

# Strategic Development Committee

## Agenda

**Meeting reference:** Strategic Development 2022-23/01  
**Date:** Wednesday 21 September at 5.00pm  
**Location:** Boardroom (Braham Room 019)  
**Purpose:** Scheduled meeting

\*Denotes items for discussion/approval.

Members should contact the Clerk in advance of the meeting if they wish to request an item be starred.

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on: 16 May 2022		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	<b>Items for Discussion</b>			
*6.1	Option & Risk Appraisal arising from Extraordinary Board Meeting, 5 <sup>th</sup> September 2022 <ul style="list-style-type: none"> <li>• Paper 2: Executive Summary</li> <li>• Paper 3: Revitalisation Programme</li> <li>• Paper 4: Financial Comment</li> <li>• Paper 5: SWOT Analysis</li> <li>• Paper 6: Areas for Negotiation</li> </ul>	SMT	Principal	Paper 2 Paper 3 Paper 4 Paper 5 Paper 6
6.2	Delivering the College Strategy - update	SMT	Depute Principal	Paper 7
6.3	KPI Prioritisation - update	Depute Principal	Depute Principal	Verbal
7	<b>Date and time of next meeting:</b> <ul style="list-style-type: none"> <li>• Monday 05 December 2022</li> </ul>		Clerk	
8	<b>Review of Meeting</b> (Committee to review Terms of Reference, and to ensure all competent business has been covered)		Clerk	Paper 8

# Strategic Development Committee

## DRAFT Minutes

**Meeting reference:** SDC 2021-22/04

**Date:** Monday 16 May 2022

**Location:** Room 019/Online

**Members present:** Katrina Hodgson, Board Member (Vice Chair)  
Michael Buchanan, Board Member  
Heather Cormack, Board Member (from Item 6.1)  
Jenny Hamilton, Board Member (until Item 6.1)  
Margaret Cook, Principal  
Todor Pavlov-Kennedy, Student Board Member

**In attendance:** Lorenz Cairns, Depute Principal  
Veronica Lynch, Vice Principal  
Iain Wishart, Director of Finance  
Catherine Etri, Associate Principal  
Ian McCartney, Clerk to the Board

**Apologies:** Andrew Comrie, Board Member (Chair)  
Sheena Devlin, Board Member  
Rebecca Wallace, HISA Perth VPEE  
John Dare, Staff Board Member

**Chair:** **Katrina Hodgson** (on behalf of Andrew Comrie)

**Minute Taker:** Ian McCartney

**Quorum:** 3

**Minutes:**

Item		Action
1.	<p><b>Welcome and Apologies</b></p> <p>Meeting was advised that Chair of SDC was unable to attend, therefore the Vice Chair would be chairing the meeting.</p>	
2.	<p><b>Additions to the Agenda</b></p> <p>Committee was advised that Vice Principal had prepared an “elevator pitch” presentation around the commercial elements of the Strategic Plan and it was requested that this be shown at an appropriate stage in proceedings. This was <b>AGREED</b>.</p>	
3.	<p><b>Declaration of Interest in any Agenda Item</b></p> <p>None.</p>	
4.	<p><b>Minutes of Meeting held on 27 January 2022</b></p> <p>Aside from a minor typographical error, the minutes were agreed as being an accurate record of the meeting.</p>	
5.	<p><b>Matters Arising from Previous Minutes</b></p> <p><b>Actions outstanding from prior meetings – 02 November 2021</b></p> <p><u>Item 6.3 – Commercial/Non-Core Business Strategy</u>  <b>Action 1:</b> Provide diagrammatic representation of framework  <b>Action Update:</b> Complete</p> <p><b>Action 3:</b> Provide further report on Commercial activity following College Strategy approval  <b>Action Update:</b> Deferred to next meeting as Strategy not yet approved.</p> <p><u>Item 6.5 – Development Trust</u>  <b>Action:</b> Provide Committee with more information including presentation by representative of Trust  <b>Action Update:</b> Not complete, defer to next meeting</p>	<p>Vice Principal</p> <p>Principal</p>

<b>6</b>	<b>Items for Discussion</b>	
<b>6.1 &amp; 6.2</b>	<p data-bbox="268 208 715 275"><b>College Strategy Areas for Further Discussion</b></p> <p data-bbox="268 315 1262 456">Principal introduced Paper 2, being the latest iteration of the Strategic Plan, noting that the planning process is nearing its conclusion, and that some contradictory suggestions raised during the last round of consultations had not been included.</p> <p data-bbox="268 497 1262 607">Principal referred to Risk Appetite session at last Board Development day, and noted that KPIs presented included options as had been requested at this session.</p> <p data-bbox="268 647 1246 788">Principal concluded introduction by noting the operational planning was not in scope for discussion during this meeting as the focus was purely on strategy and KPIs; an Operational Plan and Budget will come to a future Board for approval.</p> <p data-bbox="268 828 1254 1081">Principal further noted that, following this meeting, Finance &amp; Resources Committee will also scrutinise the Plan to look at potential financial and resource implications, after which the Plan will be submitted for approval at the Board of Management meeting scheduled for 16<sup>th</sup> June 2022. Vice Chair advised Committee that “strong approval” was being sought for the Plan to go in front of the Board.</p> <p data-bbox="268 1122 1259 1263">Principal advised that SMT members will present those KPIs in their areas of responsibility. Board Member noted that a number of KPIs listed may be a better fit within the Operational Plan as they are more basic performance indicators.</p> <p data-bbox="268 1303 1262 1630">Board Member queried whether One UHI proposal should be referenced within Plan. Principal noted that the proposals are referred to more broadly within document as One UHI is still an evolving proposal and is not referenced within the UHI Strategy. Board Member expressed surprise that document does not make more direct reference to UHI despite UHI being the College’s biggest partner. Principal noted that there is a high level of collaboration around Teaching &amp; Learning and that the Plan seeks to look to maximise benefits received from within the Partnership.</p> <p data-bbox="268 1671 1241 1924">Vice Chair noted that degree of stakeholder input would explain why focus is predominantly on Perth College rather than UHI, however a change in language to clarify that Perth College wishes to lead by example and provide influence would be useful. Board Member suggested that what Perth College seeks to do in reference to the Partnership over the next 5 years needs to be made clearer, for example in relationship to an increased focus on regions.</p>	





	<p><b>C) Partnerships &amp; Collaboration</b></p> <p><u>Objective 1 - Relationships</u></p> <p>No issues raised.</p> <p><u>Objective 2 – Commercial Enterprise and Innovation</u></p> <p>Board Member queried whether Underpinning KPIs consider non-SFC income. Vice Principal noted that these were included as increasing by 2-3% each year.</p> <p><b>D) Sustainability</b></p> <p><u>Objective 1</u></p> <p>Vice Chair queried whether KPI is more about accuracy, trust and deliverability to allow business decisions to be made, rather than about the number of forecasts produced. Director of Finance <b>agreed</b> that wording should be amended accordingly.</p> <p><u>Objective 2</u></p> <p>Director of Finance noted that College needs to learn to do more with the same.</p> <p><u>Objective 3</u></p> <p>Vice Chair suggested that Aligned KPIs should be promoted to Strategic KPIs to make these more impactful. Vice Principal noted that the Scottish Government had issued a Net Zero target for the Sector, but tis will not be funded.</p> <p>Principal thanked Committee for their input and noted that SMT will separate out Board and operation-level KPIs for greater clarity of what was due to be monitored by Board.</p> <p>Principal noted that Committee had ran out of time to make selections from within each KPI, so suggested that SMT make recommendations to Board. This was <b>agreed</b>.</p> <p>To conclude the meeting, the Vice Principal presented an “Elevator Pitch”. Positive feedback was received for the Pitch, and Vice Principal offered to replicate this approach for all key stakeholder groups.</p>	<p>Director of Finance</p> <p>SMT</p> <p>SMT</p> <p>Vice Principal</p>
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7	<p><b>Date and time of next meeting:</b></p> <ul style="list-style-type: none"> <li>• tbc</li> </ul> <p>Clerk noted that the timetable for Board and Standing Committee meetings 2022-23 would be tabled to the final Board Meeting of the year on June 16 2022.</p>	
8	<p><b>Review of Meeting</b></p> <p>Committee confirmed the business of the meeting had been compliant with its Terms of Reference.</p>	

Information recorded in College minutes are subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Notes taken to help record minutes are also subject to Freedom of Information requests, and should be destroyed as soon as minutes are approved.

**Status of Minutes – Open**

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 2018. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1998?      **Yes**       **No**



# **Paper 2**

## **Executive Summary & Discussion Paper**

**Perth College UHI Strategic Development Committee, 21 September 2022**

**Executive Summary & Discussion Paper – Structural Options & Points for Negotiation**

**Introduction**

Over the years there have been many discussions on and assertions relating to the place of Perth in the university partnership. Given the current position both with Perth and the wider partnership in relation to sustainability and the recognised need for significant change, this is a logical time to have a more formal discussion on this issue.

An options paper (**Paper 4**) was developed to facilitate discussion by this committee and came from a session that SMT had on 5 September. The Board of Management also met that day with the Chair of the University Court to discuss his paper titled UHI2024 (**Paper 2**). This is the document which has been crafted after two face-to-face sessions of all partnership Chairs and Principals along with some members of the Executive Office (EO) senior team. The intention of the UHI2024 paper is a 'reset' of the university partnership which will facilitate the change which all parties recognise is required. The Chair of Court requested that Perth play a full part in this process and set aside any consideration of structural change during this 2-year period.

**Paper 3** is the paper created by the Vice Principal Operations titled Nairn 2 Financial Comment, this paper is an extremely useful context paper but there was no opportunity to discuss it at the Board meeting

The following is an extract from the draft minute of the Board of Management meeting of 5 September 2022:

It was **AGREED** that SMT present information to Strategic Development Committee regarding options available and potential red lines. An additional Board meeting will be convened in around four weeks with the intention of reaching a decision on next steps.

**Options for Structural Change**

SMT considered three options/scenarios for structural change.

- Scenario 1 – remain in UHI and continue to work on improving the partnership
- Scenario 2 – leave UHI and be a stand alone college retaining our HE numbers
- Leave UHI and create a Tayside FE/HE formalised collaboration

**Risk Management**

SMT in its discussions recognised that any/all of the scenarios carry a significant element of risk and one of the primary considerations of the committee should be the potential risks associated with the scenarios and appetite for risk that the Board is likely to have given its previous consideration of risk.

**Potential Red Lines/Areas of Compromise**

Clearly in all of our discussions our focus must be on the impact of our actions/decisions on our student experience whilst benefitting both Perth and the communities we serve.

In considering whether we should engage with the UHI2024 reset the Board have asked that the Committee consider what we, as a college, need for our students and our sustainability by identifying our red lines and the areas where we feel that compromises could be made.

**Paper 5** lays out the areas of the programme and an attempt by SMT to identify the areas where compromise is possible/ not possible i.e., our negotiation points (red lines). This document is for discussion by the Committee.

### **Conclusion/recommendation**

In undertaking this work, the College SMT have identified areas for discussion and would encourage constructive challenge to our work and the views we have expressed.

In terms of a recommendation to the Committee **SMT would recommend that Perth remains in the UHI Partnership and actively contributes to the UHI2024 process for a period of 2 years should we receive reassurance that our negotiation points (red lines) would be respected.**

It is likely that all academic partners and EO will also be expressing their areas where compromise is possible and where it is not, therefore we will be in line through this approach.

# **Paper 3**

## **UHI Revitalisation Programme (UHI2024)**

## UHI2024

**UHI 2024 will see a series of time-bound strategic initiatives implemented by the UHI partnership, working together to reduce expenditure, increase and diversify income, simplify its governing structures and develop and implement a 5-year vision**

### Background

Despite many successes over the years in its core academic business, the current UHI partnership model is financially unstable, with overly complex governance and a 30-year debate over the role of Executive Office and partners.

As the UHI partnership has evolved over time the formal responsibilities of the University have grown. It was established as a higher education institution in 2002, and a university in 2011 with taught and, ultimately, research degree awarding powers; it has taken on teaching responsibility for some areas of the HE curriculum, and it has become the Regional Strategic Body for further education in the Highlands and Islands region. These milestones have changed the statutory and regulatory responsibilities that the University holds but little has changed in the way the partnership is structured and how the different organisations within the partnership discharge their responsibilities. With recent, and continuing falls in student numbers, and the sector wide squeeze on funding, significant savings and alternative income sources will be required if the organisation is to be sustainable.

The current drivers for change are primarily financial but also reflect a long-standing debate over structure, and in particular the balance between the centre and the partners. In addition, the Government has stated that the pace of reform in multi-college regions needs to quicken.

This paper sets out a response to this situation, an ambitious programme of radical strategic change initiatives across the whole of UHI. This follows two events in the summer of 2022 which were attended by all academic partner Chairs and Principals, together with the Vice Chancellor and Principal of UHI, members of the University's senior executive team, HISA, the Chair of the University Court and representative Court members.

The core purpose of these actions is to generate financial sustainability through a more integrated and connected university, supported by simplified governance arrangements and strong devolved decision making to a local level. Taken together UHI2024 is a fundamental reshaping and improvement of how we work as a partnership which will resolve several longstanding issues and barriers as well as creating a range of new opportunities.

The following seven **strategic change initiatives** were agreed by those in attendance at the Partnership Conference on 23<sup>rd</sup> August 2022.

	<b>Strategic Outcome</b>	<b>Committed Action</b>
1	<p>Establish a partner-wide cohesive and cost-efficient tertiary curriculum which maximises student recruitment.</p>	<ul style="list-style-type: none"> <li>a) Utilising data provided by all academic partners, carry out a comprehensive tertiary curriculum mapping exercise across all partners to establish what is being delivered by whom, to where, and establish the economics of this.</li> <li>b) Agree a tertiary curriculum growth strategy and use this to determine new individual programmes of study which will optimise student recruitment.</li> <li>c) Confirm a partnership wide approach to determining arrangements for programme discontinuation, especially where these are deemed to be uneconomic.</li> </ul>
2	<p>Establish clear recommendations on which shared services should be established to run across the whole academic partnership.</p> <p>Progress a clear implementation plan based for the creation of partnership wide shared services.</p>	<ul style="list-style-type: none"> <li>a) Carry out a review of all non-teaching costs (purpose and structure) including a comparison against external benchmarks.</li> <li>b) Use this review to work-up costed models which demonstrate efficiency gains through the creation of a range of shared services across the academic partnership, to include for example registry a common finance system, and human resources.</li> <li>c) Within (b) the development of a fully integrated marketing and recruitment shared service is deemed to be a priority for development</li> </ul>
3	<p>Establish a more focused Executive Office based on stakeholder need</p>	<ul style="list-style-type: none"> <li>a) Conduct a stakeholder focused review of partnership services provided by EO based on need in order to determine areas of activity that are required for regulatory purposes (must haves), what is highly desirable and what is less so. This work will include cost/benefit/ and value and gap analysis.</li> </ul>

		<ul style="list-style-type: none"> <li>b) Determine and progress actions in relation to the outcomes of the review, including the establishment of SLAs for in-scope Executive Office services.</li> </ul>
<b>4</b>	Create more simplified governance structures, enhanced clarity of where accountability lies, enhanced clarity of where the points of decision are, and a clear understanding of roles and responsibilities.	<ul style="list-style-type: none"> <li>a) Implement a project to review the governance structure.</li> <li>b) Secure clear and comprehensive understanding across the partnership about the roles and responsibilities of different elements of the governance structure, including accountabilities, decision making protocols and protocols to ensure agreed actions are progressed in a timeous manner.</li> </ul>
<b>5</b>	Enhance partnership working at governance level, improve transparency of decisions, and secure joined up decision making	<ul style="list-style-type: none"> <li>a) Explore the potential for EO executive staff to attend academic partner boards and for widening partner involvement in UHI Court in order to enhance a sense of collaboration and common purpose across the partnership.</li> </ul>
<b>6</b>	Enhance the staff experience, and enhance a culture of partnership	<ul style="list-style-type: none"> <li>a) Establish a partnership wide people and culture strategy</li> <li>b) Secure enhanced standardisation of people practices, including in areas such as staff development, workload allocation models, HR policies and guidelines.</li> </ul> <p>(action aligns with action 2 above)</p>
<b>7</b>	Commence a review of vision and strategy for the partnership across a 5-year period	<ul style="list-style-type: none"> <li>a) Review the vision and strategy for the partnership for next 5 years, based on a thorough analysis of the external environment, regionally, nationally, and internationally</li> <li>b) Use this review to underpin the development of the University's next strategic plan and to drive planning, investment and positioning decisions.</li> </ul>

Each of the strategic change initiatives will be led by a member of senior staff identified from across our partnership (defined as including UHI academic partners and staff employed by the university directly). Through University Court, Academic Partner Boards and Partnership Council, the whole partnership will be involved in supporting and facilitating each strategic change initiative.

The University Court, the Regional Strategy Committee, and academic partner boards, will receive regular high level monitoring reports about the progress of the strategic plans. The University Court will be the ultimate owner of these reports.

All strategic change initiatives will have clearly articulated project plans and defined financial (where appropriate) and non-financial targets and outcomes. Where appropriate reviews will be based on a zero-assessment method and will be underpinned by robust data, collected from academic partners and the University, and using external data where appropriate.

All strategic change initiatives will be prioritised, underpinned by a project plan, and will be completed by December 2024 – hence UHI 2024 - whilst a number will be completed significantly earlier. All plans will be launched by 15th January 2023, and detailed project plans will be completed by December 24<sup>th</sup> 2022.

The programme of strategic change initiatives does not include, but aligns with, other significant change in UHI, including the potential for further mergers of academic partners, and the commitment to ensure that Executive Office, and indeed the wider partnership, is financially sustainable. It is recognised that the specialist academic partners, Highland Theological College, SAMS and Sabhal Mòr Ostaig may iterate with some of the strategic change initiatives in ways that reflect their constitutional status.

### **Next Steps**

- A lead for each strategic change initiative will be identified, drawn from across the partnership will be identified (by 14<sup>th</sup> October)
- University Court will secure a senior appointment to support and monitor the progress of the strategic change initiatives (by 30<sup>th</sup> October)
- A small 'task and finish group' will be established to oversee progress and report to each meeting of the Partnership Council and Court. (by 30<sup>th</sup> November 2022). Membership will include the strategic change initiative lead, two members of the EO leadership team, two partner representatives, and a member of Court. It will be joined as required by those leading the workstreams.
- Each lead will oversee the working up, and approval, of a detailed project plan, specifically including targets, actions and dates for delivery (by 24<sup>th</sup> December). Most of the strategic change initiatives will be delivered well within the two-year period ending 31<sup>st</sup> December 2022.
- The work on each of the strategic change initiatives will begin no later than 1<sup>st</sup> January 2023.



# **Paper 4**

## **Nairn2 Financial Comment**

# Nairn 2

## Financial Comment



## Contents

- UHI Federal +
- EO
- Sector Outlook

**UHI Federal +**

When reviewing the “Federal +” appendix in the Nairn 2 paper, there are a few important comments/considerations to keep in mind:

- Monies spent on “direct teaching/academic costs”.
- Overhead definition.
- Effectiveness and efficiency.

Each of these topics are dealt with on the pages that follow.

# UHI Federal + Direct Teaching/Academic Costs

The document quotes that "circa 25%" is spent on teaching/academic costs. The document appears to arrive at this numbers by taking Topslice of 35% + local overhead 40% from 100% = 25%. The document states that "local" overhead is 40%. Local does not suggest that it is 40% of the total spend available but 40% of the local spend available. If this is the case it creates a different set of numbers as set out below:

	£	% of "total available"
Total available	100	
Less Topslice of 35% =	<u>35</u>	35%
Available locally	65	
Local overhead at 40% of 65 =	26	26%
Teaching is the balance or 60% of 65	39	39%

So it may be the case that teaching/ academic costs are circa 39% rather than 25%. This calculation was tested further by looking at the accounts for the larger colleges in the partnership.....

## UHI Federal + Direct Teaching/Academic Costs

Published accounts specifically state the staff cost and non-staff cost spend by category. The cumulative spend results for Moray + Inverness + Perth for 19/20 + 20/21 show.....

Local academic spend = 57.1% and non academic spend of 42.9%. Applying these numbers to the model on the previous page you arrive at....

	£	% of "total available"
Total available	100	
Less Topslice of 35% =	<u>35</u>	35%
Available locally	65	
Local overhead at 42.9% of 65 =	28	27.9%
Teaching is the balance or 57.1%% of 65	37	37.1%

This supports the theory on the previous page and arrives at an alternative "circa" teaching/academic spend of 37%.

## **UHI Federal +** Direct Teaching/Academic Costs

Agreeing the current level of teaching/academic costs is important as it will have an impact on the thinking and goals of the teams being set up to create change in the Partnership.

It is also important to look college to college. When looking at the accounts of the three colleges noted on the previous page there was a difference in local spend with Moray spending 56.6% on teaching and academic, Inverness spending 51.2% and Perth spending 63.2%. So a one size fits all may not be the way forward.

The next topic, overhead definition, should also be considered.....



# UHI Federal + Overhead Definition



Overheads are those costs that do not earn income but are needed to ensure compliance, student and staff experience and or the running of the college.

The majority of overhead cost in the Partners are student experience/teaching based e.g. Library, Student Services, Estates etc. The importance of this is to remember that when the term overhead is used that most of this is for academic/teaching.

This brings up the important point that when we compare UHI with other universities are we comparing apples with apples? When universities are tasked with only 48% overhead what have they considered as overhead, do they show some of what we call overhead as "academic/teaching" cost?

# UHI Federal + Effectiveness & Efficiency

The document has a section on effectiveness and efficiency which appears to focus on various overhead categories and seems to be more about “Shared Services”.

Poor effectiveness and efficiency are likely to be costing UHI millions of pounds. Phillip Crosby, a renowned expert in the field of quality, estimates that poor effectiveness and efficiency can cost an organisation the equivalent of 25% of their income. For UHI this equates to £35M. An alternative view on effectiveness and efficiency could allow UHI to focus on and leverage some of the £35M.....

Effectiveness = meeting customer requirements.

Efficiency = taking as short a time and using as few resources as possible to meet customer requirements.

These definitions are all about process improvement. Not just in certain overhead areas but right across every function and every partner. Other universities take this very seriously and have teams dedicated to eliminating their 25% of waste. Some started their process improvement journey as far back as 2006 and there is now a large international community who share experiences and best practices.

Shared services should have its own classification while effectiveness and efficiency could be reclassified to look at the opportunities of process improvement.

**EO**

# EO Financial History 11/12 – 20/21

A review of the UHI accounts over that last 10 years shows that following:

	11/12	20/21
Staff costs	£7.9M	£17.9M
Number of staff		
Admin	109	175
Research	21	42
Academic/Teaching	22	50
Academic Services	35	66
Premises	1	2
Total	188	335
Non-Staff Costs		
Academic/Admin	£4.0M	£9.7M
Premises	£0.8M	£1.9M
Research	£5.9M	£6.3M
Other	£0.9M	£0.6M
Total	£11.6M	£18.5M

What have Partners seen for the change in costs, is it value for money?

# EO Financial History 11/12 – 20/21

A review of the UHI accounts over that last 10 years shows that following:

	11/12	20/21
Cash	£4.3M	£22.6M

Cash doesn't make any money for an organisation. How much cash should be held and how much should be "worked" to make money for the college. How did the cash increase so much, is this due to the Topslice being higher than just enough to fund EO expenses?

Research		
Income	£2.9M	£3.4M
Staff Cost	£0.8M	£2.0M
Non-Staff Cost	£5.9M	£6.3M
Profit/(Loss)	£(3.9)M	£(4.9)M

The Research story isn't clear from that accounts and the figures are lifted as they appear i.e. there could be more to the story than appears in the accounts. Over the 10 years reviewed, Research would appear to have lost £(31.2)M. How will this investment benefit UHI in the future will the £(31.2)M be recouped with future courses/income streams?

Source: Complete University Guide.

The Complete University Guide list the top 130 universities in the UK. UHI is not on that list, does this have an impact on student numbers?

UHI ranking on specific topics:

	UHI Rank
Accounting and Finance	102 from 104
Art & Design	79 from 87
Business & Management	117 from 124
Computer Science	102 from 114
Engineering	71 from 71
Nursing	78 from 78
Music	76 from 86

# Sector Outlook

# Sector Outlook

The recent spending plan issued by the Scottish Government indicated that there would be £0 additional funds available to the University and College sector over the next 5 years. This gives the sector an issue as there will be no funding to cover cost increases in the following areas:

- Inflation: Inflation has been low for a number of years at around 1-2%. The budget assumed an average of 6%.
- National Bargaining: The Scottish Government recommended the equivalent of just over 2% for 22/23. The budget used around 3%.

At the last BoM meeting a breakeven budget was approved for 22/23 based on specific student numbers, 6% inflation and a 3% staff cost increase. In August, our understanding of that outlook is changing.



# Sector Outlook

At the time of writing it is becoming clear that:

- Perth HE student numbers are lower than budgeted. The FTE's (HE measure) is 520 lower than budget = approximately £2.6M. As we had low numbers in 21/22, are lower FE numbers going to be the norm? Universities appear to be giving entry to students with lower qualifications (who would normally have gone to College). It is also easier to get a job at the moment and with high inflation maybe some potential students are deciding to start work (to help support their family) rather than go to College. Published demographics indicate that student age groups will fall in Perth and Kinross by as much as 8%.
- National Bargaining. Although we do not know what the final staff cost increase will be it is clear that it will be higher than the government guideline.
- Some economists are predicting inflation as high as 18% versus our budget of 6%.

The following pages provide some insight into "what if" scenarios.

# Sector Outlook

	22/23 Budget	21/22 Estimate	1 22/23 @ 31/8/22	2
Income	28,124	27,152	28,124	28,124
Less HE Shortfall			(2,600)	0
			<u>25,524</u>	<u>28,124</u>
Staff Cost	21,347	20,396	20,396	20,396
Restructuring		99		
Salary increase			2,040	2,040
			<u>22,436</u>	<u>22,436</u>
Non-Staff Cost	6,777	6,407	6,407	6,407
Inflation			641	961
			<u>7,048</u>	<u>7,368</u>
AOP	0	250	(3,959)	(1,680)

The 22/23 budget and 21/22 estimate column's are the numbers sent to the SFC for our last FFR submission. You will see that the budget 22/23 is breakeven while 21/22 will make a small AOP profit.

Column "1" is a 22/23 what-if based on current knowledge and uses has the following assumptions:

- Budget income 22/23 was used.
- There will be a clawback of £2.6M for a shortfall in FTE numbers.
- The 21/22 salary is used as a base as the 22/23 budget will now be uncertain due to lower FTE numbers.
- Salary increase assumes 10%.
- Non-staff costs also use 21/22 as a base as it is easier to apply inflation assumptions to this base.
- Inflation assumed at 10%.

This scenario would give Perth and UHI a significant issue. AS Perth will only have £1.7M (normally good) in the bank at the start of 22/23 a £(4.0)M AOP loss (which is a cash loss) would mean that Perth would run out of money and have to borrow from EO. How many other Partners would be in this position, would EO have enough funds for us all?

Column "2" has the following differing assumptions to column 2:

- College FD's across Scotland are asking the SFC not to clawback in 22/23. This scenario assumes that this request is granted.
- While the 10% salary is maintained, a higher inflation of 15% has been applied.

In this scenario we would have a small amount of cash in the bank at the end of the year. WE would still have to borrow a small amount from EO to fund our operating expenses. However, this would just be the start of our financial sustainability challenges. ....

# Sector Outlook

	22/23 Budget	21/22 Estimate	2 23 @ 31/8	23/24	24/25	25/26	26/27
Income	28,124	27,152	28,124	25,524	25,524	25,524	25,524
Less HE Shortfall			0				
			28,124	25,524	25,524	25,524	25,524
Staff Cost	21,347	20,396	20,396	22,436	23,109	23,802	24,516
Restructuring		99					
Salary increase			2,040	673	693	714	735
			22,436	23,109	23,802	24,516	25,251
Non-Staff Cost	6,777	6,407	6,407	6,407	6,920	7,127	7,341
Inflation			961	513	208	214	220
			7,368	6,920	7,127	7,341	7,561
AOP	0	250	(1,680)	(4,504)	(5,405)	(6,333)	(7,289)

Column "2" was used as a base for projecting the four years after 22/23. The following assumptions were used.....

- Lower student numbers are permanent so although there may be no clawback in 22/23 we will have to request lower funding in subsequent years.
- The prior year total salary becomes the "staff cost" base for the next year. The model assumes a 3% staff increase year on year from 23/24.
- The non-staff cost for 23/24 uses the 22/23 base because the high inflation in 22/23 will not be permanent i.e. some costs will fall back so the total non-staff cost in column 2 cannot be used as a base for 23/24. I have assumed that the inflation from 23/24 onwards will be 3% but I have added a further 5% to the 22/23 inflation value to take account of the permanent cost increases that will remain from 22/23.

We could add in increases in business for International etc but the profitability from those increases would be so small compared with the AOP losses that are shown from 23/24 that they have not been assumed in this model.

# **Paper 5**

## **Options Paper – SWOT Analysis of Scenarios**

## **Scenario 1: Remain in UHI and continue to work on improving the partnership**

### **Strengths:**

- Degree awarding powers
- Opens door which we wouldn't have eg International
- Perception of university and community in Perth
- Tertiarieness
- Tap into EO cash - borrow

### **Weaknesses:**

- Complex organisation – lack of cohesion
- Trust and transparency (lack of)
- Repeating mistakes – lack of learning
- Not ranked in key university tables
- Apathy for FE – not truly tertiary
- Marketing interventions limited/non existent
- Lack of vision
- Public perception
- Equity model:            Student access versus experience  
   Financial viability
- Lack of investment in technology and online pedagogy
- No real accountability to partners
- One partner, one vote
- Lack of autonomy eg International
- Commercial/International top slice

### **Opportunities:**

- Fundraising approach – galvanised campaign/collective strengths
- Shared services
- Restructure EO and duplicated services
- Restructure the partnership:    What/how we do things  
   Role of partners/EO  
   Facilitating EO
- Better targeted activity – delivery
- Geographical location for International
- Centres for Excellence need to be developed/marketed
- Emerging technologies in regions – own the curriculum

### **Threats:**

- Lack of dynamic leadership
- Lack of shared/realistic vision and urgency, lack of time
- Other institutions have greater reputation/credibility
- Lack of collective belief in current UHI
- Current recruitment
- Curriculum
- Lack of focussed marketing
- On-line and shared delivery
- Lack of part time delivery
- Sustainability of UHI and AP's
- Political intervention

## **Scenario 2: Leave UHI and be a stand-alone College**

(Assumption – retain HE numbers (2a and 2b))

### **Strengths:**

- Autonomy/self determination
- Ability to be more responsive to community/employers
- Autonomy over curriculum
- Simplified funding from sfc
- Direct relationship with sfc and other bodies
- Reduction in duplication
- Own ROA

### **Weaknesses:**

- Capability/capacity to delivery change
- Loss of specialist staff
- Reputation risk/loss of university status for Perth city
- Potential redundancy if HE was not continued/national dispute
- Question of IP – what do we own?
- Community involvement in decision
- Never stood alone/always in UHI
- International recruitment?
- Identity as a College

### **Opportunities:**

- New partnerships with other institutions
- 3 year degrees
- Franchising degrees
- Reset as a College and then develop HE – shrink and consolidate
- Provide a better student experience
- Better student choices
- Redesign what we are to our community
- Flexibility
- Control our reputation

### **Threats:**

- Losing HE numbers
- Level of activity/work to develop partnerships
- UKVI changes for International for College level provision
- Length of time to transition
- Negotiate the “divorce terms”
- Existing student impact
- Political will
- Realigned staff structure (TUPE)?
- Destabilise EO and Perth
- Destabilise International contacts
- Unknown costs
- Fear of change
- Staff impact/strikes
- Stakeholder impact
- Competitive advantage geographically would be lost

### **Scenario 3: Leave UHI and create a Tayside FE/HE formalised collaboration**

#### **Strengths:**

- Underpin degrees (Abertay/Dundee)
- Marketing – impetus local and national
- Aligned to Tay Cities collaborations
- Comms easier within region
- Travel to study would be shorter
- Collaboration with an established university
- Potential clear articulation route
- Appealing partner to other partners
- Increase in numbers given to universities

#### **Weaknesses:**

- Transitional and on-going costs
- Harmonise T&C's
- Degree on integration
- Degree awarding specialisms for previous UHI courses
- Continuing/different complexity
- Conditions of integration eg kit
- Culture mismatch
- "Messy divorce" – not attractive to partners
- Curriculum rationalisation

#### **Opportunities:**

- New markets
- Association with a university with good reputation
- Re-launch ourselves
- Serve wider region in employment skills
- Best of both worlds if we structure well, retain autonomy

#### **Threats:**

- Cost of partnership
- Loss of market share for Perth
- Curriculum could be limited by expertise of partner
- Larger programmes more viable and niche provision could be lost
- Longevity of partnership
- Lack of flexibility in provision
- UHI animosity
- Structure of partnership

# **Paper 6**

## **Areas for Negotiation**



## Perth College UHI Strategic Development Committee

### Context Points for Discussion and Endorsement in Relation to Negotiation Approach

- In our discussions with Executive Office, we could consider referring to 'cultural change' from EO rather than 'red lines'. As EO demonstrate this change we should move towards them (making co-creations) until we become "all in" at some point. A big part of this cultural change will be partners having much more say in the running of the partnership and EO becoming what the partners need them to be. As this happens partners would require to then accept the new EO position and fully support them in this new role.
- Modelling of the seven strategic outcomes (to be complete by end October 2022). There must be some level of comfort that the seven strategic outcomes will take UHI to where the leadership needs it to be. It would be a missed opportunity to complete the seven strategic objectives and subsequently find we are short of where we need to be. As an example, neither the opportunity to save between £0 and £35 million through adopting a culture of continual improvement, nor generating profitable additional income sources appear in the seven strategic outcomes. Seeking agreement from EO that a focus on including some additional strategic objectives such as continuous improvement and market development along with other areas which arise during the strategic development process would be valuable. Modelling of these objectives would help us understand what additional objectives may be valuable additions,
- Clear vision of what success looks like in 5 years (to be completed by end October 2022)

Similar to departments contributing to strategic success, the teams carrying out the seven (or more) strategic outcomes should be focused on aligning their solution with the common vision.

- Agreement on EO's lead role (to be completed by the end of November 2022) Determine the role of EO, what it will be (that all the partners must support) and what it will not be (that EO has to follow). For example, perhaps EO would create the single strategy used in UHI while academic partners set the curriculum. EO's role should be in the provision of the awarding body status. The new EO vision would be set with a team made up of a representative from all partners. After the vision is set, EO could spend 12 months creating their new structure. This feels different to the seven objectives document which seems to lean towards EO deciding what it is going to be. EO also has to have some accountability to partners moving forward
- Academic Partner leads: The seven strategic outcomes (or more depending on recommendation above) should be sponsored rather than led by attendees of the Nairn meetings. The team leads should be (where possible) SMT members from around the partnership. The sponsor role would be to hold leads accountable, remove "roadblocks", ensure resources are available and ensure the project keeps moving forward.

## **Potential Minimum Negotiation Points**

- Consideration of a value placed on a reduction on the top slice of for example 25% in year one and a minimum of 50% in year 2 of the planning process
- Ensure that the College Boards/Chairs have an appropriate place in the governance structure
- Create a new curriculum strategy, led by the academic partners, and completed within year 1
- In parallel, each partner should review their current curriculum and feed into the strategy process – by end March 2023
- Workstream should develop an “opt in” shared delivery model - this should be developed from existing SUCCESSFUL shared delivery model and this model should be costed with structured management – within 18 months. This will help colleges with low numbers still offer an attractive curriculum portfolio – NB this is an opt in service and NOT a one size fits all delivery model
- Shared services feasibility study – by end March 2023
- Shared services implementation plan then developed – by end September 2023
- Service level agreements for all central and share services developed and implemented incorporating deliverables, milestones and response times – by end March 2023
- EO will conceptualise a restructuring plan – by end March 2024
- A shared vision of what success will look like in 5 years’ time – by end October 2022
- A new 5-year strategy will follow once the other pieces of work have been undertaken and modelling undertaken in the first instance

## **Potential Areas of Compromise**

- UHI/ Perth College Branding
- EO top slice on commercial profits (5%)

**Perth College UHI**

Paper No.7

<b>Committee</b>	Strategic Development Committee
<b>Subject</b>	Implementing the Strategic Plan - Departmental
<b>Date of Committee meeting</b>	21/09/2022
<b>Author</b>	SMT
<b>Date paper prepared</b>	12/09/2022
<b>Executive summary of the paper</b>	Please outline the follow elements of this paper:  This paper provides an initial outline of how SMT proposes to implement the Perth College Strategic Plan 2022-27.
<b>Consultation</b> Please note which related parties, stakeholders and/or Committees have been consulted	n/a
<b>Action requested</b>	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> Strongly recommended for approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
<b>Resource implications</b> Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	No

## Perth College UHI

<p><b>Risk implications</b></p> <p>Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk?</p> <p>(If yes, please provide details)</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p><b>Link with strategy</b></p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	<p>Supports implementation of Strategic Plan</p>
<p><b><u>Equality and diversity</u></b></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please give details:</p>	<p>No</p>
<p><b><u>Data Protection</u></b></p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please give details:</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p><b>Island communities</b></p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

## Perth College UHI

<b>Status</b> (e.g. confidential/non confidential)	Non Confidential
<b>Freedom of information</b> Can this paper be included in "open" business?*	Yes/ No

\* If a paper should **not** be included within 'open' business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or organisation	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>
Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

For how long must the paper be withheld? Click or tap here to enter text.

Further guidance on application of the exclusions from Freedom of Information legislation is available via:

<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp>

and

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

# Excellence in Learning and the Learning Experience

## Strategic Objective: The Learner Experience

KPI  
Target 1. Raising awareness and promoting health and student wellbeing/safety by ensuring staff have the skills and knowledge to respond effectively to the range of student  
Increase participation rates by 10% over 5 years

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

KPI  
Target 2. Increasing retention, attainment, achievement, progression and student satisfaction to sector-leading levels before 2027  
Increase student retention (over 5 years): FE by 7% to 80% and HE by 5% to 92%

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

Target Increase student progression (over 5 years): FE & HE by 13% to 85%

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

Target Increase student achievement (over 5 years): FE by 12% to 74% and HE by 9% to 80%

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

KPI 3. Increase student satisfaction

Target

**Early Student Experience Survey (ESES): FE by 2% to 98% over 5 years and HE by 7% to 98% over 5 years**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

Target

**Student Satisfaction and Experience Survey (SSES): FE by 6% to 98% over 5 years and HE by 9% to 98% over 5 years**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

KPI

**4. Increase student response rates to learner surveys**

Target

**Early Student Experience Survey (ESES): FE by 20% to 60% over 5 years and HE by 10% to 70% over 5 years**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

Target

**Student Satisfaction and Experience Survey (SSES): FE by 13% to 65% over 5 years and HE by 20% to 60% over 5 years**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

KPI

**5. Increase proportion of classes with a Student Voice Representative FE and HE**

Target

**By 20% to 60% over 5 years**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2

3	3
4	4
5	5

KPI  
Target **6. Increase the number of Student Forums**

**By 20% to 80% over 5 years**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

KPI  
Target **7. Our student experience will offer transformational opportunities and we will continue to enable our learners to**

**Challenge and question what they believe to be true**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

Target **Be open to change and interpret information more critically**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

Target **Consider pursuing options for advancement that they instinctively or historically considered impossible**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

Target **Bring their perspectives to the learning environment to influence and enhance their learning experience**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
--------------------------------------	---------------------------------------



1	1
2	2
3	3
4	4
5	5

Target Apply their skills and knowledge in real-world practice and challenge strongly held beliefs and opinions

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

Target Recognise observable differences, from before, during and on completion of the learner journey

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

**Strategic Objective: Co-Creative and Progressive Curricula**

KPI 1. Strengthen and develop an agile, innovative and dynamic portfolio with pathways that respond to the regional and Scottish Governments priorities and key sector needs

Continue to annually review the curriculum portfolio and increase overall redesign of our courses by 25% (to 75%) over 5 years

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

KPI 2. Informed by industry, increase the number of digitally enabled innovative pedagogies (DEIP) which respond more dynamically to current and future learner needs

Continue to increase the number of courses using DEIP by 35% (to 95%) over 5 years.

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2

3	3
4	4
5	5

**Strategic Objective: Industry Focused**

KPI Increase percentage of courses adapted in response to employer feedback – from 50% to 70%, over 5 years

**Increase percentage of courses adapted in response to employer feedback – from 50% to 70%, over 5 years**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

**Strategic Objective: Academic Partnerships**

KPI Value/leverage (£) by partnership (margin/revenue – College overhead recovery +1% by year 5)

**Value/leverage (£) by partnership (margin/revenue – College overhead recovery +1% by year 5)**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

**Strategic Objective: Research & Scholarship**

KPI Increase number of staff leading projects with research time allocated, from 6 to 12 over 5 years

**Increase number of staff leading projects with research time allocated, from 6 to 12 over 5 years**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

# Sustainability

## Strategic Objective: Financial Management

KPI	Enhancement of financial forecasting	
Target	Year 1 - Budget plus one financial forecast, Year 2 - budget plus 2 financial forecasts, Year 3 - budget plus 3 financial forecasts, Year 4 - Rolling Forecasts	
	Our Team Can Support This Target by:	How Our Team Will Measure Our Success
	1	1
	2	2
	3	3
	4	4
	5	5

## Strategic Objective: Reinvestment Planning

KPI	At the end of the strategic cycle (assuming 5 years) we will have the following cost/ income ratios	
Target	Staff costs/Income 70%	
	Our Team Can Support This Target by:	How Our Team Will Measure Our Success
	1	1
	2	2
	3	3
	4	4
	5	5

Target	Non-Staff Costs / Income 21%	
	Our Team Can Support This Target by:	How Our Team Will Measure Our Success
	1	1
	2	2
	3	3
	4	4
	5	5

Target	Investment Income /Income 5%	
	Our Team Can Support This Target by:	How Our Team Will Measure Our Success
	1	1
	2	2
	3	3

4  
5

4  
5

**Strategic Objective:** Environmental Sustainability

KPI Percentage Carbon Footprint Reduction

Target 2% pa (10% over 5 years)

Our Team Can Support This Target by:

How Our Team Will Measure Our Success

1

1

2

2

3

3

4

4

5

5

# College Growth & Ambition

## Strategic Objective: Our Culture

KPI	1. Staff survey results from 2021 are improved	
Target	Staff have a clear understanding of the College's values. Increase to 90% (2021 result 72%)	
	Our Team Can Support This Target by:	How Our Team Will Measure Our Success
	1	1
	2	2
	3	3
	4	4
	5	5

Target	Values of the College are relevant to my work. Increase to 90% (2021 result 76%)	
	Our Team Can Support This Target by:	How Our Team Will Measure Our Success
	1	1
	2	2
	3	3
	4	4
	5	5

KPI	2. Monthly initiative around one of the values	
Target	Monthly initiative around one of the values	
	Our Team Can Support This Target by:	How Our Team Will Measure Our Success
	1	1
	2	2
	3	3
	4	4
	5	5

## Strategic Objective: Our Staff

KPI	Staff survey results from 2021 are improved on for the following areas (next survey to take place in 2024)	
Target	I believe the College support the health and wellbeing of staff from 54% to 80%	
	Our Team Can Support This Target by:	How Our Team Will Measure Our Success
	1	1

2	2
3	3
4	4
5	5

Target

I am kept informed about what is happening in the College from 71% to 85%

Our Team Can Support This Target by:

How Our Team Will Measure Our Success

1	1
2	2
3	3
4	4
5	5

Target

The leadership team provide clear direction and guidance from 42% to 80%

Our Team Can Support This Target by:

How Our Team Will Measure Our Success

1	1
2	2
3	3
4	4
5	5

Target

Through the Professional Review process, I feel my training needs and ambitions are discussed, identified and actioned where possible from 64% to 80%

Our Team Can Support This Target by:

How Our Team Will Measure Our Success

1	1
2	2
3	3
4	4
5	5

**Strategic Objective: Our College**

KPI Increase the percentage of positive coverage (locally, regionally, nationally, internationally).

Target To 80% by Year 5

Our Team Can Support This Target by:

How Our Team Will Measure Our Success

1	1
2	2

3	3
4	4
5	5

**Strategic Objective: Our Ways of Working**

KPI	Efficiency/time saved (days/hours/minutes)
Target	Creation of an Effectiveness and Efficiency Development Strategy
	Our Team Can Support This Target by:
	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

KPI	Number Services/ Processes Improved - right first time: July 2023 - 4, July 2024 - 8, July 2025 - 12
	Our Team Can Support This Target by:
	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

**Strategic Objective: Digital Transformation**

Target	Percentage staff/learners with improved Digital Skills
KPI	Identify digital competence framework for each job role
	Our Team Can Support This Target by:
	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

KPI	Digital JISC competence tool completion by staff and students: 50% by July 2023, 75% by July 2024, 90% by July 2025
-----	---

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

**Develop Maker Spaces/Innovation Hubs to enable staff to improve their digital capability**

Our Team Can Support This Target by:	How Our Team Will Measure Our Success
1	1
2	2
3	3
4	4
5	5

KPI



## Partnerships & Collaboration

### Strategic Objective: Relationships

KPI	1. Percentage strategic partnerships v proportion of external engagements	
Target	Increase from 5% by 1% pa	
	Our Team Can Support This Target by:	How Our Team Will Measure Our Success
	1	1
	2	2
	3	3
	4	4
	5	5

KPI	2. Percentage learner/customer satisfaction with overall quality of courses	
Target	Increase student retention (over 5 years): FE by 7% to 80% and HE by 5% to 92%	
	Our Team Can Support This Target by:	How Our Team Will Measure Our Success
	1	1
	2	2
	3	3
	4	4
	5	5

### Strategic Objective: Commercial Enterprise & Innovation

KPI	1. Commercial AOP / Commercial Income (per college area)	
Target	Gross Overhead +1% by Year 5	
	Our Team Can Support This Ta by:	How Our Team Will Measure Our Success
	1	1
	2	2
	3	3
	4	4
	5	5

### Membership

No fewer than 3 Independent Members of the Board of Management members  
College Principal  
1 Staff Member of the Board of Management  
2 student members nominated by HISA Perth

### In attendance

Depute Principal  
Vice Principal (Academic)  
Vice Principal (External Engagement)  
Vice Principal (Operations)

### Quorum

The quorum shall be 4 members

### Frequency of Meetings

The Committee shall meet no less than three times per year.

### Terms of Reference

- To actively engage in the development, review and monitoring of the College's Strategic Plan;
- To consider and approve other appropriate College Strategies, in particular those that seek to grow non-SFC income for the College;
- To consider matters relating to community outreach and the participation of the college in the delivery of major partnership projects;
- To keep under review the regional and national economy and market trends to help advise on the alignment of the curriculum;
- To monitor risks associated with commercial and international income and make appropriate recommendations to the Audit Committee;
- The Strategic Development Committee shall meet jointly with Finance & Resources Committee on an annual basis to ensure there is sufficient scrutiny of resource implications of potential proposal and recommendations taken forward by Strategic Development Committee.

ToR Reviewed January 2022