense
- Considering the impact ICT and teaching spaces have on student learning and student success
- Understanding how levels of education and skills development affect student transition
- Improving our partnerships to develop the curriculum in an effective and efficient way that meets economic, social and cultural needs.
- Ensuring that students take advantage of the widest resources possible to develop their independence, skills and involvement with the wider world.
- Creating a culture of research in niche specialities and recognising the actions we need to take to support this.

BUILDING OUR VISION

Consultation Documents

The strategy takes account of information from a number of important documents.

- Scottish Funding Council, 'Learning to Improve: quality approaches for lifelong learning', 2005
- Learning to Work: Implementation Plan 2005
- Learning for All 2006
- Spaces for Learning 2006
- Smart Successful Scotland (Refreshed) 2005
- Changing Lives': Adult Literacy and Numeracy in Scotland 2005
- A Curriculum for Excellence: Progress and Proposals 2006
- 'Life through Learning': strategy update 2006
- 'More Choices, More Chances': a strategy to reduce the proportion of young people not in education, employment or training (NEET)
- SFC Corporate Plan 2006 – 2009

National Data

Our main source of economic analysis is taken from Future Skills Scotland. Regular reports include:

- Scottish Labour Market - annual report, latest 2006
- Labour Market Projections – latest 2004
- Industry profiles – done for and broken down by sector skills councils
- Employer Skills Survey – every two years, latest 2004. Information from this report is used in the industry profiles and also in the Skills in Scotland report
- GRO for Scotland – census information and population projections
- Scottish Neighbourhood Statistics – information on smaller neighbourhoods
- Scottish Index of Multiple Deprivation – categorisation of Scotland into data zones, with level of deprivation calculated for each zone. This can be used, for example, to look at levels of participation in the most deprived areas in Scotland
- NOMIS – official website for national labour market statistics, provides access to a variety of useful datasets
- Sector Skills Development Agency – Skills for Business 2005 – survey of employers

Local Data

We cannot grow globally or nationally without building our foundation locally. For local data, we looked to the following:

- Perth & Kinross Council – Smart Successful Perthshire; Economic Development Strategy, Community Planning theme groups
- Scottish Enterprise Tayside (formally TERC, based at Abertay) – Tayside Economic Review; Tayside Quarterly Economic Bulletin; Monthly Labour Market Statistics; 'Tayside Migrant Labour Population'

DEMOGRAPHICS

The population of Perth & Kinross is estimated at 138,000 with a projected four percent increase by 2016 generated entirely by a rise in the number of over 50-year-olds coming to the area.

Fifty-nine percent of the population works, which is less than Scotland's average. Perth residents who work outside the area drive up average incomes, however the reality is that Perth and Kinross operates on a lower than average wage economy. Substantial migration to the area is owed to Perth's successful tourism sector. This lowers the age profile of the population, but does not improve average incomes.

These population changes will impact full-time recruitment, requiring us to find creative ways to increase market share, like looking to out-of-region recruitment. Growth in the older age groups would suggest more scope for part-time study, either linked to career development, career changing, re-skilling (due to people staying in the workforce longer) or personal development and recreation. The ageing population will also have implications in the economy for health and social care provision.

Economic Context

Manufacturing in Scotland continues to decline. Scotland's economy is service-led, with service industries accounting for over 70 percent of employment (in Perth and Kinross it's 82 percent.) Latest projections suggest that the service sector will have the highest net demand for new employees.

The Perthshire Tourism Partnership has produced a strategy plan to increase this important area of the economy. It concludes that direct employment in tourism accounts for 12 percent of the Perth and Kinross workforce, compared to nine percent nationally.

The Perth and Kinross economy is also dominated by small enterprises with 83 percent of workplaces having fewer than ten employees. However the two percent of companies who employ more than 100 employees account for 33 percent of total employment.

Productivity measures indicate Scotland is two percent below the UK as a whole and also lags behind international competitors. Innovation – through research and development, the introduction of new products and processes and services – is an important driver of productivity and also does not meet the levels of UK and international economies.

STRATEGY ONE

Curriculum

Mission

To be the first college of choice for the widest range of students, where their learning experience is modern and different from other organisations, and which works in partnerships to make students as successful as possible

MAIN AIMS

Aim 1 – Growth

Increase the percentage of students who come from outwith the local catchment area to study at Perth College, and increase the number of local students who choose to come to the College.

Target (to be achieved by 2010)

- To increase by 10 percent the percentage of full-time students from outwith the area (including students from overseas).
- To increase by 200 the number of part-time higher-education students, and by 1,000 the number of part-time further-education students.

Aim 2 – Including everyone

To design and deliver the curriculum and develop partnerships in a way that makes sure we actively involve under-represented groups

Target (to be achieved by 2010)

- To develop and deliver a portfolio which involves under-represented groups and promotes fair access through further education and higher education. In particular, targeting individuals within the areas defined by the Scottish Index of Multiple Deprivation as the most deprived in Scotland (Blairgowrie, Rattray and parts of North Perth).
- To work with Perth and Kinross Council to reduce by 42 percent the percentage of individuals who are categorised as not in education, employment or training.

Aim 3 – Learning and teaching

To develop, deliver and evaluate a learning, teaching and assessment strategy which allows students and staff to be creative, show initiative and make the best use of ICT.

Target (to be achieved by 2010)

- To review and revise all full-time and some part-time programmes to ensure students are encouraged to be creative and demonstrate initiative.
- For all full-time and part-time programmes of study to use ICT effectively in delivering teaching.
- For all higher-education programmes to be at least at level 4, as measured against the 7-Stage Model of Networked Learning.

Aim 4 – Developing the curriculum

To improve how we utilise our stakeholder partnerships inside and outside the organisation to develop the curriculum in an effective and efficient way that meets economic, social and cultural needs.

Target (to be achieved by 2010)

To increase by 20 percent the percentage of programmes aimed at people in employment, in particular Continuing Professional Development for employees within the public sector.

- To increase by 50 percent the number of school pupils benefiting from programmes we deliver.
- Together with local employers, to continue to develop and deliver 'soft' skills and make sure they are part of all our programmes.

Aim 5 – Student success

To support students so they can be successful, motivated, confident, independent and able to express their skills, and understand their value to themselves and society.

Target (to be achieved by 2010)

- To be in the top ten colleges in relation to the qualifications students achieve at both further-education and higher-education levels.
- To put in place extra performance indicators (standards we use to measure performance) which measure the 'distance travelled' in terms of the soft skills developed and value they have added.
- For at least 80 percent of employers who recruit people from the college to say that our students are well prepared in terms of their core skills and employability.

Aim 6 – Improving the quality of our teaching

Through effective planning, to significantly raise the percentage of 'very good' and 'commendable' ratings we get, through our self-assessments, in relation to student experience and achievement, and our educational leadership.

Target (to be achieved by 2010)

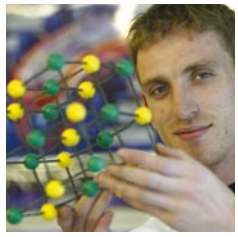
- To increase to 75 percent the percentage of 'very good' assessments we get across the 12 areas of the curriculum, with no area rated at less than 'good'.
- To increase to 75 percent the percentage of 'very good' assessments of student achievement we get across the 12 curriculum areas, with no area rated at less than 'good'.
- To increase to 85 percent the percentage of 'very good' assessments we get across the cross-college elements.
- To make sure at least 90 percent of our students are satisfied with their course and educational experience.

Aim 7 – Research

To be recognised nationally and internationally as a centre for excellence in research that both leads and influences teaching.

Target (to be achieved by 2010)

- To have set up three research centres which are internationally recognised
- To have 15 percent of permanent academic staff actively carrying out research.



STRATEGY TWO

Communications and Business Development

Mission

To show, through our high-profile brand, that we are a distinctive fast-moving, modern and highly supportive education and skills provider. We will build this reputation through developing close partnerships with certain international and UK partners, selected prospective student groups and organisations in key industry sectors.

MAIN AIMS

Aim 1 – Effective Marketing

To actively target potential students through relevant, 'high-impact' marketing.

Target

- To provide evidence by the end of the first year that income has been generated for directorate and commercial courses equivalent to 100 percent of measurable marketing spend – this income proportion rising by 10 percent each year thereafter.

Aim 2 – Student experience

To ensure existing students and past students have a clear sense of loyalty to the college and are prepared to promote the college in a positive way throughout their lives.

Target (to be achieved by 2010)

- To put in place web-based and other communication systems and programmes for past and existing students which positively promote our strengths and differentiation.

Aim 3 – Successful partnerships

To be considered a real business partner with organisations in key industry sectors, and provide Continuous Professional Development and training that show clear benefits to the customer, the college sector and the economy.

Target (to be achieved by 2010)

- To provide a record of knowledge transfer we have carried out in terms of anecdotal, company growth and customer or staff retention which covers at least 50 percent of commercial activity.

Aim 4 – International training

To provide training on campus and in-country in key curriculum areas by using modern technology, practices and courses.

Target (to be achieved by 2010)

- To set up five international training programmes which show: the partnerships we have developed; the development of opportunities and the use of modern technology and which generates at least a 20 percent margin.

Aim 5 – Commercial income

To increase our commercial activity (AST, BDC, International, Directorates, Nursery), and reduce our dependency on grant funding.

Target (to be achieved by 2010)

- To increase the income we make from commercial activity from £3 million in 2006/07 to £4.5 million in 2009/2010 (a growth of 50 percent), and achieve a static WSUMS of 4,600.
- To increase the contribution of commercial activity (not including grant-funded activity) from £380,000 in 2006/07 to £1 million in 2009/10 with a 40 percent gross margin.
- **Aim 6 – One College**

To use effective internal communication to create excitement and motivation for the future of the organisation, and to encourage a 'one college' culture.

Target (to be achieved by 2010)

- To increase morale and people's belief in the 'one college' idea so that 75 percent of college staff responding through the independent staff surveys strongly promote the idea.

Aim 7 – Student Support

To have such a strong reputation for student support services across the organisation that it proves to be a unique selling point that attracts students to the college.

Target (to be achieved by 2010)

- To improve by 15 percent each year the scores on the support questions in the student surveys.

STRATEGY THREE

Human Resources and Organisational Development

Mission

To attract, retain and develop high-quality and creative staff, to meet students' constantly changing educational needs and aims and create a culture of excellence.

MAIN AIMS

Aim 1 – Organisational Development

To produce an organisational development strategy that will set out the future culture, structure and jobs in Perth College.

Target (to be achieved by 2010)

- To identify the number of teams (and team coaches) we need to deliver our strategic plan by December 2007.
- For all team coaches to have received at least two days' training in effective team coaching by August 2008.
- For all team members to have received at least one day's training in successful team working by December 2008.
- To have assessed team-based working by March 2009.

Aim 2 – Management and leadership

To develop and put in place a management and leadership development programme to give college managers the skills and confidence they need to lead and coach teams.

Target (to be achieved by 2010)

For all college managers to have taken part in appropriate training and learning, and successfully shown that they have the level of skills set out in the national occupational standards, and been measured and assessed through professional reviews and staff feedback.

Aim 3 – Professional Development

To develop and put in place a learning and development strategy which meets both our needs, and the needs of individuals, to become a centre of excellence.

Target (to be achieved by 2010)

For all academic, professional and support staff to:

- take part in at least five days of learning and development activity each year;
- update their industry experience at least every three years where appropriate;
- take part in research and publish papers; or
- contribute to conferences at least every two years where appropriate; and
- demonstrate how learning and development activity has contributed to excellent rates for the number of students we have kept and their level of achievement.

Aim 4 – Qualifications

To develop a qualifications strategy for staff that meets industry and best-practice standards.

Target (to be achieved by 2010)

- For 90 percent of permanent academic staff to have a relevant professional and teaching qualification by August 2009.
- For 30 percent of managers to have a management qualification of level 4 or above by August 2010.
- For 30 percent of support staff to have at least a level-3 qualification by August 2010.

STRATEGY THREE CONT.

Human Resources and Organisational Development

Aim 5 – Reward and Recognition

To develop and put in place a reward and recognition strategy that is flexible and fair, and rewards excellence and success.

Target (to be achieved by 2010)

- To put a revised academic contract in place by August 2008 to bring together a single set of terms and conditions of employment across the college.
- To set, by August 2009, a framework of performance, conditions and measurements for salary increases for staff whose salaries currently increase automatically each year.
- To provide flexible benefits to all staff by 2010.

Aim 6 – Diversity

To develop and put in place policies and practices that provide a positive foundation for a diverse (varied) workforce and make sure we work within the law.

Target (to be achieved by 2010)

To keep to diversity regulations and gain the Disability Symbol by June 2008.

Aim 7 – Community

To develop a shared services model for delivering human resources across UHI partners.

Target (to be achieved by 2010)

To provide a human resources shared service to four academic partners by 2010.

Aim 8 – Employer of choice

To be an employer of choice with modern human resources practices that make Perth College a place where people want to do great work

Target (to be achieved by 2010)

To develop modern human resources practices that meet the needs of the College & individuals, are considered as best practice and are shared across UHI partners.

The above aims reflect the UHI Strategy 2006-2008 in relation to:

- developing the academic and professional profiles of all staff;
- promoting a culture of high-quality teaching, scholarship, research, leadership, management, administration, technical and support services;
- making sure staff development activities support and add value to other policies and strategies;
- promoting a culture of diversity (valuing people's differences) and equal opportunities; and
- focusing staff development to meet the needs of an ambitious university.

STRATEGY FOUR

Resources

Mission

To raise the bar! After using the college facilities, staff, students and visitors should want to come back.

MAIN AIMS

Aim 1 – Accommodation

To provide a solution to the lack of residential accommodation for students.

Target (to be achieved by 2010)

To provide the first student properties during 2008 and 2009

Aim 2 – Learning spaces

To provide flexible and well-equipped learning spaces suitable for supporting students at all levels.

Target (to be achieved by 2010)

By 2008, to carry out a trial for a 'new generation' IT learning space within the Brahan Building. We will monitor and gather feedback on how it is used and build it into an ongoing programme between 2008 and 2010.

Aim 3 – Improved resources

To identify the campus, ICT, health and safety and procurement requirements to support how we deliver the strategic plan.

Targets (to be achieved by 2010)

- To develop and deliver a campus master plan by August 2007.
- To develop and deliver an estates strategy by August 2008.
- To develop and deliver a co-ordinated resources strategy by October 2008.

Aim 4 – Catering

To change the way catering is provided on campus.

Targets (to be achieved by 2010)

To develop and carry out a new catering strategy by August 2008.

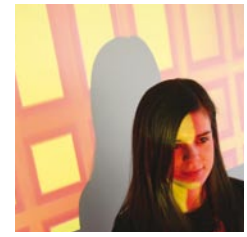
- To make the catering more varied and move away from 'institutional style' catering by introducing learning cafes and bistro services and reducing the number of 'hot-counter' services by 2009.
- To aim to break even financially by 2009 and begin making a profit of £10,000 in 2010 (with the profit growing by £10,000 each year after that).
- To change the nature of the catering service to include more work placements for students by 2009.

Aim 5 – Student association

To improve the student facilities.

Targets (to be achieved by 2010)

- To bring student support activities together within the Webster Building and focus on moving the Centre of Mountain Studies and the International School from the Webster Building.
- To examine the potential of developing community leisure and fitness facilities at the Webster Building, widening the choice of facilities available for students.
- To introduce catering facilities into the Webster Building by 2008.
- To explore 'new uses' to improve the range of services available to students.
- To explore the property and the issues associated with giving the student association more independence and control over its own affairs by December 2008.



STRATEGY FOUR CONT.

Resources

Aim 6 – WiFi

To identify the ICT WiFi network services needed to help deliver a college 'without wires and without walls'.

Aim 7 – ICT

To identify improvements in the ICT systems needed to support how we deliver the strategic plan.

Aim 8 – Preparing for Growth

To identify the accommodation needed for the 200 extra part-time higher-education students and 1000 part-time further-education students expected by 2010.

Targets (to be achieved by 2010)

To review, by August 2008, accommodation requirements to support extra growth, taking account of developments in flexible learning.

- To develop an accommodation strategy by December 2008.
- To carry out a planned programme to deliver accommodation that matches our extra income we have made.

Aim 9 – Redevelopment

To develop and plan for the first significant phase of redevelopment at Crieff Road (beyond the student accommodation). This includes:

- disposing of the parts of Goodlyburn we no longer need;
- relocating construction vocational courses in Brahan; and
- relocating hospitality courses and the Brahan Refectory within a new building at the front of the Brahan Building.

Targets (to be achieved by 2010)

- To develop a disposal strategy for Goodlyburn by August 2008.
- To advertise the land we no longer need at Goodlyburn by December 2008.
- To develop a strategy to support the redevelopment, identifying an accommodation brief, development costs and an outline of the design and development and delivery programme by December 2008.
- To support fund-raising to meet any gaps in our funding by 2009.
- To begin moving services from Goodlyburn in 2009 and 2010.
- To start the new building in 2009 and 2010.

STRATEGY FIVE

Finances and Management Information

Mission

To lead, direct and support management decision-making by providing sound financial advice and excellent information for comparing levels of performance with the past and that of others. This will make sure that our organisation's activities thrive in a financially sustainable way, in line with our opportunity and risk appetite.

MAIN AIMS

Aim 1 – Financial Security

To make sure our organisation is financially secure and agile over the long-term by managing our resources in a way that allows us to achieve our strategic aims.

Targets (to be achieved by 2010)

- To support the achievement of increasing the operating surplus that we make over the planning period, aiming for a yearly target of at least 2 percent of turnover.
- Continuing to meet the funded targets for further education and higher education.
- A 40 percent financial contribution of non-grant in aid funded activity including UK commercial income and developing international business.
- Provide effective management information (financial planning, target setting, ongoing monitoring, reviews and controls.)
- Put in place a costing and pricing policy by October 2007, which takes account of market opportunities and supports how we will increase commercial surpluses.

Aim 2-Strategic budgets

To make sure that we have the productive capacity to meet current aims by setting yearly budgets informed by our strategic priorities, actively monitoring our financial and non-financial performance and having effective control over the money we generate and spend.

Targets (to be achieved by 2010)

- To refine the budget-setting process each year to give staff more responsibility and flexibility over how they manage resources.
- To give staff the skills to better understand and influence our financial position by providing well-tailored training in interpreting information as a compulsory part of the management and leadership development programme.
- To develop (between 2007 and 2008) and put in place (between 2008 and 2010) a balanced-scorecard system for monitoring performance, allowing staff to enter and access management information electronically. We will make sure that staff at all levels trust and support the information system, and find it meaningful and helpful in achieving their aims.
- To develop (between 2007 and 2008) and put in place (between 2009 and 2010) a unit-costing system as part of the balanced-scorecard at course level to help assess and make decisions about the curriculum.

Aim 3 – Investment

To fund development and investment throughout the college.

Targets (to be achieved by 2010)

To make sure we establish a financially realistic estates strategy during 2007 and 2008 by developing an outline capital investment plan over the 10-year life of the strategy. We will review this plan each year.

Aim 4 – Risk management

To assess strategic alternatives and manage risk.

Target (to be achieved by 2010)

To identify and deal with any risk or barriers to opportunity, by making sure managers review, action plan and report.

Aim 5 – Financial advice

To provide professional financial advice that benefits our business interests in a sustainable way, while taking account of the SFC definition of financial security.

Target (to be achieved by 2010)

To set a target score of 85 for our performance in overall financial security – as worked out using the measures in the current SFC model – and make sure that actual performance is maintained at this level.

Aim 6 – Information management

To innovate and lead within the UHI partnership and with others in developing the SITS student database systems as effective, state-of-the-art management information systems that both students and staff use.

Target (to be achieved by 2010)

- To provide training for partners and develop a shared service within UHI with Moray and Inverness Colleges by 2008.

RISKS AND OPPORTUNITIES

The board and the senior management team carried out an analysis of strategic opportunities and possible risk. We identified both strengths and risks by considering internal, external and environmental factors. The full analysis is available from Liz Jeffress in the Principal's office.

We analysed risk under a number of main headings, which also helped to identify possible opportunities based on the risk appetite. We have identified the main categories of strategic **risks** as follows:

- UHI and a university title
- Growth and student numbers
- International developments
- Our corporate identity and reputation
- Resources – buildings
- Resources – students and staff
- Products and markets
- Corporate infrastructure

Additionally, we identified our main areas of **strengths** as follows (in order of priority):

- Breadth of offer/Wide range of courses on offer
- Location
- International infrastructure/Expertise in international markets
- Our staff
- Our management team

Important parts of the curriculum, such as aeronautical engineering, mountain studies and associated areas, hospitality and the AST product.

To turn these strengths and risks into **opportunities**, we carried out an analysis of probability and effect, taking into account how we might be able to develop these strengths during the period of the plan. In considering risk, the plan takes into account business continuity planning and emergency planning.

The analysis revealed five main areas of opportunity:

- Accommodation and improving the campus.
- Developing international business in India and the Middle East for Perth College UHI and AST.
- Developing our own workforce and improving CPD.
- Achieving a university title.
- Promoting the higher-education portfolio to EU students and part-time portfolio to employers.
- Diversifying UK commercial income in niche markets

MONITORING PERFORMANCE

We will monitor how we measure our performance against plans and main performance indicators, including analysing trends and benchmarking (comparing our performance with other colleges.) We will report on this monitoring by using a balanced-scorecard approach.

The perspectives we use in this approach will link to the strategic aims and give as complete a view of our performance as possible. We will report on our performance by using financial and non-financial measures.

The balanced scorecard

The balanced scorecard was developed by Robert Kaplan and David Norton of the Harvard Business School in a series of papers in the early 1990s. They developed the scorecard in response to their concerns about traditional methods of measuring an organisation's success, which they felt focused too much on financial measures. Kaplan and Norton's balanced scorecard is made up of a series of performance measures combining both financial and non-financial measures, and grouped under four perspectives.

- Learning and growth perspective
- Customer perspective
- Business process perspective
- Financial perspective

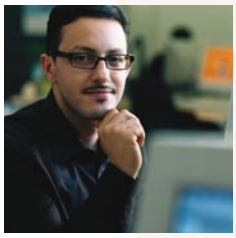
The scorecard aims to be genuinely balanced and includes in its measures 'a complete description of what one needs to know about the business.' The scorecard is also balanced through recognising:

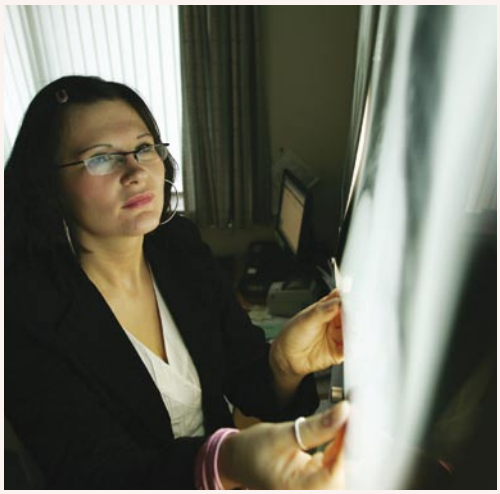
- the time dimension of the four perspectives;
- both internal and external aspects of the business; and
- cause-and-effect assumptions.

We will begin using a balanced scorecard containing a number of main indicators. These are under four headings: organisational development perspective, financial perspective, customer and stakeholder perspective, and internal business perspective.

We chose the indicators to try to reflect the range of our activities, and have linked them to our strategic plan. The indicators are based on a mix of external and internal information. They include measures to show where we want to make changes to the organisation and to behaviour.

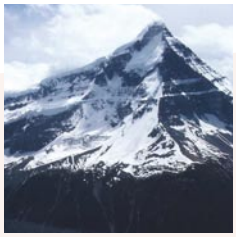
As we update information during the period we develop this plan, we will add it to the scorecard for that year. At the end of each year, we will keep a permanent record of our scorecards.





Balanced scorecard – Indicators for Perth College

Financial perspective	Strategic plan reference	Internal business perspective	Strategic plan reference
Operating surplus or deficit as a percentage of total income Current assets to current liabilities Days of cash to total spending Recurrent grant as a percentage of total income - dependency on government funding Payroll-to-income ratio Financial health score - SFC Unit cost for every WSUM WSUM for every FTE teaching staff Percentage and value of income from commercial activities Value of commercial income contribution Percentage of income from international activities Percentage of income to support research Level of development trust income	Main messages 3,4 Main measures 2,5 Strategic aim 4	Shared services model for human resources across UHI partners Shared services model for MIS across UHI partners Diversity compliance and achievement of Disability Symbol Creating student accommodation Putting the campus master plan in place Total property costs as a percentage of total income Total income a square metre of gross internal area Percentage of learning spaces with IT facilities Number of full-time students for every open-access IT station Percentage of the curriculum that is networked or online (or both)	Main messages 1,4,5 Main measures 3,4,5 Strategic aim 2,3,4
Organisational development perspective	**Strategic plan reference**	**Customer and stakeholder perspective**	**Strategic plan reference**
Percentage of full-time students as a percentage of the total population Increase in the number of part-time students Including ICT within the curriculum Percentage of programmes aimed at people in employment Number of active research areas Percentage of staff actively carrying out research Level of Knowledge Triangle carried out Levels of staff satisfaction Number of CPD events for each member of FTE staff Industrial updating carried out by staff	Main messages 1,2,3,5 Main measures 3,4 Strategic aims 1,2,4	Percentage of students from under-represented groups Percentage of NEET students in Perth and Kinross Percentage of international students Number of school pupils involved in vocational learning through partnerships Percentage of students achieving a full qualification Number of funded scholarships Level of customer satisfaction Percentage of students satisfied with the support they receive Growth in number of registered alumni	Main messages 1,2,3 Main measures 1,2,3 Strategic aims 1,2,3



Goals for 2016

Key Message

- To be a learning organisation.
- To make a greater contribution to economic success and business development.
- To grow.
- To be organisationally agile to meet this growth.
- To keep things simple.

Key Measures

- In the top ten establishments in the sector for customer success and satisfaction.
- Increased commercial and international income.
- Achievement of university title.
- Improved flexible remuneration for staff which exceeds the market average.
- Increased financial security with a minimum of two per cent of turnover as operating surplus.

Strategic Aims

We have been working to deliver four main strategic aims which help us deliver our main messages and measures. These messages and measures, plus the strategic aims, provide the framework for developing five main strategies that will help us achieve our vision.

Strategic aim 1

To provide students at all levels with an excellent standard of learning opportunities in ways that make sure students are as successful as possible.

Strategic aim 2

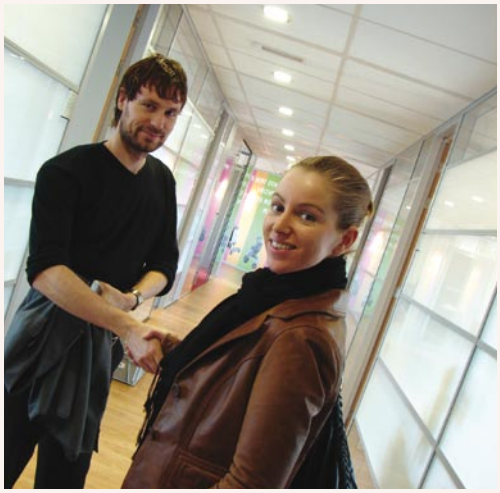
To make our curriculum and services flexible, relevant, up-to-date and easily and equally accessible to a full range of students and employers.

Strategic aim 3

To help the communities we serve develop economically, socially and culturally, and work with partners and other stakeholders to achieve this.

Strategic aim 4

To make the best use of all resources – including our staff, finances and property – to maximise income and improve our financial security.



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Key Funders and Stakeholders

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Scotland's Colleges

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