



Strategic Plan

2016-2021

v1.0

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Our Mission Statement

Developing tomorrow's global leaders

Our Vision

By 2020, Regent's University London will be widely regarded internationally and within the United Kingdom as a leading private international university, with a network of quality partners that are highly respected in their own countries. We will be an institution with 4,000 FTE students in higher education. More than 80% of our students will be nationals from outside the United Kingdom.

Our students, staff and alumni will have a strong sense of belonging. The University will be respected and have a reputation throughout higher education for its student-centred approach, and for the quality of its student experience and of its education. Regent's is teaching focussed but research-informed and engaged. We will offer an academic portfolio that is wide and diverse and delivered through an innovative approach to teaching, learning and assessment. Our students and alumni will be known for their entrepreneurship and will value their life-long networks built through Regent's.

We are a self-sufficient institution and will be financially robust. As a charity, our annual surpluses are reinvested in improving the education and experience of our students and the wider community.

Our home campus where our central team are based and where most students will study for the majority of their degrees will remain on the Inner Circle in Regent's Park and within the Marylebone Village. This campus is an iconic part of the University's identity. The quality of the campus environment will continue to develop in the next ten years with further facilities for students and staff.

1. Strategic Plan 2016-2021

Regent's University London's vision for 2020 has been articulated through its high level Development Plan 2013-2021 which was formally approved and published in 2014. Since the publication of the 2020 Vision, there have been a number of plans and strategies covering specific parts of the University's activities, for example the Learning, Teaching & Assessment Strategy, the Estates Strategy and the Internationalisation Strategy. This overarching Strategic Plan seeks to draw together the key elements from these subsidiary plans and strategies, addressing in addition any gaps in the overall route map to 2020.

Since the Vision 2020 was approved, there have been significant developments in higher education in general and at Regent's in particular. Whilst the high level vision remains constant, these changes have affected the priorities in this Plan.

The two key priorities throughout the Plan period will be

- Achieve and sustain an excellent experience for students
- Achieve and thereafter sustain robust financial health through managing down costs and increasing revenue, primarily from student fees

Underpinning priorities are

- Growing from 3,591 FTE students in 2015/16 to 4,000 FTE students by 2020/21
- Creating and maintaining a student body that is engaged, strongly international, highly employable and with a strong sense of belonging
- Improving the quality of learning and teaching
- Improving student retention, continuation and completion
- Underpinning the quality of our teaching through active research and scholarship
- Growing total student recruitment year-on-year
- Maintaining our contribution to the wider community and society through our outreach activities
- Developing and strengthening our fundraising through philanthropy
- Maintaining a capable, well-motivated and engaged staff
- Improving business processes and organisational structures to deliver efficiency and enhance effectiveness
- Maintaining and improving the quality of our estate and infrastructure

2. External Context and Planning Assumptions

The external context in which this plan has been developed is changing rapidly. UK government and international developments are having a significant impact on the University and its responses to these external changes. For the purposes of the plan, the following developments which would have a material impact on the University have been used as a framework of planning assumptions. As further changes in the external environment occur, the assumptions on which this plan is based will need to be reviewed, and if necessary revised. A change in the assumptions may lead to a revision of the Plan to ensure it remains appropriate and deliverable.

Demand and Competition

- There will be growing global demand for higher education (HE). The Organisation for Economic Co-operation and Development (OECD) projects that the world's population of international students will reach eight million by 2025. This represents a slightly slower, but significant, projected growth rate of 60% in overall global mobility over the next decade.
- The market for HE internationally will become increasingly competitive. The UK's market share will reduce over the period of the Plan, in large part as a result of the Government's immigration policies and practice and competitors such as the USA, Canada and Australia focussing on attracting more students from overseas.
- There will be continued shifts in domestic capacity in "growth markets". Up to 2002, more students were enrolled in higher education in North America and Western Europe than in any other world region. However since 2003, there have been more students pursuing higher education in East Asia and the Pacific.
- Growth in HE capacity within India and China is particularly strong, allowing more students from the large Indian and Chinese markets to be educated within their own countries, as well as increasing opportunities for students from other countries to receive a high quality international education without the high costs of studying in the environment of traditional "western" higher education.
- Within the UK, the HE market place will remain highly competitive and increasingly subject to competitive forces within an overall regulatory framework. Some UK universities will struggle in this environment; a number of established universities may fail and/or be subject to acquisitions.
- The internationalisation of HE will continue, with many UK universities developing strong overseas partnerships and building a presence overseas. Being "international" may become an expected characteristic rather than a defining one.
- The rise of Massive Open Online Courses (MOOCs) is unlikely to create direct competition. However, it is likely that there will be greater moves towards blended learning and the concept of "flipped" classrooms will be adopted by many universities.

Student experience

- Given this competitive landscape the current trend of universities increasing their investment in marketing and adopting targeted and innovative approaches via new media etc is set to continue.

- The view of the student as “customer” is set to harden and therefore there is likely to be an ever greater focus on value for money and the student experience.
- London will remain a leading and attractive destination for international students.

Government policy

- There are likely to be more private institutions in the UK, encouraged by Government to challenge the public sector and demonstrate greater value for money and choice for students. The route to achieving degree awarding powers may become easier.
- There will be a growing government focus on student outcomes (employability, satisfaction etc) and this will affect all HE providers including alternative providers. There will be a growing emphasis on transparency of data relating to student outcomes and this will affect all institutions including alternative providers.
- The Government will continue to emphasise the importance of access to higher education and of social mobility for all students. This will be manifest through regulations that will affect all universities.
- Although the outcome of any UK referendum on continuing membership of the European Union remains in the balance, the Plan assumes the UK will remain a member for the duration of this Plan. The outcome of the EU referendum is unknown, but whatever the country decides, the UK’s relationship with the EU is likely to change. This may include new rules and regulations around EU students and their access to loans.
- The UK Government’s policies, practices and regulations with respect to immigration and international students will continue to tighten, and the consequences for institutions that fail to comply will continue to be severe.
- Although there is pressure from some institutions to be permitted to increase their £9k fees for UK and EU undergraduate students, any increase in fees will not of itself have a major impact on sector dynamics over the lifetime of the Strategic Plan.
- Government policy will see a continuing concentration of research funding to a small group of research-intensive universities.

3. Growth

Over the period of the Strategic Plan, the University will continue to grow.

In the years 2010 to 2012 before attaining University status, Regent's grew significantly in student numbers, from 2,961 FTEs to 3,522 FTEs. Since 2012/13, growth in FTE student numbers has moderated and overall student numbers have levelled off. Actual headcount has continued to rise, averaging 2.0% growth over the four year period, and now stands at more than 5,000 students.

The University has set out its ambitions to have 4,000 FTE students by 2020/21. This target for growth is stretching but both achievable and appropriate. Growth in student numbers will be achieved through increases in student recruitment supported by improved student retention.

Growth will be incremental and organic. Whilst the University has no plans to acquire, merge or federate with any other higher education institutions (HEIs), any opportunities in this area will be reviewed and investigated as, when and if they occur.

The planned growth figures in Table 1 below assume no acquisitions, mergers or federation. For consistency of comparison, the numbers exclude RILC which in 2014/15 was c100 FTE students. More detail is included in the Five Year Financial Plan.

Academic Year	2010/11 actual	2011/12 actual	2012/13 actual	2013/14 actual	2014/15 actual	2015/16 estimated
Headcount	4713	4765	4988	4909	5095	5035
FTE	2961	3226	3522	3418	3593	3591

Academic Year	2015/16 estimated	2016/17 planned	2017/18 planned	2018/19 planned	2019/20 planned	2020/21 planned
Headcount ¹	5035	5060	5161	5316	5475	5554
FTE	3591	3609	3681	3791	3943	4000

Table 1 Planned student numbers

4. Student Experience

The University recognises the increasing importance of the student experience for Regent's and within universities more widely. It is key to ensuring the University's reputation and hence future attractiveness to new students. It influences external benchmarks and opinion. The views of our students on their experience will be made public through the National Student Survey (NSS) from 2017. Student satisfaction will be a factor in determining performance within the TEF to which the University may be subjected from 2017. A high quality student experience is a fundamental part of what we offer to our students. For these reasons, improving the student experience is one of the two overarching priorities within this Strategic Plan.

¹ Headcount is FTEs x multiplier of 1.4 based on historic ratio

On internal measures, overall student satisfaction amongst the total student body was measured as 74% in 2015. The sector average for the 2015 NSS is 86%. Most UK universities have been participating in the NSS since 2005 and have fine-tuned their processes and priorities over the intervening eleven years; for Regent's, 2017 will be the first year of participation. This highlights the size of the challenge facing the University.

The September 2015 report on the Review of Student Experience² by the Deputy Vice Chancellor has marked a step change in the way in which the University addresses the student experience. In addition to the implementation of the report's recommendations, the following measures will be taken to improve the experience of our students:

- We will nurture a sense of belonging amongst the student body. We will benchmark this sense of belonging through the student survey in Spring 2016 and thereafter strengthen this year-on-year through engagement with the Student Union and through improved communication with the student body more widely.
- We will continue to address as a priority poor performance amongst student-facing staff, be they academic or professional colleagues.
- We will improve completion rates without reducing quality. We will reduce attrition rates significantly. Key to this success will be the better use of data and analysis. Data on completion rates will be improved for completeness and accessibility and will be consistently measured from summer 2016. A robust data analytical tool will be in place during 2017/18.
- Personal tutors for all students will be in place by September 2016. A key role for tutors will be to support students, making appropriate early interventions when students demonstrate signs of disengagement leading to academic failure. For this, the use of data and analysis will be crucial.
- Throughout the period of the plan we will retain high employment outcomes in terms of the proportion of our graduates in graduate-level employment and in terms of their earnings. We recognise that the scope of the survey of Destination of Leavers in Higher Education (DLHE) covers only about half of our graduating students. We will use wider measures to ensure that information about those students moving to non UK employment will be captured through our Alumni and Career Services. We will have such measures in place by June 2016.
- The concept of a single place for students to have their questions and concerns answered, the One Stop Shop, will become a reality. The One Stop Shop will be delivered incrementally, commencing from September 2016. By July 2017, more than 80% of student questions and enquiries will be resolved satisfactorily at the student's first point of contact and 95% resolved within 24 hours.
- During 2015/16, Trustees will establish a Student Experience Committee.

The overall outcome will be that by 2020 we will achieve student satisfaction above the median for universities as a whole, currently 86% overall satisfaction.

² Final Report on the Student Experience Review, September 2015

5. Academic Development

The University's primary academic focus will remain on research-informed teaching.

The University's Learning, Teaching & Assessment Strategy 2015-20 (LTAS) was approved in November 2015 and will guide the University's activities and priorities in this area. The priorities within the LTAS are:

- A personalised student experience
- Interactive and inclusive learning
- Assessment for learning
- Focus on student skills and attributes
- Developing cultural agility, flexibility and the ability of our graduate to compete strongly in the global labour market
- Professional development for staff

The University will maintain its UK Taught Degree Awarding Powers. The first HE Review of the University by the Quality Assurance Agency (QAA) will be in autumn 2016.

The University will seek to raise incrementally entry qualifications for its degree programmes. This will improve academic progression and retention and will ultimately lead to student success and satisfaction. A review of criteria for Level 3 (Foundation) and Level 4 (Undergraduate) entry will be undertaken during 2016/17.

The University has previously indicated its desire to attain American Degree Awarding Powers (ADAP). The options for US accreditation have been explored in some depth. No routes to ADAP are easy, and some criteria are unlikely to be met by Regent's without fundamental change in the curriculum. The University will not therefore dedicate significant resource to achieving ADAP nor make a firm commitment to timescales. However the University will continue to monitor developments amongst the US accreditation bodies and will revisit any commitment to resource or timescales in the light of any changes.

In 2016, we will develop and publish a Scholarship, Research and Enterprise Strategy.

We will not seek to gain Research Degree Awarding Powers (RDAP) over the duration of the Strategic Plan. Building on the current Research Strategy, the question as to whether to seek RDAP and by when will be reconsidered in 2017/18.

The University will continue to collaborate with universities in the USA and elsewhere to identify opportunities for joint awards including undergraduate and postgraduate degrees where this would give additional choice and opportunities for students. To ensure focus and avoid dilution of effort, there will be no more than 10 institutions with whom we offer joint awards. Any collaboration will be expected to be financially self-sustaining.

We offer a wide choice of modules to our students. However of the 1,200 modules delivered in 2014/15, 32% had fewer than 9 students. Such small cohort sizes diminish the student experience and are costly to deliver. The number of modules will be significantly reduced over time with clear plans for each programme in place by September 2016.

A major structural review of BAM and of HASS was completed in March 2016 and will be implemented by the start of academic year 2016/17.

6. Portfolio Development

Development, monitoring and management of the University's portfolio of programmes will be a joint enterprise between academic faculties and marketing colleagues. A high level analysis of the portfolio will be undertaken during 2016 and led by Marketing. Development of individual programmes will be largely led by the Faculties with support from Marketing.

During 2016 and as part of its portfolio analysis, building on work already undertaken, the University will review its mix of Postgraduate, Undergraduate and Foundation programmes including the student distribution between these levels.

The University will continue to develop new programmes that align with its primary academic disciplines. By July 2016, threshold criteria for new programmes will have been developed that will determine minimum cohort sizes and minimum financial performance.

The University will place a greater emphasis on monitoring the performance of existing programmes, ensuring they are refreshed and renewed or retired in an orderly manner. It will ensure that programmes have minimum threshold criteria that will be determined from time to time by the Senate Portfolio Development Committee (SPDC).

A major review of postgraduate programmes within BAM was undertaken in 2014/15 for implementation from September 2016. A similar review of undergraduate programmes within BAM is being undertaken in 2015/16 for implementation from September 2017.

A review of programmes in HASS is ongoing and will continue to be implemented from 2016.

The University will continue to strengthen its offer in the Liberal Arts, acknowledging both the benefits of a wide curriculum and the University's US heritage.

An external review of University fees and scholarships reported in early 2015 with recommendations to make no precipitous changes at that time by way of increasing or reducing tuition fees. A further review was undertaken in spring 2016 and has made recommendations with respect to both fees and scholarships. The level of the University's fees has traditionally set us apart from most other UK institutions. In an increasingly competitive market, we will keep fees under review to ensure our value offer by programme and by market remains competitive.

7. Marketing, Brand & Student Recruitment

During 2014/15 a review of our marketing, branding, recruitment and admissions activities led to a major reorganisation and restructuring. This has now largely been implemented and is leading to improved team performance. Strategies for the respective strands of activity are being developed and plans are being executed.

Individual marketing plans are being developed for each academic programme and these will be the focus for marketing and recruitment activity.

A strength in the University's student recruitment has been the diversity of markets in which the University has been active. This has spread the recruitment risk to mitigate against specific market shocks. This wide spread of markets will continue, albeit at the geographical stretching of resources. We will maintain a multinational student body with no single country having more than 20% of the student body.

Annually, as part of the revision of the Recruitment Strategy, a review of markets will be undertaken to determine those that will be designated as priorities. Individual country plans have been developed for all priority markets; these will be maintained. We will continuously monitor and review the effectiveness of recruitment activity by country, responding to and being mindful of political and economic changes that could affect recruitment outcomes.

In an increasingly competitive market, we will continue to seek to increase the quality and quantity of applications. We will especially focus our recruitment activity on those market sectors which generate high quality, highly convertible applications.

We will continue to invest in improving the conversion of applicants to enrolled students as a high priority. The need to make further improvements in our application service to ensure it is high quality and highly responsive is critical to improving conversion. Our partnership with Hobsons to support enquiry handling and application conversion helps in this regard and will continue to September 2016. Decisions will be taken in early 2016 to determine whether and by how much to extend this relationship. In late 2016, a review will be undertaken to determine whether to bring the activity in-house or to continue with Hobsons or another external party.

We recognise the importance of our role as a sponsor of our visa-bearing students prior to and during their studies in the UK. It is crucial to the viability of our international recruitment. We will continue to prioritise maintaining strong and effective compliance in our visa and immigration activities. Our tolerance of risk in the area of visas and immigration is and will continue to be very low.

The Regent's University London brand was developed in 2013 to coincide with the acquisition of University status. During the period of this Plan, we will not invest significantly in a change in our visual branding but will continue to refresh and enhance the way we express our identity.

During 2015/16 we will move clearly from tactical one-off executions of visual campaigns to sustained strategic delivery, and maintain this approach thereafter. Investment in the brand will be primarily to support student recruitment through increasing brand awareness of Regent's amongst our primary target markets.

8. External Relations, Fundraising, Public Benefit and Corporate Social Responsibility

We will continue to be active in volunteering and outreach. We acknowledge and are proud of our responsibilities as a charity, as an employer and as a member of the Regent's Park community. We will continue to engage with other local community groups and residents' groups and others who may have influence or a stake in the University's development. We will remain committed to our public benefit obligations through direct and tangible action.

Whilst we will meet any obligations placed upon us by the Government through the Office for Fair Access (or any successor organisations), we will not actively prepare an access plan unless legislation requires it.

In spring 2016, we will run our first annual fundraising campaign for our alumni. This will form the foundation for future fundraising on which we will also build opportunities for major philanthropy and gifts.

We will continue to meet our obligations to be an exemplary employer and institution with respect to equality and diversity.

We have a strong commitment to environmental sustainability and will continue to emphasise this in all our operations, our estate and our relationship with our contractors.

9. Staffing, HRM and Organisational Development

We recognise the challenges of our Strategic Plan and the need to develop and change to deliver on the Plan's priorities and goals. During 2016 under the umbrella of Project Eiffel, we will undertake a major programme of organisational change. The primary outcomes will be a step change improvement in the student experience and a significant reduction by the start of 2017/18 in the cost base of the University. These improvements will primarily be delivered through changes in business processes and organisational structures, and in organisational culture and behaviour. The drive to improve efficiency and effectiveness will extend beyond the period of Project Eiffel extending throughout the whole period of the Strategic Plan.

We will undertake a major review of the organisational structure of Professional Services during the first six months of 2016. It is being informed by analysis of our key business processes, being mindful of the need to deliver improved services to students at lower cost. Over the period to September 2017, we will seek to make savings in the staff costs of Professional Services in line with the overall cost reduction targets for Project Eiffel of 7-10%.

We will undertake a review of academic staffing and structures and will report before June 2016. An imperative will be to reduce our reliance on visiting lecturers. We will seek to make savings from 2017/18 onwards in line with the overall cost reduction targets for Project Eiffel of 7-10%.

We recognise the importance of stability and continuity amongst the senior and middle management teams. We will strengthen our succession and continuity planning through a series of plans, populated by individual senior managers and monitored collectively by Directorate.

We will continue to develop and train our staff, to enhance our collective capability and to ensure we have the staff we need now and for the future.

The bi-annual Staff Survey will continue to be the primary measure of staff engagement and satisfaction. We will seek steady incremental improvements in scores for staff engagement from 70% in 2015 to reach 85% in 2021.

Effective communication within and amongst staff is an area that can always be improved, especially at a time of significant organisational change. A review of internal communication in 2016 will lead to improved effectiveness that will be reflected in the Staff Survey. There will be steady incremental improvements year-on-year in scores for satisfaction with employee communication.

Consultation with staff on institutional matters including HR policies and practices will continue through the primary mechanism of the Joint Consultative Committee (JCC).

10. Estates & Infrastructure

The University's Estates Strategy will continue to guide developments to the University's estate. The key priorities for the estate over the period of the Strategic Plan are:

- Improve space utilisation through greater use per sq m, balancing efficiency and flexibility, and by reducing allocation of dedicated space
- Realise financial savings of £1m p.a. by 2016/17 through releasing underutilised and surplus space
- Secure a material extension to the lease on the Park campus by Aug 2020
- Review options to determine the future use of Reid Hall by January 2018
- Continue to improve the environmental performance of the University

The opportunity to develop a new building on Park campus will be considered during 2017.

The University's ICT Strategy will continue to guide developments of the University's ICT services and infrastructure. We will publish a revised ICT Strategy by May 2016.

We will continue to invest in our ICT infrastructure, ensuring that it meets the ever changing student need for speed, convenience and reliability.

We will also invest in improving our information systems to support students' learning and the operations and management of the University. The work of the Strategic Information Group under the leadership of the Chief Information Officer will bring a step change in the quality and availability of management information. Major projects with a significant ICT element will include timetabling for delivery by September 2016, and data analytics for implementation during 2017/18.

11.Finance

The University has posted trading losses in 2013/14 and 2014/15. Under Project Eiffel, 2015/16 and 2016/17 are transitional years as the University seeks to achieve and thereafter sustain robust financial health. We will grow income through improved student recruitment and retention. However, financial recovery over the period to 2017/18 will be achieved substantially through cost cutting and improved efficiency.

By 2020 we will have improved student retention and grown student recruitment and be delivering consistently annual surpluses of more than 5% of income. Our reserves will have recovered in line with the Five Year Financial Plan.

A summary of the Five Year Financial Plan is set out at Appendix A.

12.Planning Process, Monitoring Performance and Managing Risk

This Strategic Plan covers the period to 2020/21. It will be reviewed annually by the Board of Trustees to monitor progress and ensure that its aims and objectives remain broadly fit for purpose. It will be reviewed more thoroughly after three years, in 2018/19 with a view to a more thorough revision.

The Strategic Plan at University level will be supported by annual Operating Plans at the level of Faculties and Professional Services. The interaction of strategic, operational and financial planning is set out in the schematic at Appendix D.

KPIs will be populated and monitored quarterly, recognising that some indicators move only annually. The set of KPIs will be reviewed as part of the annual review of the Plan. Additional KPIs may be added and exceptionally removed. Targets will be reviewed annually to ensure they remain credible, stretching and appropriate. Key milestones will be monitored through means of the Strategic Plan Route Map at Appendix B; the Route Map will be updated at least annually.

Risks to the successful delivery of the Strategic Plan will be monitored and managed through the University's Strategic Risk Register. Major risks are reported to each meeting of the Board.

Appendix A Five Year Financial Plan

Income & Expenditure Summary

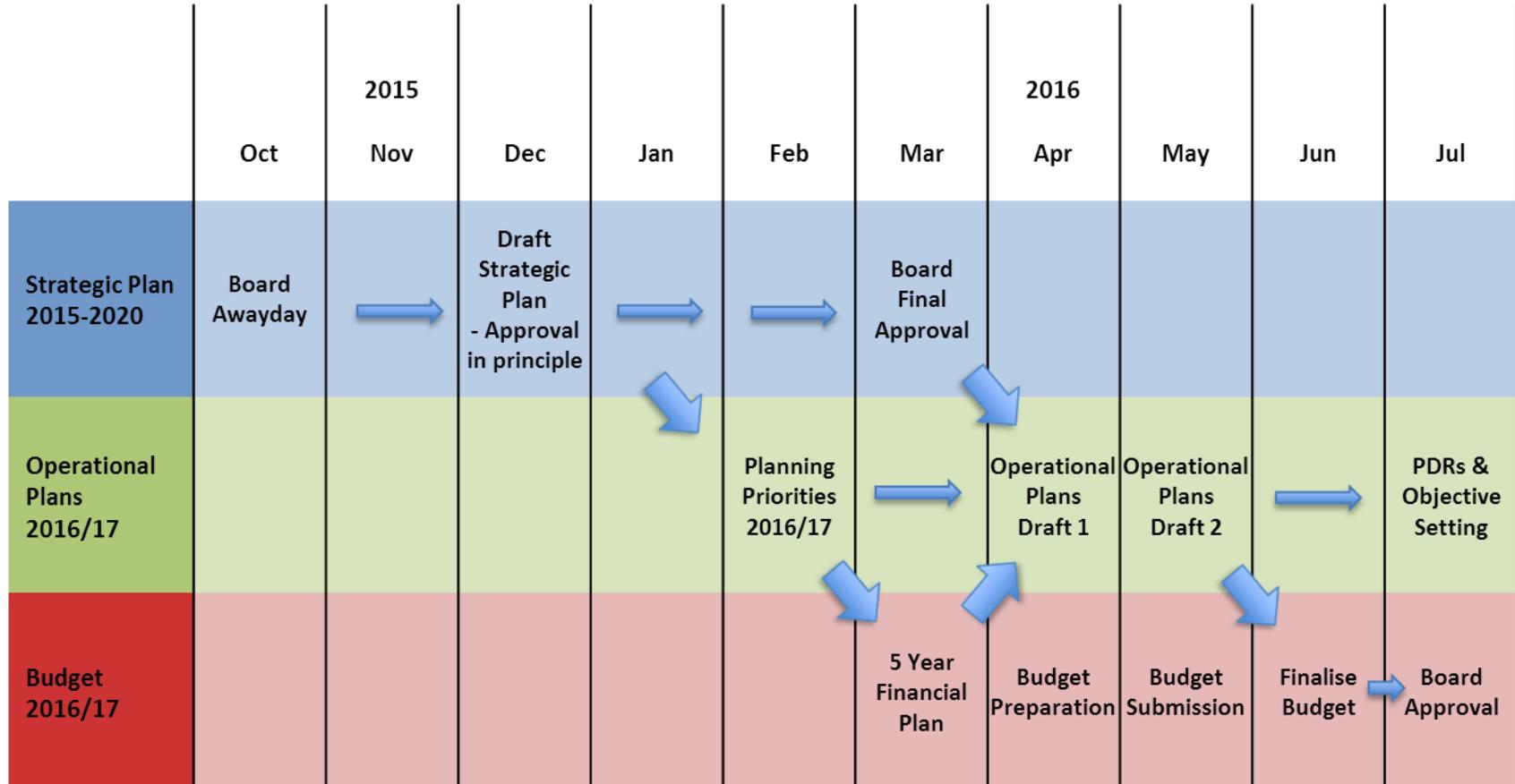
£m	2015/16	2016/17	2017/18	2018/19	2019/20
Income	52.7	52.8	54.9	57.6	60.9
Expenditure	52.7	52.6	52.5	54.7	57.4
Surplus/(loss)	-	0.2	2.4	2.9	3.5
Surplus/(loss) %	-	0.5%	4.4%	5.0%	5.7%
Reserves	16.5	16.7	19.1	22.0	25.5

Appendix C Key Performance Indicators

	Ref	KPI Name	KPI Definition	Unit	Baseline 2014/15	Target 2015/16	Target 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Method of measurement	Owner
Students	S-1	Student satisfaction	Overall student satisfaction	%	74%	84%	86%	88%	90%	90%	90%	RUL Student Survey NSS from 2017	DVC
	S-2	Degree Completion	Percentage of undergraduate students who successfully complete their degree programme (excluding alternate awards)	%	to be populated by September 2016						SITS	DVC	
	S-3	Applications	Number of completed applications from all sources	Nos	7140	7426	7723	8032	8353	8687	9034	Radius and SITS	COO
	S-4	Student numbers	FTE Students currently enrolled on an undergraduate or postgraduate programme, including integrated foundation degrees. To be taken at 2 annual census points to compare prediction against actual student numbers.	FTEs	3593	3591	3609	3681	3791	3943	4000	SITS using agreed FTE definition	COO
	S-5	Retention	Percentage of students who complete the first year of their programme and progress onto the 2nd year	%	to be populated by September 2016						SITS	DVC	
	S-6	Student-staff ratio	Number of FTE students divided by the number of Academic Staff FTE (excluding research only staff).	Ratio		tolerance	tolerance	tolerance	tolerance	tolerance	tolerance	SITS to be fully populated by September 2016	DVC
	S-7	Graduate prospects	The percentage of graduates gaining employment or engaging in further study (DLHE criteria to be used).	%	93% for all students	94%	94%	95%	95%	96%	96%	SITS	DVC

	Ref	KPI Name	KPI Definition	Unit	Baseline 2014/15	Target 2015/16	Target 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	Method of measurement	Owner
Financial Health	FH-1	Net operating surplus	Surplus on continuing operations after depreciation of assets and disposal of assets and tax and retained in general reserves as a % of income	% of income	-2.6%	0.0%	0.5%	4.4%	5.0%	5.7%		Audited accounts and Five Year Financial Forecast	FD
	FH-2	Reserves	Balance as at 31st July of General Reserve	£m	16.5	16.5	16.7	19.1	22.0	25.5		Audited accounts and Five Year Financial Forecast	FD
	FH-3	Capital spend	Capital expenditure and Financial Investment as % of income	%	11.6%	5.7%	5.7%	5.5%	5.2%	4.9%		Audited accounts and Five Year Financial Forecast	FD
	FH-4	Fundraising	Funds raised through philanthropic giving	%	to be populated by September 2016						Funds and pledges received	VC	
Estates	E-1	Space Utilisation	Teaching Space Utilisation	%	18%	29%	40%	44%	48%	51%	55%	Timetabling system and registers	COO
	E-2	Energy consumption	Energy and gas consumption per sq m (Gross internal area)	kwh/m ²	307	250	246	227	209	190	172	Metered Electricity and gas usage	COO
IT	IT-1	Network availability	Percentage network availability measured over a monthly basis	%	99.7%	99.7%	99.7%	99.7%	99.7%	99.7%	99.7%	60 second intervals polling	COO
Human Resources	HR-1	Staff engagement	A measure of employees' commitment to their organisation's goals and values, motivations to contribute to organisational success, and their own sense of well-being. To be measured bi-annually.	%	74%	70%		75%		75%		Staff survey	PVC HR
	HR-2	Staff Costs	Staff Costs (Wages, Salaries, Social Security, pension costs for Management, administration and academic staff) as a percentage of income	%	48.20%	tolerance	tolerance	tolerance	tolerance	tolerance	tolerance	Audited accounts and Five Year Financial Forecast	PVC HR
	HR-3	Teaching Qualification	Percentage of teaching staff who have an accredited teaching qualification (as defined by HESA) appropriate to their level/grade as a lecturer (incl VLS).	%	to be populated by April 2016						95%	Data due 31 March 2016	PVC HR
	HR-4	Participation in PDRs	Percentage of staff that have participated in the universities personal development review process.	%	96%	96%	96%	96%	96%	96%	96%	Staff Training & Development	PVC HR

Appendix D Strategic and Operational Planning process



Appendix E Acronyms used in Strategic Plan 2016-2021

ADAP	American Degree Awarding Powers
BAM	Faculty of Business & Management
DLHE	Destination of Leavers from Higher Education
EU	European Union
FTE	Full Time Equivalent
HASS	Faculty of Humanities, Arts & Social Sciences
HE	Higher Education
HRM	Human Resource Management
JCC	Joint Consultative Committee
LTAS	Learning, Teaching & Assessment Strategy
MOOCs	Massive Open Online Courses
NSS	National Student Survey
QAA	Quality Assurance Agency
RDAP	Research Degree Awarding Powers
RILC	Regent's Institute of Languages & Culture
SPDC	Senate Portfolio Development Committee
TEF	Teaching Excellence Framework
UK	United Kingdom
US/USA	United States of America