

# MINUTES

<b>STRATEGY AND PERFORMANCE COMMITTEE, SP-19</b>		
<b>Date:</b>	Wednesday 8 November 2023	<b>Time:</b> 0815 HYBRID MEETING
<b>Location:</b>	CA105/106 The Catalyst	

*Notes:*

1. *Items marked with an asterisk (starred items) are for information only or regarded as noncontentious. Starred items will not be discussed and will be assumed to have been noted or approved unless a request to unstar a named item is received from a Board member in advance, or at the commencement, of the meeting.*
2. *Items classified as Confidential, and their subsequent minutes, will be redacted before publication of the agenda and minutes on the University's public website.*

<b>Members</b>		
Olayemi Ajiteru	Student Governor (President, Students' Union)	P
Professor Chris Headleand	Staff Governor (Academic staff)	P
Colin Hughes (Deputy Chair)	External Member	P (T)
Professor Martin Jones	Vice Chancellor	P
Juliet Oosthuysen (Chair)	External Member	P (T)
<b>In attendance</b>		
Ian Blachford	Chief Operating Officer and Clerk to the Board of Governors	P
Professor Kevin Hetherington	Deputy Vice Chancellor	P
Annabel Kiernan	Pro Vice Chancellor – Education	P
Sally McGill	Chief Financial Officer	P
Raheel Nawaz	Pro Vice Chancellor – Digital Transformation	P
Sue Boyce	Assistant Clerk to the Board of Governors (minutes)	P

*P = Present; A = Apologies; Ab = Absent; L = Late; IA = In Attendance*

<b>1 MEETING MANAGEMENT</b>													
364	No <b>Apologies for absence</b> were received.												
365	There were no new <b>Declarations of interest</b> .												
366	<b>Membership of the Committee for 2023/24:</b>												
	<table> <tr> <td><b>Constitution</b></td> <td><b>MEMBERSHIP</b></td> </tr> <tr> <td>External Members</td> <td>Colin Hughes (Deputy Chair) Juliet Oosthuysen (Chair) Vacancy Vacancy</td> </tr> <tr> <td>Student Governor</td> <td>Olayemi Ajiteru (President, Students' Union)</td> </tr> <tr> <td>Staff Governor</td> <td>Professor Chris Headleand (Academic Staff Governor)</td> </tr> <tr> <td>Vice Chancellor</td> <td>Professor Martin Jones</td> </tr> <tr> <td>In attendance</td> <td>Ian Blachford, Chief Operating Officer &amp; Clerk to the Board</td> </tr> </table>	<b>Constitution</b>	<b>MEMBERSHIP</b>	External Members	Colin Hughes (Deputy Chair) Juliet Oosthuysen (Chair) Vacancy Vacancy	Student Governor	Olayemi Ajiteru (President, Students' Union)	Staff Governor	Professor Chris Headleand (Academic Staff Governor)	Vice Chancellor	Professor Martin Jones	In attendance	Ian Blachford, Chief Operating Officer & Clerk to the Board
<b>Constitution</b>	<b>MEMBERSHIP</b>												
External Members	Colin Hughes (Deputy Chair) Juliet Oosthuysen (Chair) Vacancy Vacancy												
Student Governor	Olayemi Ajiteru (President, Students' Union)												
Staff Governor	Professor Chris Headleand (Academic Staff Governor)												
Vice Chancellor	Professor Martin Jones												
In attendance	Ian Blachford, Chief Operating Officer & Clerk to the Board												

	<p>Sally McGill, Chief Financial Officer  Professor Kevin Hetherington, Deputy Vice Chancellor  Professor Annabel Kiernan, Pro Vice Chancellor – Academic  Professor Raheel Nawaz, Pro Vice Chancellor – Digital Transformation</p>
367	The <b>Minutes of the last meeting of the Committee</b> , 17 May 2023 SP/19/01 were signed as a true and accurate record.
368	<p><b>Matters arising:</b></p> <ul style="list-style-type: none"> <li>• <b>Minute 348 – Student Recruitment</b> - the latest student recruitment figures were provided at the Board of Governors meeting on 12<sup>th</sup> October 2023. The student recruitment performance in this last cycle is the subject of the strategic event on 29<sup>th</sup> November 2023.</li> <li>• <b>Minute 352 – League Tables</b> – to note that the University did include a narrative submission to the Daily Mail League Table, following the last Strategy and Performance meeting.</li> <li>• <b>Minute 358 – Staffordshire University Academic Trust (SUAT)</b> - The Board of Governors approved Martin Pugh as the governor to become a member of SUAT.</li> </ul>
369	The <b>*Overview of annual business 2023-2024*</b> SP/19/02 was noted for information.
<b>2 FOR DISCUSSION AND/OR APPROVAL (marked below accordingly)</b>	
370	<p>The <b>Terms of Reference for the Committee 2023-2024 (APPROVAL)</b> SP/19/03 were presented to the Committee for annual approval. It was noted that there were no amendments to the terms of reference however the risk appetites will be updated following approval at the Board of Governors on 28<sup>th</sup> November.</p> <p>The Committee approved the Terms of Reference for the Committee.</p>
371	<p><b>The Strategic context for HE landscape: Microcredentials at Staffordshire University (DISCUSSION)</b> SP/19/04 report was introduced by Pro Vice Chancellor Academic and highlighted the following main points:</p> <ul style="list-style-type: none"> <li>• Microcredentials are a pillar in the university's place-based and policy-informed approach to collaborate with businesses to help Staffordshire to 'level up'. The microcredentials framework has been developed to offer alternative routes into education for otherwise harder to reach learners, as well as offering enhanced opportunities for existing students, and those seeking lifelong learning options such as mid-career learners.</li> <li>• As well as providing an overview of the University's work in this area, the paper outlines the governance structures put in place for microcredentials and details the provision that has been developed. The University's first suite of microcredentials was developed from 2021 to 2023 as part of the Staffordshire Higher Skills and Engagement Pathways and Staffordshire Entrepreneurship and e-Skills Gateway projects, funded by the European Social Fund (ESF).</li> <li>• The University is now continuing its development of microcredentials through a number of routes. These include microcredentials which facilitate access to higher education and enable existing students to develop core skills; and microcredentials linked to the OfS and DfE Higher Education Short Course Trial.</li> <li>• The University has also been successful in securing £257,000 from a UK Shared Prosperity Fund (UKSPF) bid in partnership with Stoke-on-Trent Council to deliver microcredentials and short courses for Stoke-on-Trent employed residents through the Stoke-on-Trent Higher Skills Accelerator Project.</li> <li>• The work to drive forward the microcredentials provision, means that the University is well positioned in the hyper-flex, Lifelong Learning Entitlement (LLE) and Work-Based Learning policy landscape.</li> </ul> <p>Members and attendees commented as follows:</p> <ul style="list-style-type: none"> <li>• Colin Hughes asked about the direction of travel of national policy in this arena and Martin Jones explained that government policy remains unclear at the moment, and that the shadow governments position is also unclear. It was noted that both appeared to be committed to the flexible studying, and it could be that the microcredentials and the LLE become decoupled in the future.</li> <li>• Discussion ensued on whether the university's microcredentials provision needed to be linked to LLE to be viable, and Annabel Kiernan confirmed that this was not the case. She also explained that following the university's successful lobbying of the OfS and DfE, the university is piloting a small bundle of short courses to test the market, look at demand and examine if it is scalable under LLE.</li> <li>• Colin Hughes asked about the competitive and collaborative landscape amongst institutions and Annabel Kiernan confirmed that there are other universities with microcredential offerings, both amongst Russell Group and post 92 universities. She added that Staffordshire University's offering is very well developed and there is potential appetite for joining a west midlands cluster with discussions ongoing.</li> <li>• Professor Chris Headleand questioned the university's selection of the Blackboard TDM software over the more widely known Coursera software. Annabel Kiernan responded that it is intended that the provision will be hybrid, and therefore this had led the choice of platform.</li> </ul>

	<ul style="list-style-type: none"> <li>Juliet Oosthuysen enquired about whether the microcredentials offering was viable and profitable. Martin Jones explained that this would need to be reviewed in the light of demand, as the provision had only recently been launched.</li> <li>Juliet Oosthuysen questioned the term 'microcredentials' from a marketing perspective and the language used on the website. Annabel Kiernan agreed that the website was being developed and the language simplified.</li> </ul> <p>There were no further comments, and the report was noted.</p>
372	<p><b>The KPI Scorecard (DISCUSSION)</b> SP/19/05 was introduced by the Chief Operating Officer as a guide for governors and a summary of subsequent papers.</p> <ul style="list-style-type: none"> <li>The paper is intended to be automatically referred to the Board of Governors, thus reducing the duplication of papers from the Strategy and Performance Committee to the Board of Governor meetings. A summary of the current performance against KPIs was contained within this with the following papers expanding the narrative position.</li> </ul> <p>There were no comments and the KPI Scorecard was noted.</p>
373	<p>The Pro Vice Chancellor Academic introduced the <b>Student Employability Report (DISCUSSION)</b> SP/19/06 which summarises the key impact-driven employability interventions carried out in 2022-23 including:</p> <ul style="list-style-type: none"> <li>The ROI for the £95,000 spent on graduate interventions delivered to the Class of 2021 has significantly increased graduate outcomes to 72.9% in Times (up 6.6pp from last year) and to 75% in Guardian (up 3pp). These results surpass interim targets and place us very close to meeting the 2027 KPIs of achieving 75% graduate outcomes and 20% graduate retention in graduate jobs in the region. These improvements had a positive influence on League Tables raising 13 places in the Times ranking (from 106 to 93) and 5 places in the Guardian (from 68 to 63).</li> <li>The graduate action plan for Class of 2022 has been delivered, estimating an additional 2-3% increase in graduate outcomes by May 2024. This boost is mainly due to an extra 25 graduate matches to external internships.</li> <li>Student, graduate and employer engagement with employability is the highest in 3 years. The latest data shows an 82% increase in 1:1 appointments (4227), a 282% increase in career sessions attendance (7827), 7% increase in placement/internships (873) and a 300% increase in employer events.</li> <li>High student satisfaction with employability is evidenced by the WUSCA 2023 Award as students voted Staffordshire University as a top 10 university for 'Best Career Prospects'. In addition, the Employability Framework is now embedded in c90% of courses. We aim to make employability 100% accessible to all students through our inclusive curriculum, minimising the requirement for students to engage in extra-curricular activities in order to develop employability skills, whilst meeting employers' expectations.</li> <li>These institutional developments are designed to continue impacting on KPIs and enhancing the student experience. They are helping Staffordshire University recover from previous disappointing results, achieving better outcomes and supporting our ambitions to return to a top 50 position in the League Tables.</li> </ul> <p>Members and attendees commented as follows:</p> <ul style="list-style-type: none"> <li>The Committee praised the ROI on the £95,000 spent for its positive outcomes. Juliet Oosthuysen asked whether the amount invested was an increase on last year and Annabel Kiernan confirmed this was the case, however as the project did not exist previously no comparison figures were available.</li> <li>Juliet Oosthuysen requested that the excellent claims and accolades on the university's website be translated into tangible benefits to engage the audience more fully, as thinking about the accolades in translatable messaging to the audience would be more beneficial.</li> <li>Olayemi Ajiteru noted that whilst the university's employability service is excellent for graduates, the placements provision is lacking as from his experience, when students approach employers themselves they tend to be rejected. It was agreed that he should share further insights with Annabel Kiernan and from these further developments could be made for placement provision. In discussion it was also highlighted that a further focus from careers could also be targeted towards postgraduate students and their slightly different employability needs.</li> </ul> <p>There were no further comments and the report was noted.</p>
374	<p>The Chief Financial Officer and Deputy Chief Executive presented <b>the Energy Consumption Performance Report (DISCUSSION)</b> SP/19/07</p> <ul style="list-style-type: none"> <li>Staffordshire University is committed to reducing energy consumption of its owned and operated estate, to minimise the associated environmental and financial impacts. At the beginning of October 2021, the University became members of The Energy Consortium (TEC), who represent the interests of the education sector, and entered 36-month flexible procurement contracts electricity and gas with EDF Energy and Corona Energy respectively, which are managed by TEC.</li> </ul>

	<ul style="list-style-type: none"> <li>Wholesale energy costs have increased significantly since 2021, and annual energy costs for Stoke-on-Trent and Stafford campuses increased by a factor of 2.7 in August 2022-July 2023 compared with August 2020-July 2021, from £1.7 million to £4.7 million. Actual energy consumption within the estate decreased 7% in 2022-23 compared to 2021-22, and associated carbon emissions by 3% (despite an increase in the carbon conversion factor or UK grid electricity).</li> <li>Scope 1 and 2 carbon emission are a University KPI. The target for 2022-23 was 4,056 tCO<sub>2</sub>e and the actual result is 4,007 tCO<sub>2</sub>e, including the emissions reported in this document of 3,646 tCO<sub>2</sub>e (which relate only to purchased electricity and gas consumption). There are other minor elements within scopes 1 and 2 which make up the difference.</li> <li>The annual budget for gas and electricity consumption has been set at £4.3 million for 2023-24. Actual consumption volumes, costs and predicted associated carbon emissions will continue to be monitored closely.</li> </ul> <p>Members and attendees commented as follows:</p> <ul style="list-style-type: none"> <li>[REDACTED]</li> </ul> <p>There were no further comments and the report was noted.</p>
375	<p>The Chief Operating Officer introduced the <b>Staffing Demographic Profile Report (DISCUSSION) SP/19/08</b> and stated that the University is making good progress towards the increasing presence of ethnic minority staff within the workforce, to bring this in line with the regional data:</p> <ul style="list-style-type: none"> <li>Staffordshire University staff profile data shows that on 3<sup>rd</sup> July 2023 the university employed 1,524 staff (excluding part-time lecturers). Of the 1,524 staff employed, 86% declared they were from a White background, 11.4% declared they were from an Ethnic Minority background. Our current target is to ensure 17% of staff employed across the organisation are from an ethnic minority background.</li> <li>In terms of direction of travel, in January 2022 (the commencement in role of the current Vice Chancellor and the development of the overall KPI), 8.2% of our staff were from an ethnic minority background. Since that time, we have seen a positive increase of 3.2% more ethnic minority staff employed in the period, bringing us to our current position of 11.4%.</li> <li>Modelling the university's current recruitment, selection, and staff turnover rates, it is likely to reach its internal target of 17% ethnic minority staff by 2026-2027.</li> <li>In closer examination of the university's ethnicity profile, it is important to understand whether it is employing more people from ethnic minority backgrounds who live within the region, or employing more people from outside the UK, who would require visas. From January 2022 to July 2023, 94 people we employed from a minority ethnic background, 54 (57.5%) were from the UK/Ireland and 1 (1%) were from the EU/EEA (European Union/European Economic Area) and 39 (41.5%) were from other countries.</li> </ul> <p>Members and attendees commented as follows:</p> <ul style="list-style-type: none"> <li>It was noted that the university has been focussing on employing staff from minority ethnic groups since they had been previously underrepresented. Ian Blachford informed the Committee that the university was ahead of annual milestone targets.</li> <li>Juliet Oosthuisen praised the excellent direction of travel on the university's gender pay gap attainment of 7%. Ian Blachford commented that the university outperforms the sector, however the university is still aiming to improve from its current position.</li> <li>Colin Hughes informed the Committee that from experience, increasing the proportion of ethnic minority employees tends to have an effect on the gender pay gap metrics and vice versa, therefore the balancing of both requires continual focus.</li> <li>Chris Headleand asked about the accuracy of the metrics since staff self-reporting may be dated and a minority may not declare all classifications. Ian Blachford informed the Committee about a forthcoming EDI campaign to encourage staff to update how they originally classified themselves on appointment. This reclassification exercise is expected to provide an opportunity to capture additional metrics.</li> </ul> <p>There were no further comments and the report was noted.</p>
376	<p><b>The League Table Performance Report (DISCUSSION) SP/16/09</b> was introduced by Professor Kevin Hetherington and it provides a summary of the University's performance in the three major UK league tables this summer and our performance in the latest league table, the Daily Mail. It also provides an update on our performance in the two key international rankings and update on the League Tables Improvement Action Plan.</p> <p>The University has set a KPI of achieving top 50% in the three major UK league tables. In 2023 the University has risen in two of the three established UK league tables and dropped in one. The University currently sits:</p>

- 108<sup>th</sup> out of 130 institutions in the Complete University Guide, down 6 places from 102<sup>nd</sup> (released June 2023).
  - 63<sup>rd</sup> out of 122 institutions in the Guardian University Guide, a rise of 5 places from 68<sup>th</sup> (released Sept 2023).
  - = 93<sup>rd</sup> out of 132 institutions in the Times/Sunday Times Good University Guide, up 13 places from 106<sup>th</sup> (released Sept 2023).
- The University's ranking in the Guardian University Guide sees the University just outside of the KPI of top 50% in the league table.
  - The University was placed =71<sup>st</sup> out of 128 institutions in the first Daily Mail University guide.
  - The Times Higher Education Impact Rankings 2023 was released on 1<sup>st</sup> June. This is the third year the University has featured in the impact rankings. The University is ranked 601-800 out of 1591 institutions, down from 401-600 out of 1406 last year. However, our best performing SDG was SDG4 Quality Education. This year's score of 73.3 for this SDG, saw the University enter the top 100 institutions globally for the first time, ranked =95 out of 1304 institutions. Staffordshire was ranked 2<sup>nd</sup>, after Manchester Metropolitan University amongst UK institutions.
  - The University has seen an improvement in its overall ranking in the THE World University Rankings 2024 published on 27<sup>th</sup> September. It has risen from rank 1201-1500 last year to rank 1001-1200 this year.
  - To enhance the monitoring, reporting and consideration of the University's performance and mitigating actions in key domestic and global league tables, the actions from the previously approved SLT League Table Performance Improvement Ongoing Action Plan have been merged with new actions that emerged through the League Tables Group meetings during 2022/23, to create a League Tables Integrated Action Plan.

Members and attendees commented as follows:

- Martin Jones commented on the importance of the QS World University Rankings and the Times Higher Education World Rankings, both of which are essential for leveraging discussions on funding and for increasing international recruitment. To secure a ranking of less than 1000 would involve improving the quality and quantity of the university's research performance and its number of international contacts. Purchasing intelligence data which is linked to QS metrics will also need to be considered. KPIs have been introduced to ensure the university moves in the right direction and Juliet Oosthuysen asked for these to be made available. A discussion around league table strategy will also take place at the Strategic Event in November.
- Chris Headleand noted that the metrics are not equally weighted, for example art underperforms under certain metrics but its Staff Student Ratio (SSR) drives it into the top 10. Similarly, the impact of losing research academics due to redundancies will need to be mitigated. Sally McGill commented that as the university is a Post 92 institution it has a natural disadvantage as research staff are classified as a resource for students. All agreed that modelling activities will need to be carried out to reduce the impact on league tables in the future.

There were no further comments and the report was noted.

377 The Deputy Vice Chancellor introduced **the Apprenticeships Performance Report (DISCUSSION)** SP/19/10 and highlighted that the University's apprenticeship provision has performed strongly in 22/23 and has again exceeded overall targets in the following areas:

- Recruitment, at 1123, significantly exceeded target with even the PCDA exceeding its original target, despite the cessation of new starts from West Midlands Policy Force (WMP) on 31 March 2023.
- At 31 July 2023, 4271 apprentices had been recruited towards the, recently increased, University target of 6,500 by July 2026. Non-PCDA apprenticeships continue to grow in numbers enrolled and geographical reach. The Apprenticeships Recruitment Strategy, as a subset of the Business Engagement Strategy, is included in the papers for this meeting for approval and has been refreshed as part of the PCDA mitigating actions to sustain our position in the apprenticeships.
- Income from Apprenticeship provision continues to grow year on year with over £17m confirmed for 22/23. Income generated from apprenticeships completed in 22/23 will continue to be paid for some months as 20% completion payments are processed by the ESFA.
- Income from Apprenticeships has increased significantly. This is due to the increased enrolment on Degree Apprenticeships with a higher funding cap e.g., Social Work, Digital Technology Solutions (DTS) and Healthcare Science Practitioner (HCSP). The MoD has confirmed an extension by 2 years of the 3-year contract started in February 2021. This new contract continues a commitment to 100 Chartered Manager degree apprentices per year via 3 cohorts with a total value of £3.8m.

Members and attendees commented as follows:

- Juliet Oosthuysen asked how the university is faring against budget and Sally McGill confirmed the university is on target to meet the budget for the year against apprenticeships.

	<ul style="list-style-type: none"> <li>• Martin Jones added that the university is submitting a bid through the OfS to enhance apprenticeship numbers and to help recruit and grow into new and existing areas and this is expected to be secured.</li> </ul> <p>There were no further comments and the report was noted.</p>
378	<p>The Deputy Vice Chancellor introduced the <b>Research Performance Report (DISCUSSION)</b> SP/19/11 and highlighted that:</p> <ul style="list-style-type: none"> <li>• Research is inbuilt within the new University strategic plan and underpinning strategies. With a teaching-led, research inspired approach, research will be a fundamental requirement to deliver our next generation performance and next generation engagement priorities. This paper outlines progress and the plans in place to achieve our research KPIs:</li> <li>• £5m income from externally funded research per annum. This target is set to be achieved at the end of the 5-year strategy. Our target towards this KPI is £0.8m research income for the academic year 2022/23. In 2021/22 we achieved over this figure with £0.97m received and have received £1.38m income for 2022/23 (subject to audit confirmation). Additional funding worth £2.02m was secured in 2022/23 providing an increase in pipeline for future years.</li> <li>• 55% of our outputs will be co-authored internationally. This target is measured by analysis of the publications recorded on Scopus<sup>1</sup> (an abstract and citation database of peer-reviewed academic research publications) which are affiliated to Staffordshire University. Outputs on Scopus are recorded by the calendar year of publication rather than academic year. Our target for this academic year is 52% outputs co-authored internationally. 2022 saw 57.3% of our papers being co-authored with an international co-author, which is the fourth year for an increase in this metric. Initial figures for 2023 (on 22<sup>nd</sup> September 2023) have reduced to 55.4% showing a small drop but are in line with the KPI achievement.</li> <li>• Secure entry into the QS World University Rankings by 2024-2025 and progress to 'top 1000'. We are not currently in the QS World University Rankings and have in place a strategy to ensure we are ranked in the top 1000 by 2026/27. A major component of the QS scoring is a survey of academic and academic-related staff, and work is scheduled for engagement with collaborators to support the next QS survey.</li> </ul> <p>There were no further comments and the report was noted.</p>
379	<p><b>The Annual Report on Learning &amp; Teaching (DISCUSSION)</b> SP/19/12 was introduced by Pro Vice Chancellor Academic. The report reflects on the activity and performance of the Learning and Teaching portfolio led by Academic Quality Development (AQD) and the Staffordshire Centre for Learning and Pedagogic Practice (SCoLPP). This report discusses the impact and work of each of AQD's departments in turn:</p> <ul style="list-style-type: none"> <li>• Academic Development – course monitoring and staff professional development</li> <li>• Student &amp; Graduate Employability – in-curriculum employability, Graduate Outcomes and Graduate employment</li> <li>• Education Research &amp; Evaluation – sector consultations, TEF, APP, student surveys</li> <li>• Academic Projects – curriculum management, Student Manifesto, FE2HE transition programme, EDGE</li> <li>• Academic Quality – oversight of governance and management of QA including Microcredentials framework</li> <li>• Digital Pedagogies – digital diagnostics and upskilling, digital education solutions, AI policies</li> </ul> <p>This is followed by a discussion of the key successes in SCoLPP, highlights include:</p> <ul style="list-style-type: none"> <li>• Academic Quality Service led enhancements in continuous course monitoring and course action planning, course approval and amendment and course information for students, including working closely with Apprenticeships and Collaborative Academic Partnerships to ensure full oversight and consistency across all provision.</li> <li>• Academic Development (AD) has driven work to support course teams responding to strategic priorities, as well as increasing AD's breadth and reach across the University community through networks, festivals of learning and teaching, and reforms to staff induction. It has also reformed and relaunched with AdvanceHE the Staffordshire Route to Fellowship to support the University's KPI in this area.</li> <li>• Student and Graduate Employability experienced a number of successes, driving a considerable increase in League Tables from Graduate Outcomes results (Sept 23); alongside the continued growth of reach and impact SGE has with students and Graduates, it has also increased the pedagogical activity among academics in employability within the curriculum.</li> <li>• In 2022/23 Education Research and Evaluation pioneered its Student Basic Needs Survey pilot, supported the University TEF submission, managed the development of the 2024-2028 Access and Participation Plan, and provided written expertise through regulator, sector body and Government consultation responses.</li> <li>• Academic Projects led on a number of key areas to respond dynamically to 'wicked' issues through the facilitation of cross institutional collaboration on Curriculum Management, Student Enrichment and Engagement (EDGE), FE2HE transition Microcredentials and the Student Manifesto.</li> </ul>

	<ul style="list-style-type: none"> <li>Digital Pedagogies established the Teaching Innovation &amp; Learning Enhancement (TILE) Hub as a key aspect of its delivery to staff and students, digital future proofing our learning and teaching infrastructure and capability, as well as ensuring improvement to the digital student experience, setting the groundwork for the 2023/24 plans and working on Curriculum 24 to grow Staffordshire's Hybrid and HiFlex learning.</li> <li>SCoLPP have demonstrated a consistent track record, bridging the gap between research and practice at Staffordshire, through projects such as the QAA UK funded <i>Phenomenon-Based Learning: Developing Phenomenal Learning</i>, the TASO funded research <i>Contextualising the landscape and developing a typology of approaches</i> to address the ethnicity degree awarding gap; and the QAA Scotland funded <i>The Universal Evaluation Framework (UEF)</i>. This work will be vital to the delivery of Curriculum 2024 and Staffordshire's new APP plan.</li> </ul> <p>Members and attendees commented as follows:</p> <ul style="list-style-type: none"> <li>Juliet Oosthuysen asked about the cost-of-living crisis and its effect on students. Annabel Kiernan advised that the university partners with the Student Union on this and that the basic needs survey was piloted through the summer with a view to providing support to shaping interventions and assist the students through their academic journey. It was noted that the 'cost of living' issues had impacted significantly on student groups and particularly those from the Unievrsity's traditional recruiting cohorts.</li> </ul> <p>There were no further comments and the report was noted.</p>
380	<p><b>The Business Case – Lichfield (APPROVAL)</b> SP/19/13 was introduced by Deputy Vice Chancellor for approval. The paper now presents the full costings of delivering the option B which was chosen at the February 2023 Strategy and Performance Committee to 'Rebrand, increase engagement with the college and grow market share' of the Lichfield campus where Staffordshire University is co located in joint ownership with the South Stafford College.</p> <ul style="list-style-type: none"> <li>Option B presents a strategic opportunity to deepen our partnership with South Staffordshire College and strategically align our top-up pathway options with the college's games courses that are located there. We are particularly focusing on games subjects initially as this is where the main growth at South Staffordshire College is.</li> <li>Furthermore, it will support growth of the university's market share in Lichfield and South Staffordshire from the current ~5% to target 14.7%. It will also allow the university to strengthen its brand in the city and surrounding area and gradually reposition its Business Village towards games and digital sector businesses. Financially, Option B anticipated contribution in 2026/27 will provide £226,000 contribution.</li> <li>The Option B Financial Summary outlines the full income and expenditure. The investment on top of the budgeted expenditure is for the marketing, redecorating the Business Village and capital investment to upgrade one teaching room, upgrade the digital network for the teaching space and upgrade the Business Village meeting room.</li> <li>There may also be further opportunities in the future around other subject areas like Esports and creative arts subjects that the college is seeing growth in up to Level 3. Further consideration of these will be facilitated by approving this business case for the games courses and growing partnership with the college.</li> <li>The recommendation is to proceed with the implementation of Option B and to monitor the implementation and progress through annual reports to the Strategy &amp; Performance Committee.</li> </ul> <p>Members and attendees commented as follows:</p> <ul style="list-style-type: none"> <li>Chris Headleand asked whether an assessment had taken place about the potential growth opportunity from implementing Option B. Kevin Hetherington commented that the university is aiming for 14% of the market share which should be achievable. Implementing Option B is expected to leverage growth as the proposal will allow students who don't wish to commute an opportunity to study games up to level 6. South Staffordshire area typically has a large number of students who move into higher education and there is not one main higher education provider. Once Lichfield is proactively marketed and the university has more visibility in the area, a pipeline of students is expected in a wider range of subjects.</li> </ul> <p>There were no further comments and the Business Case for Lichfield was approved.</p>
381	<p><b>The Business Engagement Strategy (APPROVAL)</b> SP/19/14 was introduced by the Deputy Vice Chancellor for approval together with the Apprenticeships Recruitment Strategy report. The Business Engagement strategy strives to execute on the 'Catalyst for Change' approach to next generation engagement and to create a dynamic ecosystem fostering greater research, enterprise, and student links through partnerships with businesses across Stoke-on-Trent and Staffordshire, London and nationally. The strategy seeks to focus on key areas across:</p> <ul style="list-style-type: none"> <li>Research commercialisation, through our Research, Innovation and Enterprise Centres with focus on Knowledge Transfer Partnerships and consulting</li> <li>Work-based learning, retaining our leading apprenticeships position and grow microcredentials, CPD and HTQs</li> <li>Embedding students and graduates in quality paid roles supporting graduate outcomes utilising Unitemps and student consulting agency</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Growing our regional presence and supporting local supply chains but also capitalising on our position in London</li> </ul> <p>In doing so the university will focus on some key sectors, regionally and nationally, which align with its Research, Innovation and Enterprise Strategy, its HEIF Accountability Statement and the Apprenticeships Recruitment Strategy including: digital, manufacturing, public sector (NHS: nursing, medicine, allied health; councils), logistics/transport, creative, security and criminal justice (policing, MoD), professional services.</p> <p>Members and attendees commented as follows:</p> <ul style="list-style-type: none"> <li>• Chris Headleand asked about the reference to spin out companies. The Director of Business Engagement was working with research centres to identify areas for further development.</li> <li>• Chris Headleand asked whether research centres were equipped to lead the development of opportunities as enterprise skills are essential. Kevin Hetherington agreed that the university is working with them around knowledge transfer partnerships to develop a more commercial mindset and interface between the team and manufacturing and technology. This will help provide visibility of opportunities to commercialise.</li> <li>• Colin Hughes asked about the profit margins on apprenticeship in the undergraduate arena. Juliet Oosthuysen agreed we need to be clear of contribution value of each apprenticeship offer. Sally McGill commented that a review is taking place to capture costs and delivery of all qualifications. This will include workload allocation models to examine time allocated to different streams and technical requirements for apprenticeships and other courses to help the university evaluate which standards to focus on.</li> </ul> <p>There were no further comments and the Business Engagement Strategy and Apprenticeship Recruitment Strategy were approved.</p>
<ul style="list-style-type: none"> <li>• <b>3 FOR INFORMATION</b></li> </ul>	
382	<p>The Vice Chancellor presented <b>the Update on HE sector consultations</b> SP/19/15 for information.</p> <ul style="list-style-type: none"> <li>• The University responds to a number of higher education consultations during the year. The Committee agreed in 2021 that it would find it helpful to see a summary of HE sector consultations issued between meetings together with a summary of our responses if one has been submitted. This is the seventh of such summaries. It should be noted that since September 2020 the university has responded to 55 consultations. 15 consultations were responded to in the academic year 2022/23.</li> </ul> <p>There were no comments and the report was noted.</p>
<b>4 ADDITIONAL MATTERS</b>	
383	<p>There were no <b>additional matters</b>.</p>
384	<p><b>Items to be referred to Board of Governors</b></p> <p><b>Approval:</b></p> <ul style="list-style-type: none"> <li>a) <b>Minute 380</b> - Business Case - Lichfield</li> <li>b) <b>Minute 381</b> - Business Engagement Strategy</li> </ul> <p><b>Information:</b></p> <ul style="list-style-type: none"> <li>a) <b>*Minute 372</b> - KPI Scorecard*</li> </ul>
385	<p><b>Next meeting:</b> Wednesday 21 February 2023 (CA105/6, Catalyst, Leek Rd)</p>