



Strategic Improvement Plan

2015-2018

Contents

1	Introduction	6
2	Profile and Context	8
2.1	College Profile	8
2.2	Strategic Context	9
2.3	Regional Context	12
2.4	What does this mean for Northern Regional College?	13
3	Our Vision	16
3.1	Introduction	16
3.2	Vision, Mission and Values.....	16
3.3	Strategic Priorities	17
3.4	Strategic Priority 1 – Students	19
3.5	Strategic Priority 2 – Internal Resources	26
3.6	Strategic Priority 3 – External Stakeholders	32
4	Future Organisational Structure	38
4.1	Management Structure	38
4.2	Academic Roles and Responsibilities	41
4.3	Support Management Structure	41
4.4	Support Roles and Responsibilities	42
4.5	Anticipated Savings from Staff Restructuring	44
5	Future Financial Forecasts	47
5.1	Income and Expenditure Account.....	47
5.2	Balance Sheet	49
5.3	Cash Flow Statement	51
5.4	Sensitivity Analysis	52
5.5	Risks to Achieving the Financial Projections	53
6	Delivering the Strategic Priorities	55
6.1	Governance	55
6.2	Supporting Strategies and Policies.....	56
6.3	Risk Management.....	56
6.4	KPI Reporting Timetable	57
6.5	References	58

Acronyms

AHOD	Assistant Head of Department
COO	Chief Operating Officer
CPD	Continuing Professional Development
CRM	Customer Relationship Management
DE	Department of Education
DEL	Department for Employment and Learning
DETI	Department of Enterprise, Trade & Investment
DSD	Department of Social Development
EMA	Educational Maintenance Allowance
ES	Essential Skills
ESOL	English for Speakers of Other Languages
ESP	Employer Support Programme
ETI	Education and Training Inspectorate
FE	Further Education
FECs	Further Education Colleges
FESR	Further Education Statistical Record
FLU	Funded Learning Unit
FRS	Financial Reporting Standard
FT	Full-Time
FTE	Full-Time Equivalent
HE	Higher Education
HR	Human Resources
ICT	Information and Communication Technology
IT	Information Technology
KPI	Key Performance Indicator
LFS	Labour Force Survey
MIS	Management Information System
NICS	Northern Ireland Civil Service
OECD	Organisation for Economic Co-operation and Development

ONS	Office for National Statistics
PT	Part-Time
R&D	Research and Development
RAG	Red, Amber, Green
SIP	Strategic Improvement Plan
SLT	Senior Leadership Team
SMEs	Small and Medium Sized Enterprises
STeAM	Science, Technology, Engineering, Art and Mathematics
STEM	Science, Technology, Engineering, Mathematics
TfS	Training for Success
UK	United Kingdom
VES	Voluntary Exit Scheme
VFM	Value for Money
VLE	Virtual Learning Environment
WDF	Workforce Development Forum

Foreword

This Strategic Improvement Plan charts an ambitious but realistic journey to guide transformation and change at Northern Regional College.

In preparing this plan we have reviewed the factors contributing to success in our sector and considered international benchmarks and best practice. Our revised Vision, Mission and Values set the scene for an exciting and challenging three years ahead, which we aim to achieve through implementing a number of Strategic Priorities and associated Key Performance Indicators (KPIs). Responsibility for delivering these will be assigned to individual members of the Senior Leadership and the Management Team, monitored by our Governing Body and DEL.

To deliver this plan we must secure support from, and develop effective partnerships with, our sponsoring government department (DEL); employers; community organisations; schools, colleges and universities. In parallel, we will implement a programme of training for our governors and staff to ensure they have the necessary knowledge and skills to achieve the required progress and results.

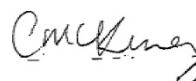
We are committed to improving the quality and delivery of both our curriculum and learning environment so that we can attract and support students to achieve their full potential, and future occupational mobility. During the lifespan of this plan we will continue to develop and refocus our curriculum so that provision remains aligned to government priorities and employment opportunities.

Our plan is cognisant of the need for prudent and resourceful stewardship of our resources, underpinned by a drive to create efficiencies and value for money, thus achieving financial sustainability.

Ultimately it is a roadmap for the College, setting out the way forward and signposting appropriate milestones to drive a major programme of change that will be evidenced by a culture of continuous improvement, innovation and accountability.



Professor Terri Scott
Principal/Chief Executive

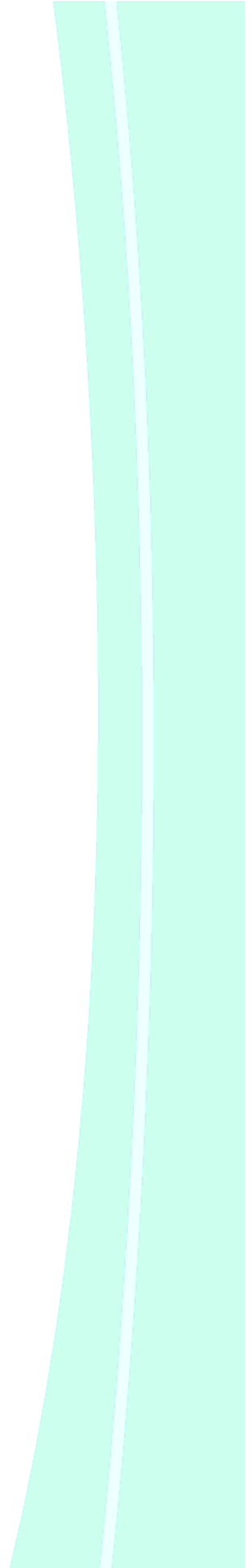


Carmel McKinney OBE
Chair of Governing Body



Introduction

“Our ambition is to make our College a partner of choice for students, staff, industry and other stakeholders”



1 Introduction

Northern Regional College's Strategic Improvement Plan has been developed in response to the challenges we are currently facing, in order to place us on a three year journey towards financial stability and success. This has presented an opportunity to take the College in a new direction, to restructure internally, refocus the way we conduct our business and reposition ourselves in the external marketplace. Our ambition is to make our College a partner of choice for students, staff, industry and other stakeholders.

Integral to this has been the development of Strategic Priorities and associated Key Performance Indicators (KPIs) to guide the College over the next three years. We have three core priorities built around our students, staff and stakeholders. We are committed to more proactively engaging with all of our internal and external stakeholders and ensuring our College is at the heart of our local communities – while also playing a role nationally and internationally to improve opportunities for young people and adults.

Our new strategic direction has resulted in a revised organisational structure, designed to deliver our commitments and to transform the College into an outstanding provider of training and further and higher education. Our future structure will result in long-term savings as the result of a reduced staff complement. In the short-term, however, we will inevitably incur costs associated with reducing headcount. However, we are confident that, with the support of DEL, we will achieve the savings in staff costs required to create a sustainable institution in the next three years.

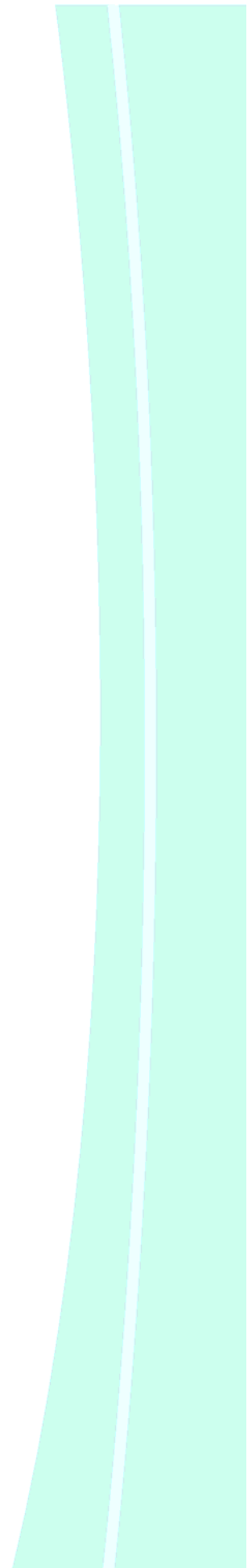
In parallel to all of the above, we will prepare an Estates Strategy which will see the College prepare to move from six campuses to four. Implementation of our Estates Strategy will enable vital investment in infrastructure and facilities and contribute to a fit-for-purpose environment which will enhance the overall student experience. Investment in our Virtual Learning Environment (VLE) and in staff development will also be central to ensuring high quality and flexibility of provision for our students going forward.

The ongoing strain on public sector funding continues to place increased pressure on the College to deliver services in the most cost-effective manner and to achieve value for money. Therefore, over the period of this plan we have set ourselves ambitious targets to generate income from a more diverse range of sources.

Against this backdrop, this Strategic Improvement Plan outlines the 'roadmap' for the College for the period 2015-2018 and how we will implement change and achieve sustainability and success.

Profile & Context

“Over the period of this plan we will focus on building specialisms to support the employment opportunities in our catchment areas”



2 Profile and Context

2.1 College Profile

Northern Regional College was established in 2007 following the merger of the Causeway, East Antrim and North East Institutes of Further and Higher Education. We are the main provider of Further Education across four¹ of the 11 new Council areas in Northern Ireland and two of the six counties², covering a population of 429,172³ or 25% of Northern Ireland's population. The College employs circa 1,000 staff and had approximately 18,392 enrolments during 2014/15⁴ in over 700 FE and HE programmes and training contracts. The full-time provision is delivered at our main campuses in Ballymena, Ballymoney, Coleraine, Magherafelt and Newtownabbey with part-time and community based provision offered at more than 30 locations.



Figure 2-1 – Northern Regional College Campus Locations

Delivering provision across such a wide and diverse geographical area brings with it certain challenges in terms of duplication of delivery, and the deployment of staff and resources. The College has a broader geography and greater catchment area than the other colleges in Northern Ireland. Following the reorganisation of local government in 2015, our campuses extend across four of the new council areas. Our campus reach defines the College, and this means that each campus must be sustainable in its own right. Over the period of this plan we will focus on building specialisms to support the employment opportunities in our catchment areas.

¹ Causeway Coast and Glens, Mid and East Antrim, Mid-Ulster, and Antrim and Newtownabbey

² Antrim and Londonderry

³ Source: DEL Labour Market Profile Northern Workforce Development Forum, June 2014

⁴ Source: DELNI Further Education In-Year Activity Return Jan 2015

2.2 Strategic Context

We have summarised below the key priorities of government as outlined in various strategy documents, then considered the implications of these for Northern Regional College.

2.2.1 Northern Ireland Programme for Government 2011 – 2015⁵

- The Programme for Government (PfG) has five priorities, the first of which is 'Growing a Sustainable Economy and Investing in the Future'.
- Its primary purpose is to achieve long term economic growth by improving competitiveness and building a larger and more export-driven private sector, through the achievement of 27 commitments. Three of the 27 commitments relate specifically to DEL:
 - Increase uptake in economically relevant Science, Technology, Engineering and Mathematics (STEM) places.
 - Up-skill the working age population by delivering over 200,000 qualifications.
 - (In conjunction with DETI) develop and implement a strategy to reduce economic inactivity through skills, training, incentives and job creation.

2.2.2 Northern Ireland Executive Economic Strategy⁶

The vision set out within the Northern Ireland Executive Economic Strategy to 2030 is:

"An economy characterised by a sustainable and growing private sector, where a greater number of firms compete in global markets and there is growing employment and prosperity for all".

Specifically, one of its eight rebalancing performance indicators for 2030 is to:

"Increase the proportion of those in employment with qualifications at Levels 2, 3, 4 and above closing the skills gap with the top performing OECD countries".

2.2.3 Innovation Strategy for Northern Ireland 2014 - 2025⁷

The Innovation Strategy outlines a range of actions designed to increase employment and wealth through building a larger and more export-driven private sector.

It is the intention, through working with the FE sector and other stakeholders, that the focus of the Employer Support Programmes will be increased to provide targeted support to SMEs and Micro Businesses for the skills required to engage in innovation, R&D and entrepreneurship.

One of the key actions (relating to knowledge exchange) is to:

"Increase our investment in programmes and initiatives that support collaboration between businesses and academia".

2.2.4 Graduating to Success – A Higher Education Strategy for Northern Ireland⁸

This first Higher Education Strategy for Northern Ireland complements the 'Success Through Skills: Transforming Futures' Strategy and the 'Further Education Means Business' Strategy in demonstrating DEL's integrated approach to improving skills, supporting people and contributing to the creation of jobs. DEL intends to improve rural access to Higher Education, in partnership with the HE and FE sectors. There will be a pilot of university bases at Further Education Colleges (FECs) with the aim of enabling HE students to undertake distance learning, with access to university materials and resources they need on a planned basis. The

⁵ Source: NI Executive 2012

⁶ Source: Economic Strategy Priorities for sustainable growth and prosperity. Northern Ireland Executive 2012.

⁷ Source: DETI

⁸ Source: DELNI

first pilot took place at one FEC in 2013/14, with a review in 2014/15. By 2020, identified FECs will provide access to university resources.

2.2.5 FE Strategy Consultation Document (June 2015)⁹

This Strategy identifies a crucial role for colleges to work with employers and other key stakeholders to ensure that the professional and technical qualifications and curriculum we provide support the rebalancing and rebuilding of the Northern Ireland economy, with particular emphasis on priority skills (STEM).

Key themes, which aim to deliver this Strategy include:

- Economic development, with colleges at the centre of skills delivery for professional and technical occupations.
- Social inclusion, driven by improved job skills and capabilities, and economic participation.
- Curriculum delivery, the engine of high quality further education delivery.
- Excellence, to drive efficiency, effectiveness and quality.
- College partnerships, to maximise efficiency and effectiveness.
- Funding model and college sustainability, to underpin priorities.

Note: Building on our College's track record and the employment opportunities in the creative industries, Northern Regional College launched a STEaM initiative in 2015 that will provide a backdrop to a network of campus specialisms and a continued investment in our learning environment.

2.2.6 Success through Skills: Transforming Futures. The Skills Strategy for Northern Ireland¹⁰

The aim of this Strategy is reflected in the following four strategic goals:

- Increase the proportion of those people in employment with Level 2 skills and above to 84-90% by 2020, from a baseline of 71.2% in 2008.
- Increase the proportion of those people in employment with Level 3 skills and above to 68-76% by 2020, from a baseline of 55.6% in 2008.
- Increase the proportion of those people in employment with Level 4-8 skills and above to 44-52% by 2020, from a baseline of 33.2% in 2008.
- Increase the proportion of those qualifying from NI HE Institutions with graduate and post graduate level courses in STEM subjects (with an emphasis on physical and biological sciences, mathematical and computer science, engineering and technology) to 25-30% in 2020 from a baseline of 18% in 2008.

2.2.7 Entitlement Framework¹¹

- The Entitlement Framework relates to the post-14 curriculum which has been developed to put the needs of pupils first.
- It guarantees all pupils access to a minimum number of courses at Key Stage 4 and post-16, no matter which school they attend or where they live.
- Funding will continue to be awarded for applied courses delivered collaboratively with FE. The DE Circular 2015/16 confirmed that funding will be in place for the Entitlement Framework for the 2015/16 financial year.
- Given the reductions in Government funding, it is likely that funding for the Entitlement Framework will be reduced in the future, and we have taken this into account in developing our Strategic Improvement Plan.

⁹ Source: DELNI

¹⁰ Source: DELNI

¹¹ Source: DENI

2.2.8 Review of Youth Training Interim Report and Consultation Document (November 2014)¹²

- This report sets out a system of learning for young people aged 16–24.
- The youth training system will incorporate structured work-based learning for all participants, including an employment-based pathway, and will provide a new professional and technical award at level 2, the curriculum content of which will be informed by employers in order to better match demand and supply.
- It is intended that the system will provide flexible routes into apprenticeships, further education or higher education, and directly or indirectly into sustained employment.

2.2.9 Securing Our Success – The Northern Ireland Strategy on Apprenticeships (June 2014)¹³

This Strategy commits to a step-change to the system of apprenticeships in Northern Ireland:

- Commencing apprenticeships from level 3 upwards, with a major commitment to higher level apprenticeships.
- Apprenticeships will be extended to a wider range of occupational areas, and also provide pathways into further and higher education.
- A complementary, reformed system of youth training will create fresh progression routes into apprenticeships.

2.2.10 The Student Experience

There is widespread research¹⁴ detailing the elements that affect prospective students' choices. Key findings include:

- An Institution's reputation for good teaching and providing strong job prospects heavily influences students.
- Industry links and connections with business are viewed to be closely linked to job prospects.
- IT infrastructure, including Wi-Fi access and the availability of PCs are increasingly a key issue for students assessing the quality of campus facilities and services.
- Students expect institutions to offer advice and guidance (in addition to internships and work placement opportunities) to support them in developing their employability for future careers.
- Students want staff to be qualified and trained, and for quality procedures to be in place to manage poor teaching.
- Students are not only interested in the courses, but in enhancing employability skills.

2.2.11 The Financial Context

At the time of writing Northern Regional College, like the rest of the FE Sector in Northern Ireland, is operating in the context of recent budget cuts and financial pressures that are being applied across the Northern Ireland Public Sector. These cuts have created a challenging backdrop and environment for taking the SIP forward.

The budget reductions have increased pressures on Departments to realise efficiencies and savings; with the savings requiring improved ways of working and cost reduction programmes.

¹² Source: DELNI

¹³ Source: DELNI

¹⁴ Kandiko, C. B. & Mawer, M. (2013). Student Expectations and Perceptions of Higher Education. London: King's Learning Institute; McGregor, A. & Yeeles, M. (2013). What Students Really Want; Grove, J. (2012). Student Experience Survey: What Matters Most?

As the largest overhead of this College is staff costs, a key focus of our SIP is devoted to addressing this issue. Central to achieving the savings we have predicted in this area is the funding becoming available to enable us to implement the Voluntary Exit Scheme (VES) launched across the FE sector in March 2015. This is a vital component of our plan as it is proposed that reductions in headcount will be funded by the Government Restructuring and Reform Initiative (RRI).

2.3 Regional Context

Much of the data referenced within this regional context section has been sourced from the DEL Labour Market Profile of the Northern Workforce Development Forum (WDF), June 2014. The Northern WDF comprises the former Council areas of Coleraine, Ballymena, Ballymoney, Moyle, Antrim, Newtownabbey, Larne, Carrickfergus and Magherafelt.

2.3.1 Population¹⁵

- The population of the Northern WDF in 2013 was 429,172, having grown by 35,826 (8.3%) since 2000.
- The working age population in the Northern WDF was 271,640 in 2013, having increased by 21,252 (7.8%) since 2000.
- The population of the Northern WDF is projected to grow by a further 2% by 2020.

2.3.2 Northern Ireland Labour Market¹⁶

The Northern Ireland labour market has a number of challenges that require consideration in relation to how we deliver education and training across the areas the College serves.

- 32% of 16–24 year olds do not hold a level 2 qualification, and of this total a large number (32,000) are not in education, employment or training.
- 38% of young people left school without achieving five GCSEs.
- The literacy levels of 16–18 year olds in Northern Ireland is below the average of the OECD's member countries.
- Of those enrolled in Essential Skills courses in the areas of literacy and numeracy, 70% are aged 16–24 and 53% are aged 16–18.
- Unemployment rates are high among young people in the Northern WDF, having doubled since 2007.
- Although the overall population in the Northern WDF is projected to grow by 2% by 2020, population projections show that the number of 14-19 year olds within Northern Ireland will decline markedly over the next five years which will place pressure on FE Colleges in terms of maintaining future learner numbers. This is likely to impact upon our College's enrolments.
- Economic Activity within Northern Ireland is low at 72% compared with 77% across the UK.¹⁷
- At 5.6% the adult unemployment rate is high for adults when compared to the UK average of 2.5%.¹⁸

2.3.3 Economic Activity¹⁹

- The working age employment rate in the Northern WDF was 71.4%, 4.4 percentage points higher than Northern Ireland as a whole.

¹⁵ Source: DEL Labour Market Profile Northern Workforce Development Forum, June 2014

¹⁶ Source: Review of Youth Training Interim Report and Consultation Document (DELNI 2014)

¹⁷ Source: Labour Force Survey October to December 2014

¹⁸ Source: ONS Claimant Count January 2015

¹⁹ Source: DEL Labour Market Profile Northern Workforce Development Forum, June 2014

- The working age economic activity rate in the Northern WDF was 75.3%, 2.9 percentage points higher than Northern Ireland as a whole.
- The working age economic inactivity rate in the Northern WDF was 24.7%, 2.9 percentage points lower than Northern Ireland.

2.3.4 Qualifications²⁰

- In 2011, 28.6% of the Northern WDF working age population had no qualifications. This compares to 29.1% of the Northern Ireland working age population.
- In 2011, 39.9% of the Northern WDF working age population had qualification Levels 1, 2 or 3 (A-level or less). This compares to 38.7% of the Northern Ireland working age population.
- In 2011, 27.4% of the Northern WDF working age population had qualification Levels 4 and 5 (First degree and higher). This compares to 27.8% of the Northern Ireland working age population.

2.4 What does this mean for Northern Regional College?

Taking the above factors into account, we will:

- Rebalance our curriculum to focus on STEaM subjects, including our HE provision.
- Contribute to up-skilling of the population through provision of adult courses in levels 2-5 in professional and technical areas.
- Drive innovation by providing targeted support to SMEs and micro businesses.
- Create further collaboration and links with businesses and industry.
- Develop more partnerships between colleges and universities.
- Nurture our relationships with Learning Area Partnerships to deliver the DE Entitlement Framework and progression opportunities.
- Provide structural work-based learning including employment pathways.
- Establish more Higher Level Apprenticeships in collaboration with employers and other colleges.
- Provide high quality teaching, linked to employability, with high quality infrastructure available.
- Deliver our services in an efficient and effective manner which drives value for money.

Through the Strategic Priorities and KPIs detailed within this plan we set out how we will develop a curriculum offer to meet the needs of students, employers, and our communities. Through a rigorous annual review of our curriculum we will ensure that our provision provides appropriate pathways to success through an improved student experience, and partnerships with schools, colleges, social economy, universities and employers. We will also develop and grow specialist provision that will support the overall re-balancing of the economy and the skills needs of young people and adults.

Partnership with key stakeholders will be essential to successfully make an impact on the high numbers of young people in our catchment area who are not in education, training or employment, in addition to high levels of adult unemployment. We will work with statutory bodies and employers to ensure that our curriculum and modes of delivery reflect the skills requirements of local employers and the modern workplace.

Healthy student recruitment is key to the College's future success. This must be achieved against a backdrop of constrained/reduced provision due to limitations on external funding, and a landscape of declining population projections across 14-19 year olds. The funding from government for further education relates to unit of resource bases on student enrolments and

²⁰ Source: Census 2011

successful completion of qualifications. Accordingly we will pay particular attention to improving student recruitment, retention, achievement/success and employability.

2.4.1 Recruitment

- Developing robust communication and marketing strategies tailored to our target audience.
- Enhancing our careers information, advice and guidance services.
- Improving our application and enrolment processes.
- Reviewing the College website to ensure it is providing relevant information in a user-friendly manner to potential students.
- Rebalancing our curriculum to ensure it meets the needs of all our key stakeholders.
- Improving and modernising the physical landscape across our four main campuses.

2.4.2 Retention

- Enhancing individual learning pathways to take into account pedagogy and the most efficient learning techniques.
- Providing greater access to digital technologies.
- Reviewing communications with students and exploring greater potential for online access as part of our new IT strategy.
- Providing effective support to students to ensure they are provided with an excellent learning experience.

2.4.3 Achievement/Success

- Establishing a series of challenging targets to further improve success rates consistently across the College.
- Undertaking a review of our curriculum delivery to improve quality and outcomes for students, particularly with regard to delivering qualifications which enhance the employability of people in, or seeking, employment.

2.4.4 Progression/Employment

- Increasing student progression onto higher levels of education/training or employment.
- Driving employability through Youth Training Programmes, TfS and Apprenticeship contracts.

Our Vision

“Northern Regional College will be an outstanding provider of training and further and higher education, focused on the needs of the modern economy”



3 Our Vision

3.1 Introduction

Following consultation with a wide and diverse group of stakeholders²¹, we have developed a new Vision, mission and values which articulates our future aspirations for the College. In line with best practice in organisational strategic planning we have adopted an approach which links our vision, mission and values with supporting strategies, strategic priorities and KPIs. Our next stage will be to devise operational plans for each department. This Strategic Improvement Plan has been informed by and will guide future supporting strategies such as curriculum, estates, CPD and ICT.



Figure 2

3.2 Vision, Mission and Values

Our agreed Vision, Mission and Values are set out below:

Vision

“Northern Regional College will be an outstanding provider of training and further and higher education, focused on the needs of the modern economy.”

Mission

“Northern Regional College will provide students with a life-changing, supportive and innovative experience, which will equip them with the skills to compete successfully in the global employment market and meet the needs of local industry and employers.”

²¹ This included Staff groups on each main campus; DEL; local government; ETI; and industry and business representatives.

Values

Student Focused	Putting the student first in all we do.
Innovation	Challenging ourselves to be innovative and drive continuous improvement.
Collaboration	Engaging proactively with internal and external partners to achieve joint goals.
Inclusiveness	Promoting equality, diversity, transparency and opportunity.
Sustainability	Focusing on the long-term future of our College.
Development	Committing to ongoing development of our staff.

Table 3-1 - Values

In the course of preparing this Strategic Improvement Plan we established a Change Team that led a series of consultation workshops and briefings with Governors, the College Management Team, staff, students and employer representatives.

Following review of good practice and feedback we have articulated our strategic direction as being aligned to the three priorities. Our strategic priorities are informed by government strategies and built around improving **student experience**; driving continuous improvement and value for money through effective use of **internal resources** and finally building a culture of innovation, enterprise and change in our business processes and **engagement with external stakeholders**.

3.3 Strategic Priorities

Northern Regional College's ambition is to become an outstanding education and training provider employing high performing staff, and which is financially sustainable and has planned investment for the future. To achieve this ambition we will implement a radical change management programme which will transform our College over the next three years. Underpinning this programme of change will be a coherent communications and stakeholder engagement strategy – combined with robust governance which will ensure accountability College-wide.

In selecting Key Performance Indicators (KPIs) we have sought to align our performance with the sector benchmarks and reporting requirements of our sponsoring department. The next section sets out the KPIs under each of our three strategic priorities: students; internal resources and external stakeholders.

The KPIs identified for each strategic priority are outlined below:

Strategic Priority	KPIs
Students	1. Ensuring student recruitment meets enrolment targets and students successfully complete their programme of study.
	2. Delivering outstanding teaching and learning.
	3. Embedding innovative use of technologies.
	4. Ensuring students are satisfied with their College experience and enjoy a safe and supportive learning environment.
Internal Resources	5. Achieving long-term financial sustainability.
	6. Delivering curriculum efficiencies and ensuring high levels of teaching staff utilisation.
	7. Engaging and empowering staff.
	8. Providing a high quality learning environment.
External Stakeholders	9. Increasing the percentage of education and training delivered in priority skills areas.
	10. Developing strategic partnerships.
	11. Diversifying income.
	12. Ensuring external stakeholders are satisfied with their College engagement.

Table 3-2 – KPIs

3.4 Strategic Priority 1 – Students

Providing an outstanding student experience, positive progression pathways and destinations are paramount to our future success and the communities we serve.

The delivery of the curriculum is our core business; our success or failure is therefore highly dependent upon having an attractive curriculum offer that meets the needs of our students and potential students, as well as meeting the skills needs of business and the economy.

We are planning to re-balance provision to best meet the needs of students, potential students, employers and the economy. In particular, there is a need for us to increase engagement with young people, in order to attract them into education and training and provide curriculum pathways through to higher level education, training and employment. In addition, we will broaden our HE portfolio, including the development of higher level apprenticeships, as these become available; this will mean that our HE provision will form an increased proportion of College activity.

KPI 1: Ensuring student recruitment meets enrolment targets and students successfully complete their programme of study

Healthy student recruitment is key to the College's future success. This will be achieved in a period where there is likely to be parts of our provision which will be constrained or reduced, due to limitations on external funding. However, the next three years will also provide extensive opportunities for the College to develop and grow provision that will support the overall re-balancing of the economy and the skills needs of young people and adults.

Target levels of FLUs and enrolments are agreed between the College and DEL on an annual basis and the targets outlined in Table 3-3 reflect the agreements already reached with DEL for the 2015-16 academic year.

What is going to be different for our students?

1. Enhanced online Information, Advice and Guidance.
2. Improved application and enrolment processes.
3. Enhanced individual learning pathways which take into account pedagogy and the most efficient techniques.
4. Greater access to digital technologies.
5. Further improvements in success rates.
6. Enhanced and more meaningful progression into employability and HE.
7. Access to a modern, relevant curriculum including Higher Level Apprenticeships.
8. Improved learning environment.

Targets to be achieved

As our full-time enrolments are measured and reported by DEL through the "Funded Learning Unit" (FLU), targets are presented as FLUs. TfS and Apprenticeship NI are measured by DEL as enrolments and therefore targets are presented as such.

	Baseline	15/16	16/17	17/18
FE / FT	3975	3882	3882	3882
FE / PT	991	886	848	848
HE / FT	442	480	480	480
HE / PT	375	446	446	446
ES / 16-18 years	246	245	245	245
ES / >19 years	188	176	176	176

Table 3-3 - Planned FLU Targets (FE – Further Education, HE – Higher Education, FT – Full-time, PT – Part-time & ES – Essential Skills)

	Baseline	15/16	16/17	17/18
Training For Success	320	318	318	318
Apprenticeship NI	238	358	383	412

Table 3-4 - Target enrolments for TFS/Apps NI

Retention, Achievement & Success

Our Curriculum Plan will ensure that we deliver a diverse range and levels of provision to meet market demands and the needs of our prospective students and employers. Through focusing on our business processes and communication we aim to improve student recruitment, achievement and success levels.

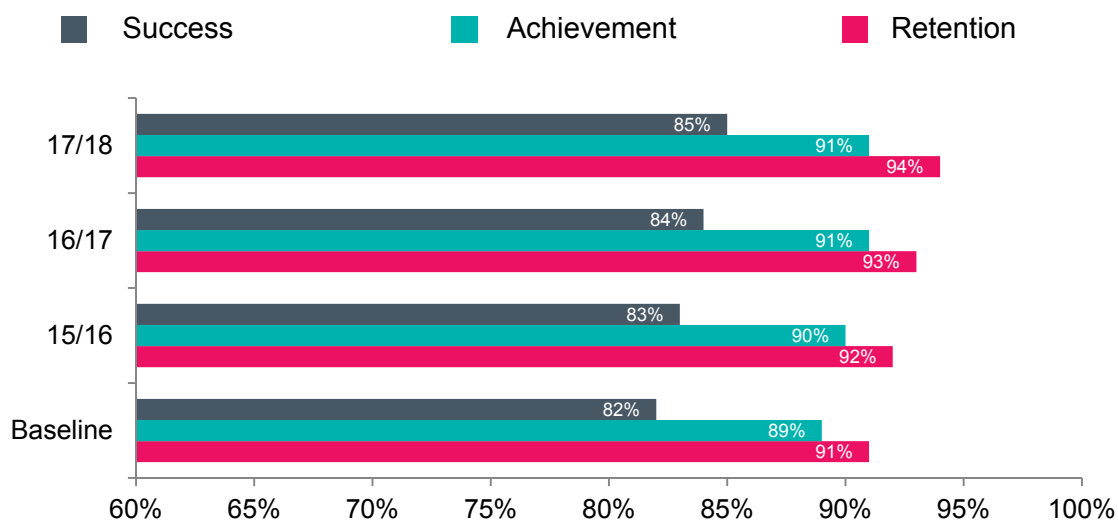


Figure 3-3 – Further Education

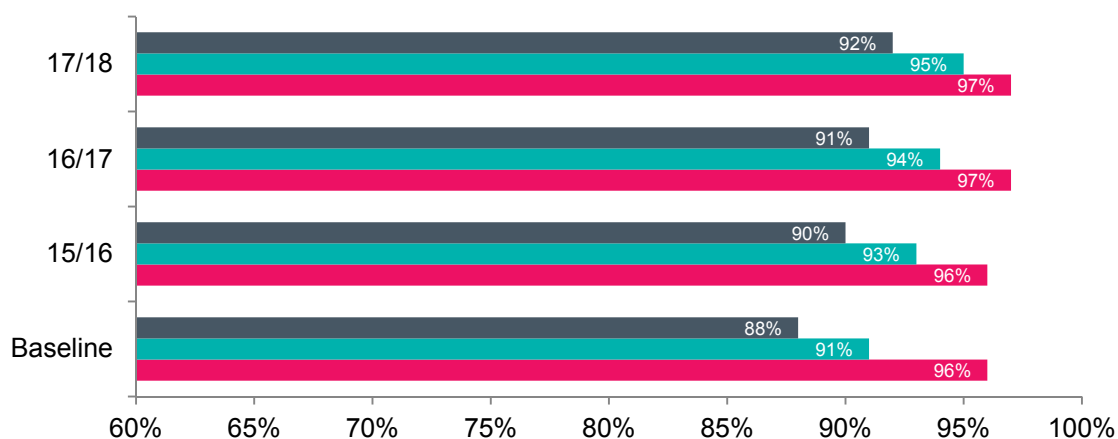


Figure 3-4 – Higher Education

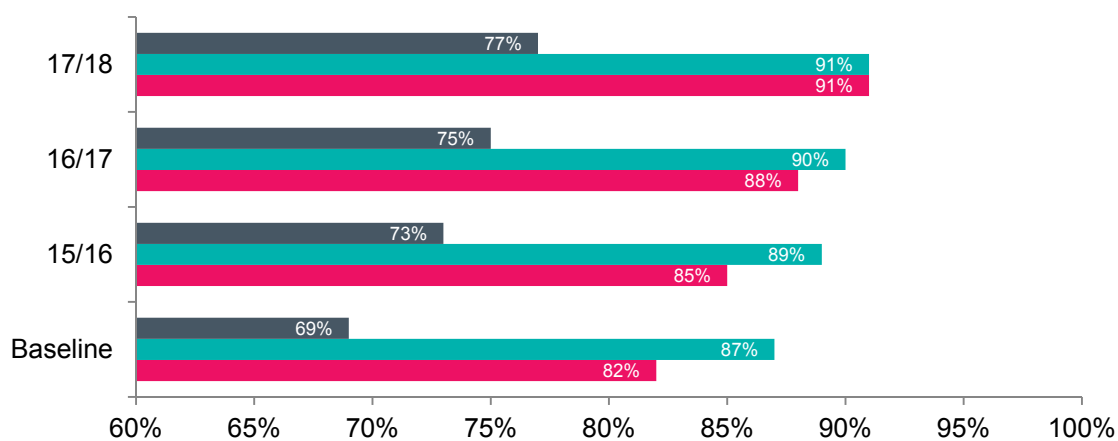


Figure 3-5 – Essential Skills

Actions

1. Develop robust communication and marketing strategies tailored to our target audience focused on the use of social media.
2. Review online application processes for potential improvements and efficiencies.
3. Review College website to introduce improvements and monitor and analyse traffic.
4. Review communications with students and explore greater potential for online access as part of the College IT strategy.
5. Improve attendance monitoring and develop intervention support systems to support students with poor attendance.
6. Standardise induction and engagement with students across the College.
7. Drive employability through new Apprenticeship contracts.
8. Establish a series of challenging targets to improve success rates consistently across the College.

KPI 2: Delivering outstanding teaching and learning

We will proactively work with stakeholders to ensure we provide a modern and relevant curriculum that equips our students for the workplace and/or to progress to higher education. We need to continue on an upward trajectory with regard to the quality of the College's performance, in terms of both external inspection, stakeholder feedback and of the judgements we make about ourselves. We will work to develop our own systems and look to adopt best practice to make accurate judgements on all aspects of quality.

What is going to be different for our students?

1. Curriculum focused on driving employability.
2. Higher quality teaching, learning and assessment.
3. More consistent delivery of the student experience across the College.
4. Improved facilities for students which enhance the provision they experience.
5. Enhanced classroom management which allows students to excel.
6. Easier access to Wi-Fi and online communication.

Targets to be achieved

	Baseline	15/16	16/17	17/18
Minimum Grade 1 in Inspection				Grade 1 (ETI) / Have Confidence (QAA)
Teaching Quality*		80%	83%	85%
Minimum Grade 2 in Self-Assessment Reports	Grade 3	Grade 2	Grade 2	Grade 1

Table 3-5 – FE & HE Internal Quality Measures

* Percentage of lecturers with a grade 2 or above as assessed through the College's replication of the ETI lesson observations (FE).

Actions

1. The development of a Quality Improvement Team led by a dedicated manager, line-managed by the Vice Principal Engagement and Innovation. This separates the quality role from the curriculum management structure to ensure independent judgements and challenges are made. We will provide training for our Quality Improvement Team to ensure they are able to perform effectively.
2. The Quality improvement Team will oversee an annual programme of class room observations.
3. Design and develop an integrated curriculum planning process (including an online curriculum planning tool) that provides ongoing monitoring and measures actual against planned performance, and identifies the actions needed to achieve the targets and objectives of this Strategic Improvement Plan.
4. Work with our governors to ensure that they have the skills, knowledge and experience to monitor and intervene in relation to quality matters.
5. Establish an annual recognition system to promote innovation in teaching.
6. Increase the number of staff engaged as external verifiers/assessors/examiners.
7. Ongoing revision of the quality systems and cycle; introduce best practice found across further and higher education.

KPI 3: Embedding innovative use of technologies

In line with the DELNI eLearning Strategy, we will invest in our Virtual Learning Environment (VLE) to Enhance (the quality of the learning experience for students and staff), Support (staff in the distribution, development and administration of Digital Learning) and Guide (investment and arrangement of Digital Learning support services and infrastructure).

What is going to be different for our students?

As a result of our ongoing investment in the VLE we will provide a student-centred and individualised learning provision that promotes access and flexibility.

Targets to be achieved

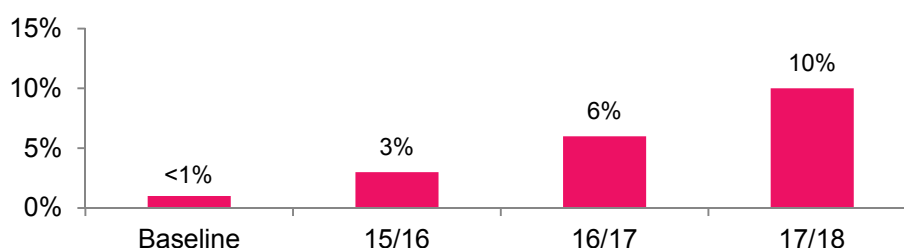


Figure 3-6 – Percentage of online curriculum

Actions

1. A new Digital Learning team will be established to support academic staff through guidance and content development at all stages of the online resource life cycle. The Digital Learning team will work to a robust cyclical business process for online resource development in order to improve utilisation of the VLE.
2. A new suite of 'core' academic staff competencies in Digital Learning will be established and monitored.
3. Mandatory internally assessed CPD (10 hours blended in the academic year 2015/16) will be provided to enhance and standardise the skills of staff in the creation of online learning resources and VLE best practice.
4. A Digital Learning cross-college working group will commence, in order to:
 - a. Monitor departmental level KPIs, directly feeding into the achievement of Students/KPI 3.
 - b. Consider business processes and make recommendations to the Senior Leadership Team (SLT) in relation to the setting of standards for departmental engagement with the Digital Learning team.
 - c. Propose system architecture for the use of a centralised location for publishing college wide Digital Learning best practices and promoting the College Digital Learning agenda.
 - d. Put forward a structure for a College repository for source learning content.
 - e. Consider improvements to the VLE and end-users' content experience.
 - f. Liaise with Business Development, Policy and other relevant College parties in the monitoring and consideration of Digital Learning related funding opportunities.
5. Development of a framework for trialling, evaluating and implementing emerging technologies, educational utilisation of social media, pedagogical approaches and external content providers.
6. A quantitative internal quarterly review of online resources. This will be accompanied by a qualitative evaluation on an annual basis.
7. In June 2016, NRC will hold a Digital Learning strategy implementation reflection and lessons learned seminar/webinar, made available to all NI colleges and related bodies.

KPI 4: Ensuring students are satisfied with their College experience and enjoy a safe and supportive learning environment

It is important that we are aware of our student satisfaction levels and respond accordingly. Our students are those in the best possible position to know how effective we are in relation to their whole experience at the College, whether it is the teaching on their course, the quality of the facilities they use, or the support and advice they receive whilst at the College.

What is going to be different for our students?

1. A college that is seen by its students to prioritise and meet their needs.
2. Improved levels of student satisfaction overall and across a range of criteria, in relation to teaching and learning, advice, support and facilities.
3. Effective mechanisms for addressing issues raised by students in a timely and transparent manner and where the 'student voice' is represented at all levels within the College.

Targets to be achieved

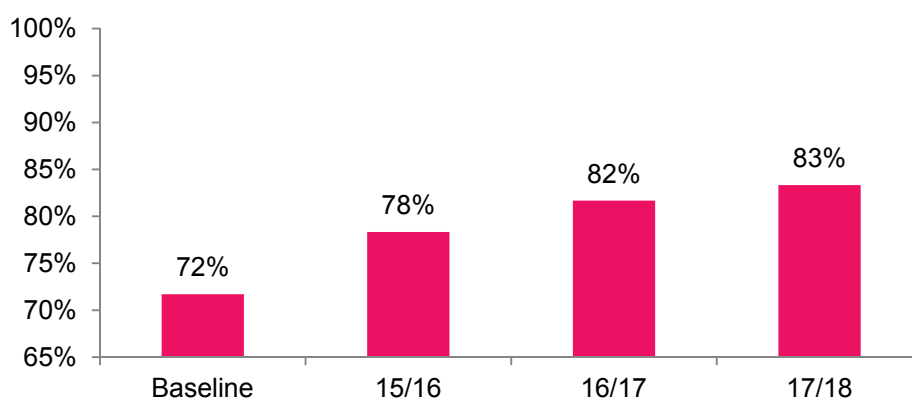


Figure 3-7 - % of students who are satisfied with Northern Regional College

Actions

1. The development of regular student consultation forums across all College campuses. The outputs of these consultations will be used to make quality judgments about our students' experience and will be aligned with and reinforce the KPI identified above.
2. The development of innovative mechanisms, including use of social media, to capture student voice and views.
3. Opportunities for regular student representation in departmental meetings to be identified.
4. Student satisfaction process to be managed and led independently by the Quality Improvement Manager. The measure of student satisfaction will include qualitative information captured through a variety of sources. The Student survey design will match those in the sector and the College will work in partnership with the other colleges in Northern Ireland to develop best practice.
5. As part of the annual survey design we will identify a benchmark for the % of students who would recommend Northern Regional College as a place of study.
6. Work with DEL and other colleges to make enhanced use of destination data.

3.5 Strategic Priority 2 – Internal Resources

The College is focused on improving our internal business processes to support an effective curriculum delivery and ensure a high quality student experience. To do this, it is important that: a cost effective modern curriculum is provided; our learning environment is significantly improved; our underlying business processes are efficient and effective and our staff are provided with the skills they need to manage in a fast moving and modern education environment. In addition, in order to achieve long term financial sustainability we need to ensure that we drive down staff overhead in line with sector norms.

There are a number of levers that can be applied to improving efficiency, which include:

- 1. Increasing average class sizes;*
- 2. Removing weak, or under-performing provision;*
- 3. Managing teaching hours delivery;*
- 4. Improving staff utilisation; and*
- 5. Using pilots to explore revising the delivery mix.*

For improvements in curriculum efficiency each lever needs to be applied in order to achieve the maximum possible overall impact. We have set out overleaf, via a number of KPIs, how each of these levers will be applied in order to improve the financial sustainability of the College.

KPI 5: Achieving long-term financial sustainability

Achieving financial sustainability in the current funding climate presents a significant challenge. We have identified through this Strategic Improvement Plan a number of ways to reduce the operating costs of our College. We will engage in ongoing review and challenge to ensure we meet our medium term financial targets. As a result, a revised management structure will be introduced. In addition we will undertake a comprehensive review of all our business processes to ensure they are driving efficiency. This will include a fundamental review of data capture and processing to ensure that MIS is reliable, timely and accurate.

What is going to be different?

1. Enhanced financial management skills and processes throughout the organisation and investment in the management team and governors to ensure that they have the skills to effectively carry out their roles.
2. More efficient and cost effective management structure.
3. Improved technology made available to staff which enables better and timelier decision making.
4. A re-balanced curriculum with increased classroom efficiency.
5. Improved business support processes aligned to best practice which allow the College to be managed effectively and transparently.
6. A business support staff structure designed to ensure effective curriculum delivery and high quality student experiences.
7. Robust business planning processes will underpin the achievement of our strategic priorities.
8. A management culture and structure which is driven by financial accountability.

Targets to be achieved

	Baseline	15/16	16/17	17/18
Achieve budget breakeven i.e. no overspend / underspend $\leq 1\%$ of the budget	✓	✓	✓	✓
Total staff costs as a % of income	69.7	69.4	68.6	66.7

Table 3-6 – Total of staff costs % of income

Actions

1. Implement revised organisation structures in line with efficiency targets outlined in this SIP.
2. Introduce a budget delegation scheme to match new organisation structures and ensure managers receive appropriate training.
3. Develop and implement a programme of business process review. Initial areas for consideration include: business planning processes; financial systems and processes; enterprise cost reduction and value for money; MIS and provision of real-time reports; out-sourcing of non-core activities.

KPI 6: Delivering curriculum efficiencies and ensuring high levels of teaching staff utilisation

There are three crucial and interdependent mechanisms to allow the college to deliver our curriculum provision more efficiently, namely increasing average class size; ensuring higher levels of lecturer utilization and effective management of staff sickness.

What is going to be different?

1. Average class sizes and minimum class sizes that will be set by type of provision and level.
2. Improved business processes to ensure more efficient use of teaching staff contracted hours.
3. Continual monitoring and reporting of class sizes and utilisation figures throughout the academic year.
4. An enhanced annual curriculum review process that includes a review of enrolments, retention and achievement to inform future planning.
5. Improved business processes to manage staff utilisation effectively with emphasis on control, accountability and reporting of staffing establishment, absenteeism, overtime and part-time teaching costs.
6. Data on staff utilisation and absence that will be accurate, timely, transparent and able to be aggregated.

Targets to be achieved

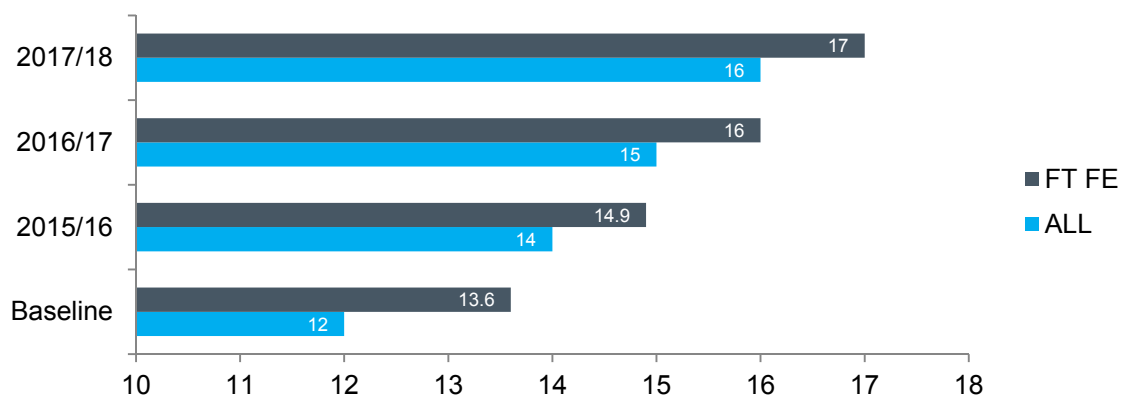


Figure 3-8 - Average Class Size

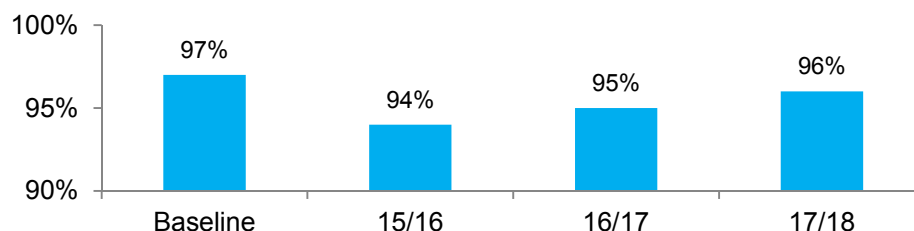


Figure 3-9 - Teaching Utilisation

Note: The effective management of the curriculum to include an increase in average class sizes will in the first instance lead to a slight reduction in levels of teaching utilisation. Currently some staff have high levels of utilisation but are teaching small classes. This needs to be corrected to achieve the targeted average class sizes but will result in a fall in some staff utilisation.

Actions

1. Average class size targets will be set for key aspects of provision:
 - a. Full-Time FE provision will move from 13.6 in 2014-15 to a planned target of 14.9 for 2015-16.
 - b. The average class size planned target for Essential Skills in 2015-16 will be 12 for Application of Number; Communication and GCSE English and Mathematics. It will be 14 for ICT.
2. Class sizes for other key aspects of provision will be reviewed and revised, including training and apprenticeship activity.
3. A set of business processes will be established to enable swift action to be taken during the enrolment period, so that under subscribed courses can be removed or merged.
4. Central timetabling across the College will be introduced and resourced by a central team
5. A specification will be developed for a system to enable the introduction of real time monitoring of staff utilisation and absence. A drill-down facility will enable detailed analysis, with regular reports being made to SLT and Governors.
6. Business processes will be established to ensure prior approval and controlled payment claims in relation to part-time and over-time payments, with time limitations identified at the onset of contracts.
7. Staff utilisation analysis will become part of the annual curriculum planning process, with identification of potentially under-utilised staff taking place in April each year as part of the annual cycle. Further analysis will be undertaken in September, once key enrolments have been confirmed.

KPI 7: Engaging and empowering staff

Given the planned transformation over the next three years to become an outstanding provider of training and further & higher education, we are committed to creating a culture of innovation, continuous improvement and open communication. We will ensure our CPD activities are targeted and planned to ensure that our staff have the skills to carry out their current and future roles and adapt to change. CPD activities will be undertaken by participating in webinars, formal training courses and conferences, and undertaking qualifications. CPD activity will also encompass a range of other methods including, but not limited to, mentoring, coaching, secondments, sabbaticals, self-directed study, experiential exchanges, industrial updating, learning opportunities on the job, and on-line training.

What is going to be different?

1. Improved staff skills which ensure our staff have the requisite skills to keep pace with professional and technical competencies required for the workplace.
2. Role-specific CPD for managers, lecturers, technicians and support staff.
3. Improved succession planning and career progression opportunities for staff
4. Improved two way communication with staff through revised governance and decision making arrangements.
5. Support system for newly appointed and part-time staff.
6. Improved online access to CPD resources.

Targets to be achieved

	Baseline	15/16	16/17	17/18
% managers completing leadership training	n/a	50%	80%	100%
% staff completing mandatory CPD	95%	100%	100%	100%
Staff self-assessment of benefit of CPD	n/a	60%	80%	90%
Teaching staff completing contractual CPD	62%	100%	100%	100%
Lecturers into Industry / Staff Professional Placements	7	10	14	19

Table 3-7 - Percentage Completion of Staff Development targets

Actions

1. Design and undertake a skills audit to inform CPD.
2. Align CPD priorities with curriculum, business planning and organizational priorities.
3. Develop and implement an Internal Communications Programme.
4. Scope and secure partnerships to facilitate development of improved competencies in STEM disciplines and business process competencies.
5. Complete evaluation of the CPD programme on an annual basis.

KPI 8: Providing a high quality learning environment

A high quality learning environment is vital for attracting and supporting our students. Over the period of this Strategic Improvement Plan we will work with our sponsoring department to progress the Estates Strategy which will focus on delivering our primary provision over a four campus model. The realisation of our ambitious plans will require capital funding from government and ongoing investment in our estate and facilities.

Through the development of an improved college estate, we plan to create a more modern and flexible learning environment that will improve the student experience; ensure our students have the technological confidence and skills required for the modern economy and that we have the facilities and accommodation to support enhanced levels of economic engagement and enterprise development.

What will be different for our students?

1. We will provide flexible open learning spaces to encourage team work.
2. Students will have access to social media platforms that are relevant to learning outcomes.
3. Students will be encouraged to support community engagement and campus improvement activities.
4. Investment in our ICT infrastructure and associated resources will enhance independent learning.

Targets to be achieved

	Completion Date
Approval by DFP of the OBC for the rationalisation to a 4 campus model	September 2015
Approval of estates strategy	March 2016
Completion of an IT Strategy	March 2016

Table 3-8 – Provision of a Quality Learning Environment (Key Dates)

Note: Further targets will be established following the approval of the OBC in line with the agreed programme plan.

Actions

1. Complete the Outline Business Case and associated approvals from DEL/DFP in order to progress to the appointment of a Design Team.
2. Work with DEL and DFP to secure funding for the OBC.
3. Appoint a Project Director to oversee the two new capital projects.
4. Develop an IT strategy that includes a refresh plan for IT equipment.
5. Establish a cross campus special advisory group to consider how our estate and learning environment can be further improved.
6. Finalise the estates strategy once the OBC gains approval.
7. Implement College's STEaM infrastructure project to deliver specialist and state-of-the-art facilities at each campus.

3.6 Strategic Priority 3 – External Stakeholders

The College aims to maximise revenue-generating opportunities from new sources and in doing so diversifying our income streams. We will build on existing relationships with stakeholders throughout our diverse catchment area and devote additional resources to developing new and longer-term partnerships at local, national and international levels which will ensure we become less reliant on mainstream funding.



KPI 9: Increasing the percentage of education and training delivered in priority skills areas

The College is committed to making a significant contribution to the skills development needs of the regional and national economy. A key part of that is the rebalancing of the curriculum offer and supporting the development of apprenticeships, higher level apprenticeship and training provision, as revised models are developed. This is in line with the FE Consultation Strategy document:

“Colleges will have a crucial role working with employers and other key stakeholders to ensure that the professional and technical qualifications and curriculum they provide support the rebalancing and rebuilding of the Northern Ireland economy”.

The College is in the process of growing STEaM-related provision and is committed to the social inclusion agenda, through the development of inter alia: Essential Skills provision; Community Outreach and partnerships with schools.

What is going to be different?

1. We will proactively engage with key stakeholder groups in the design and updating of an economically relevant curriculum.
2. The curriculum will be focussed on the priority skill needs of our external stakeholders.
3. Key stakeholders will have nominated account managers as their key point of access in the College.

Targets to be delivered

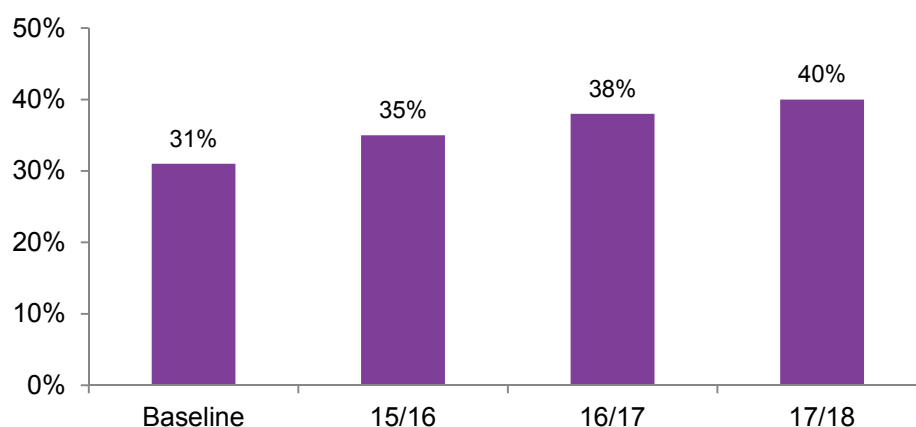


Figure 3-10 % Curriculum Delivery in Priority Skills Areas

Actions

1. Examine the delivery of curriculum to ensure that we are delivering courses at locations that match specific skills gaps, or where there is an identified planned future need.
2. Obtain feedback from industry steering groups and ensure staff representation on external sector skills groups.
3. Set annual income generation targets.

KPI 10: Developing Strategic Partnerships

The College is a significant organisation within Northern Ireland and we need to have the self-confidence to become more proactive and visible in our work alongside our peers in the private sector, the public sector and the voluntary sector, as we jointly take forward the regional and national economy. The diverse spread of the College's footprint, means that skills gaps and learner need differs from one campus to another. It is vital therefore, that the College works at strategic and operational levels and between these levels to establish partnerships that are of benefit to all parties.

What is going to be different?

1. There will be a strategic lead for external stakeholder engagement.
2. There will be a consistent and proactive approach to external stakeholder engagement and consultation with named account managers.
3. There will be a greater awareness of overall external stakeholder needs.
4. There will be greater qualitative involvement in local government strategic engagements.
5. The new curriculum structure will provide a stronger location focus in terms of curriculum campus management, which will support enhanced strategic links with local business groups and strategic employers.

Targets to be achieved

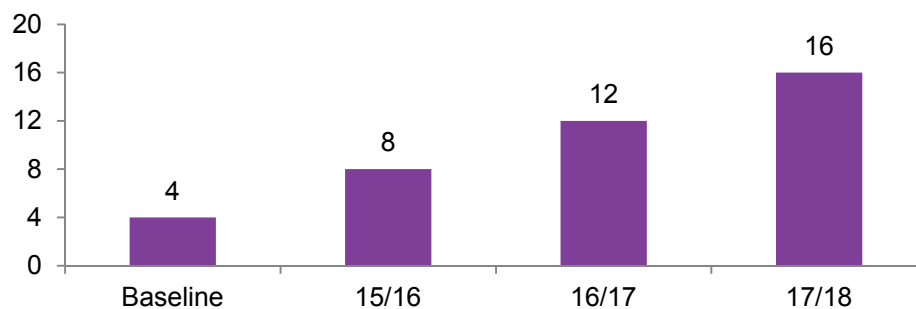


Figure 3-11 Number of Strategic Partnerships

Note: definition of a strategic partner is one which generates £50k income pa or where there are multiple contracts between the partner and Northern Regional College.

Actions

1. Develop an external stakeholder engagement strategy focusing on income generation.
2. Further develop and enhance the employer engagement (business services section) of our web content.
3. Develop a specification for introduction of a CRM system.
4. Increase membership (by appropriate senior staff) of high level business and strategic partnerships (regional and national).
5. The College will achieve external recognition for innovation and partnerships.
6. Partnership approach to income generation.

KPI 11: Diversifying income

While seeking to maintain our core funding we will work with DEL, Invest NI and other stakeholders to diversify our income streams. We will ensure that indigenous companies and FDI companies have access to bespoke training and an available pool of (potential) employees with the required skills.

What is going to be different?

1. Put an enhanced resource into supporting bespoke training income activity.
2. Set ambitious income and enrolment targets in this area.
3. Actively target alternative income streams (e.g. Assured Skills, ESP, Fusion, KTPs etc.).
4. Support staff to engage in knowledge transfer activities.
5. Incorporate responsibility for regional and local business links into the job descriptions of managers in the curriculum structure.

Targets to be achieved

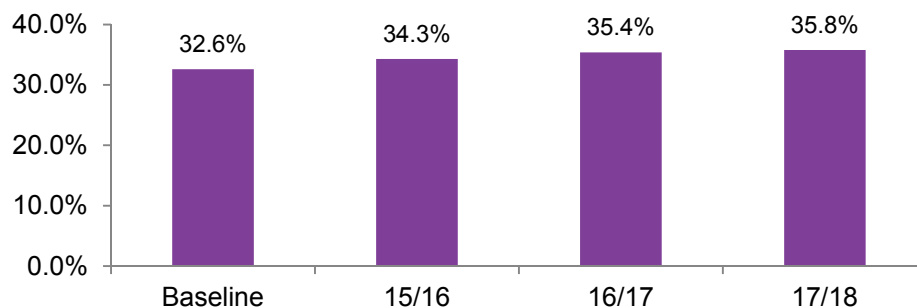


Figure 3-12 Diversification of Income

Actions

1. Develop a robust costing model (and full cost recovery calculator).
2. Consider optimum delivery model for bespoke training.
3. Recruit additional staff to further build on our existing work in this area.
4. Invest in staff development in the areas of business development and bid-writing (for commercial contracts).
5. Set income generation targets for each Head of Department.
6. Ensure that College staff have representation on external bodies related to economic and community development.
7. Identify a range of new courses by campus that are full cost recovery (to offer to strategic partners, or potential partners), with an interim new offer for January 2016 and a fully revised offer from September 2016.

KPI 12: Ensuring external stakeholders are satisfied with their College engagement

It is important that we are aware of our external stakeholder satisfaction levels and then respond accordingly. Specifically we need to understand:

- The needs of our external stakeholders and the relevance of our curriculum offer.
- The quality of training provided to trainees.
- The value for money associated with this activity from an external stakeholder perspective.

What is going to be different?

1. We will review our processes for engaging and responding to feedback from our external stakeholders.
2. We will provide effective mechanisms for addressing issues raised.
3. We will adapt our provision and activities based on feedback received.

Targets to be delivered

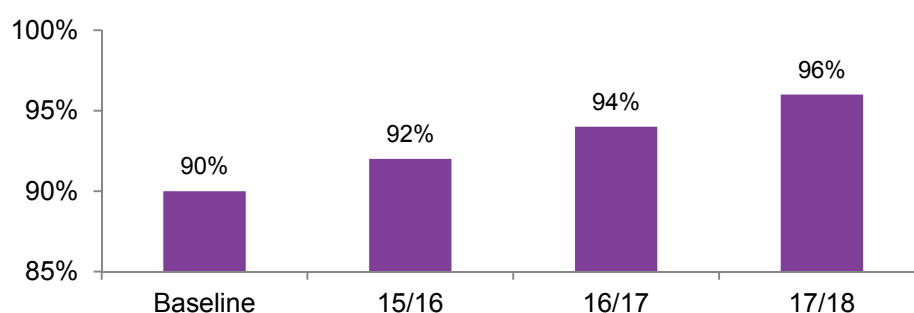


Figure 3-13 – External Stakeholder Satisfaction

Actions

1. External stakeholder satisfaction process to be managed and led independently by the Quality Improvement Manager.
2. New mechanisms to be developed to ensure that external stakeholder views are integrated into how we operate the College.
3. The development of innovative mechanisms, such as use of social media, to capture external stakeholder views.
4. We will collaborate with new Councils to help us judge the effectiveness of stakeholder engagement.

Future Organisational Structure

“We have aimed to design a structure, which is fit-for-purpose and sufficiently lean, to ensure that the optimum level of College resources go directly to front-line services for students”

4 Future Organisational Structure

In order to ensure that we can deliver the improvements in performance, a revised management structure has been designed to best enable the College to focus on and achieve our strategic priorities.

4.1 Management Structure

The current structure is made up of 60 managerial posts at an overall salary cost of £3.5 million pa.

In the new organisational structure the College will establish a Senior Leadership Team (SLT) and a Management Group. The SLT will comprise²²:

- Principal;
- Vice-Principal Teaching and Learning;
- Chief Operating Officer; and
- Vice-Principal Engagement and Innovation.

The Management Group will comprise the SLT and all Heads of Department (academic and support – 17 members in total).

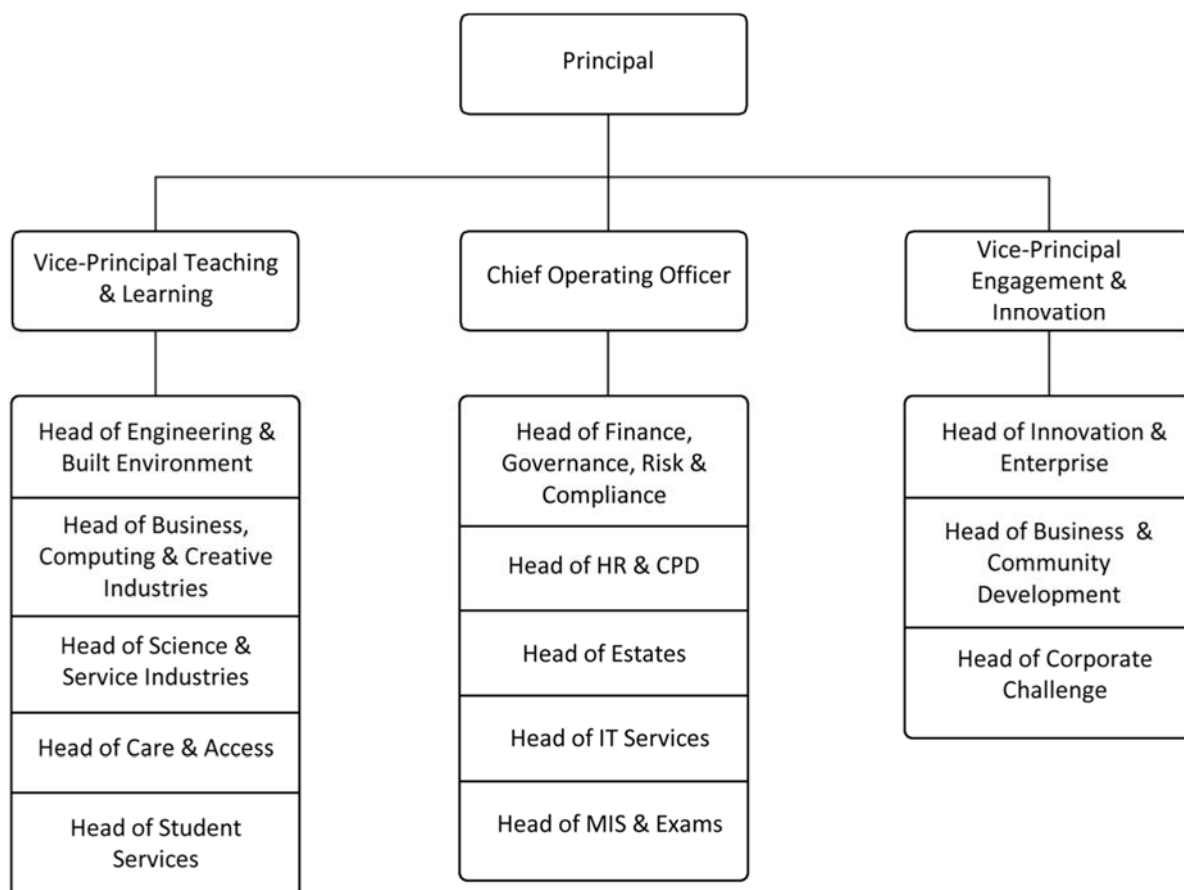


Figure 4-1 - Revised Management Structure

²² Where appropriate the SLT will include the Head of HR and CPD.

4.1.1 Rationale for Revised Management Structure

- In re-designing the management structure of the College we have set out to ensure that it is aligned to the wider needs of the organisation and the specific needs of the curriculum going forward.
- We have aimed to design a structure, which is fit-for-purpose and sufficiently lean, to ensure that the optimum level of College resources go directly to front-line services for students.
- We have also strived to ensure that the management structures are sufficiently flexible to enable the College to be responsive to available opportunities, as we rebalance the curriculum offer to meet the needs of the learner and employer market.
- The Vice-Principal Teaching & Learning, Chief Operating Officer and Vice-Principal Engagement & Innovation have clear roles and responsibilities aligned to our strategic priorities: students; internal resources and external stakeholders.
- The new posts within the structure include the Head of Corporate Challenge, Head of Innovation & Enterprise, Head of Estates, and Head of IT. Further detail on these posts is provided in Section 4.4 (Support Roles and Responsibilities).
- In our revised Curriculum Management structure, Heads of Department will have no teaching responsibilities. Assistant Heads of Department will have some teaching responsibilities and currently we envisage this teaching commitment to be on average 6 hours per week and will be commensurate with other duties.
- The revised curriculum structure will also enable the College to implement a more standardised approach to timetabling with a centralised timetabling function, which will be administered by staff who are tasked with recording the most efficient use of staff and rooms. This will relieve curriculum staff of the burden of this data entry and also provide assurance that the timetabling procedures agreed by the Senior Leadership Team are reflected within the curriculum delivery arrangements.
- A review and refresh of critical business processes to enable a shift in corporate culture to embrace change and accountability, will facilitate the transition to the new structure and ensure clarity of roles and key role objectives.
- Our new structure also creates a number of new positions which are required to take the College forward. The new posts have been established to support the achievement of the KPIs, to enable the College to work at a strategic level to establish partnerships that are of benefit to our stakeholders, and to guide the organisation through the physical and cultural changes ahead.

4.1.2 Curriculum Management Structure

The current curriculum management structure incorporates a Director of Curriculum, three Heads of Faculty, eight Heads of School, and 38 Curriculum Managers. The revised curriculum management structure includes a Vice-Principal Teaching & Learning, four Heads of Department, 19 Assistant Heads of Department and a Head of Student Services.

A comparison of the current structure and the new structure is set out overleaf:

Director of Curriculum	1
Heads of Faculty	3
Heads of School	8
Curriculum Managers	38
Total Posts	50
Future Curriculum Management Structure	
Vice-Principal Teaching & Learning	1
Heads of Department	4
Assistant Heads of Department	19
Total Posts	24

Table 4-1 – Current & Future Curriculum Management Posts

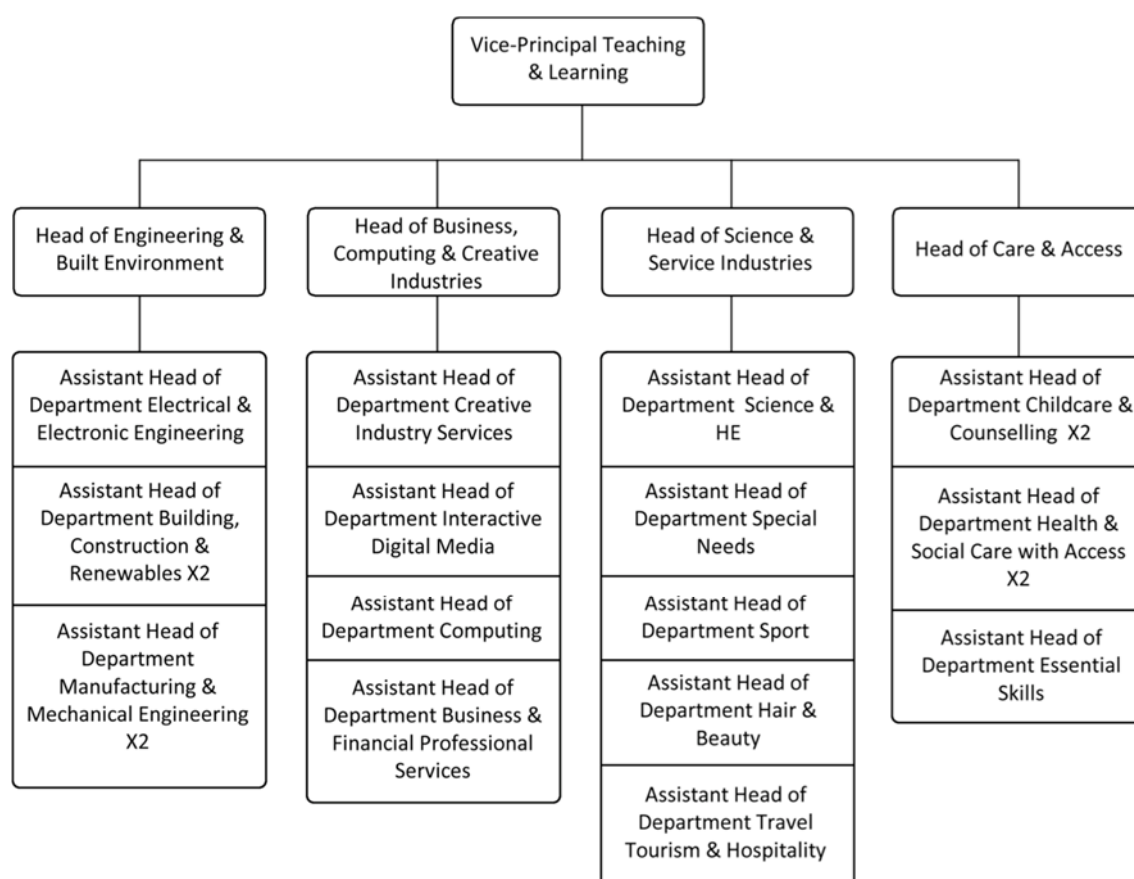


Figure 4-2 - Revised Curriculum Management Structure

4.1.3 Principles underpinning revised Curriculum Management Structure

Going forward the future curriculum management structure of the College will:

- Align with the vision and strategic priorities of the College.
- Ensure equitable balance of responsibilities and general level of income across management portfolios.
- Improve quality, responsiveness, communication and innovation through reduced layers in the organisation structure.
- Embed clear governance, accountability and decision making arrangements.
- Optimise synergies across curriculum areas.

- Provide local engagement, day-to-day and campus management, via a matrix management structure.
- Realise staff cost savings and ensure financial sustainability.
- Have budgetary responsibility, contribute to, and be responsible for departmental income and expenditure.

The Vice-Principal Teaching & Learning will have responsibility and accountability for the curriculum provision, students' experience and outcomes. In addition to the line management of the four heads of department and the Head of Student Services, the post holder will also have resource and budgetary responsibilities.

4.2 Academic Roles and Responsibilities

4.2.1 Vice-Principal Teaching & Learning

- Member of the Senior Leadership Team.
- Responsibility for all students and their performance.
- Responsibility for curriculum planning, delivery and financial performance.
- Responsibility for staffing and non-staff cost budgets in curriculum areas.
- Line management of four Heads of Department.
- Line Management of Head of Student Services.

4.2.2 Heads of Department

- Member of the Management Group.
- Responsibility for students and their performance within their department.
- Responsibility for curriculum planning, delivery and financial performance
- Responsibility for KPIs relating to recruitment, retention and achievement.
- Responsibility for staffing and non-staff cost budgets in their department.
- Responsibility for curriculum development in their department.
- Responsibility for Youth Training, Apprenticeships and Essentials Skills.
- Line management of Assistant Heads of Department.
- Responsibility for economic engagement in their curriculum areas.
- Campus responsibility and local engagement.
- Cross-College responsibility.

4.2.3 Assistant Heads of Department

- Deputy to the Head of Department.
- Member of the Departmental Management Group.
- Responsibility for students and their performance within their section.
- Responsibility for curriculum planning, delivery and financial performance in their section.
- Responsibility for staffing and non-staff cost budgets in their section.
- Responsibility for curriculum development in their section.
- Responsibility for Youth Training, Apprenticeships and Essential Skills.
- Line management and performance management of staff in their section.
- Responsibility for economic engagement in their curriculum areas.
- Campus responsibility and local engagement.
- Cross-College responsibility.

4.3 Support Management Structure

See Figure 4-1 for the Support Management Structure diagram.

4.3.1 Principles underpinning the support management structure

Going forward the future Support Management Structure will ensure:

- Equitable focus is dedicated to the three strategic priorities
- Appropriate resources are dedicated to the generation of non-FLU income.
- Sufficient flexibility to allow adaption to emerging opportunities.
- There is scope within the structure to enable staff to up-skill and progress.
- The structure adequately supports the significant capital build programme.
- Equitable balance of responsibilities across management portfolios.
- Sufficient capacity to maximise opportunities to engage with stakeholders
- Improve quality and communication.
- Contribute to overall staff cost savings.

4.4 Support Roles and Responsibilities

4.4.1 Chief Operating Officer

There are a number of key support functions which are central to the operation of the College - Finance, HR, MIS, IT and Estates. Effective management of infrastructure staff and finance are critical to the day-to-day operations of our College. It is important, in order for the College operating model to be fit-for-purpose, that these key functions are collectively managed by one individual. As a result, we have created the post of Chief Operating Officer, which will embed clear accountability for these core functions.

4.4.2 Head of Finance, Compliance & Risk

In order for the College to achieve financial sustainability over the next three years the Head of Finance, Compliance & Risk will take strategic role in the College. Going forward this role will also provide central support and oversight for compliance and risk.

4.4.3 Head of Human Resources & CPD

Given that we are an education and training organisation it is essential that our staff have the skills to meet the needs of the evolving economy and world of business. Furthermore, given that there is a significant change programme to be implemented within the organisation, there will inevitably be substantial staff training required in order to re-skill and up-skill staff within new roles. We therefore intend to make a significant investment in terms of time and resource in supporting our staff in terms of their continual professional development.

As a result we are refocusing and enhancing our CPD function. We are transferring CPD into our Human Resources function and incorporating staff development with the HR portfolio. The strategic importance of this department is recognised by the Head of HR & CPD participating in Senior Leadership Team meetings.

4.4.4 Head of Estates

For the next three years we will continue to deliver provision across six main sites. In order to effectively oversee and maintain the campus estate and facilities a dedicated role will be established. The Head of Estates will have the responsibility for ensuring our campus buildings, facilities and learning environment are adequately maintained and fit for purpose.

The Head of Estates will be responsible for catering services, maintenance/grounds and cleaning staff. Note: Once approval has been given to proceed with the new campus developments in Coleraine and Ballymena, a dedicated Project Director (reporting to the Principal/CEO) will be appointed to oversee the multimillion capital investment project.

4.4.5 Head of IT Services

The College has made significant progress in improving our IT infrastructure during 2014/15. We will continue to make investment in IT a priority in order to drive innovation in our business processes and curriculum delivery. The Head of IT Services will be responsible for overseeing the development and implementation of our IT strategy and the effective management of learning resource centres (formerly libraries).

4.4.6 Head of MIS & Examinations

The post holder will have overall responsibility for ensuring the effective operation of the management information & systems (MIS) and examinations, in addition to taking forward the implementation of a toolkit to provide real-time performance analysis relating to student enrolments, progress and staff utilisation. A key focus for the role will be driving efficient and accurate data capture and monitoring to ensure timely submission of funding returns, effective decision making and utilisation of resources.

4.4.7 Vice-Principal Engagement & Innovation

It is vital that the College works at a strategic level to establish partnerships that are of benefit to our stakeholders. A key priority for the College is to develop greater income diversification, and to generate funding from sources other than DEL. This will include drawing in more income through the development of international activity and European funded projects, in addition to local business development opportunities. In order to ensure that the College is appropriately represented at a strategic level within the business community and to ensure there are appropriate resources dedicated to the generation of non-FLU income we have created a Vice-Principal Engagement & Innovation post.

This post will draw together all of the College's business development activity, and will be the driving force behind a renewed impetus and focus on innovation and enterprise. The post will also provide a co-ordinating role for educational partnerships and community outreach functions.

The post will be responsible for overseeing the Corporate Challenge Unit. This in itself has a wide remit with responsibility for strategy, planning, change, communications and marketing, quality and performance improvement and virtual learning. In addition, the post will have oversight of the College's training and work-based learning activity.

4.4.8 Head of Innovation & Enterprise

We have created a Head of Innovation & Enterprise post to drive the College's development and delivery of economic programmes, such as:

- Assured Skills
- Knowledge Transfer Partnerships
- Fusion projects
- Innovation Vouchers
- Bespoke training

The post will also be responsible for responding to private and public sector tenders.

4.4.9 Head of Business & Community Development

A key focus going forward for the College will be diversification of income with particular attention to sourcing non-FLU income.

The Head of Business and Community Development will drive the College's business development activity, partnerships with schools, community groups and councils. The post

holder will have overall responsibility for the performance TfS contracts and the development of international activity.

4.4.10 Head of Corporate Challenge

Over the next three years, the degree of change and transition that the College will face should not be under-estimated. There will be many challenges associated with the implementation of new structures, systems, processes and overall work practices. This role will be critical in guiding the organisation through the physical and cultural changes ahead. The post holder will have a wide remit and will be responsible for overseeing strategy, planning, change, communications and marketing, quality and performance improvement and virtual learning.

On completion of the Change Management Programme, we envisage that this role will become part of Business as Usual, with a focus on driving continuous improvement and quality within the College.

4.4.11 Head of Student Services

The Head of Student Services will report to the Vice-Principal Teaching & Learning. The post holder's responsibilities will focus on delivering an improved student experience through the delivery of effective and responsive student-facing functions including: admissions; student support services (education support, counselling, careers information and guidance, student welfare & finance, volunteering, chaplaincy etc.) and liaison with the student council.

4.5 Anticipated Savings from Staff Restructuring

In order to generate savings from the implementation of the revised management structure, the College will require significant support from DEL.

At present, a number of staff are due to leave the organisation either through the previously agreed efficiency redundancy programme or through Tranche 1 of the sector wide Voluntary Exit Scheme (VES).

It should be recognised that our College is in a different position when compared to the other Colleges in the sector, as we look to rebalance our structure and seek financial sustainability.

The anticipated savings that could be realised from the implementation of the revised management structure are as follows:

Structure Area	2015/16 Savings Generated	2016/17 Cumulative Savings Generated	2017/18 Cumulative Savings Generated
Curriculum Management	£824,000	£1,229,000	£1,229,000
Curriculum Staffing	£978,000	£1,200,000	£1,600,000
Support Structure	£426,000	£730,000	£730,000
Total	£2,228,000	£3,159,000	£3,559,000

Table 4-2 - Savings

The curriculum management savings identified in the table will be achieved by:

- Removing a layer of curriculum management making a flatter and leaner structure which is more fit-for-purpose and focused on providing an outstanding student experience.
- Reducing the number of curriculum managers whilst at the same time ensuring coherent curriculum subject grouping and a balance of staff FTEs and income streams in the revised four departmental structure.

The curriculum staffing savings identified in the table will be achieved by:

- Increasing average class sizes across the College, in stages, to an average class size of 17 by 2017-18.

The support staff savings identified in the table will be achieved by:

- Improving key business processes across the College.
- Cutting out duplication in the delivery of key support staff functions.
- Streamlining the support staff structure.

At the time of developing this Strategic Improvement Plan it is assumed that this restructuring will be funded as follows:

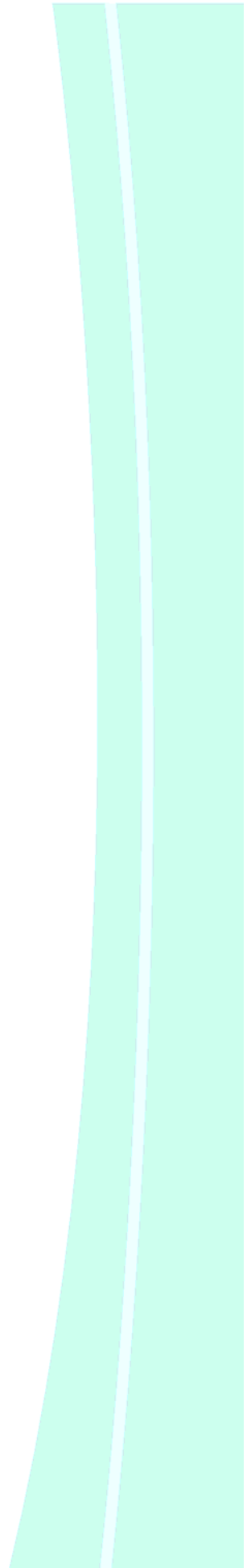
Area of Funding	2015/16 Savings Generated	2016/17 Cumulative Savings Generated	2017/18 Cumulative Savings Generated
Previously agreed efficiency redundancies	303,000	330,000	330,000
VES Tranche 1	738,000	805,000	805,000
VES Tranche 2	719,000	1,221,000	1,221,000
Assumed Efficiency Savings From Future VES (or other means of exit)	-	403,000	1,203,000
Total	1,760,000	2,759,000	3,559,000

Table 4-3 - VES Funding

Achievement of savings will be slower via the VES than alternative mechanisms (if they were available).

Future Financial Forecasts

“...a high level overview of key financial savings...”



5 Future Financial Forecasts

This section provides a high level overview of key financial savings identified through the analysis completed in preparation of this SIP.

5.1 Income and Expenditure Account

The Table 5-1 shows the projected out-turn for 2014/15 together with projected financial forecasts for the College in the three years to 2017/18. Key assumptions underpinning these forecasts are detailed below.

5.1.1 Staff Costs

The staff costs assume that the previously agreed efficiency redundancies (7.84 FTE) will take effect from 31st August 2015, with the lecturing and administration staff approved through Tranche 1 of the Voluntary Exit Scheme leaving the College on the same date (20.87 FTE). We have also included the impact of Tranche 2 of the Voluntary Exit Scheme in 2015/16 with the full year effect being included in 2016/17. At this point, this is an estimate only and will result in the following indicative numbers of staff exiting the organisation in 2015/16:

October 2015	21.33 FTE
December 2015	25.55 FTE
January 2016	4.69 FTE
March 2016	18.09 FTE
April 2016	5.3 FTE
Total exits arising from Tranche 2	74.96 FTE

The above figures will require further clarification once details on the implementation of Tranche 2 is available, these figures will be updated to reflect acceptances and timings of Tranche 2 offers.

In addition we have included the following increases in staff costs:

- A 1% uplift has been applied to cover salary increases and increments;
- The full year effect of the increase of 4% in the employer contribution to the TSS which came into effect from 1st April 2015; and
- A 3.4% increase in NI contribution rates has also been applied from March 2016 to cover the end of contracting out.

Our income and expenditure account also includes further efficiency savings through staff reductions in both 2016/17 and 2017/18. These have been based upon driving through the savings in staffing as a result of increasing class sizes, improved staff utilisation, and reductions in support staffing created by improved business processes which are not otherwise dealt with under Tranche 1 and Tranche 2 of the Voluntary Exit Scheme. The mechanism for exiting these staff from the organisation will be agreed with DEL as part of the finalisation of this SIP.

The investment cost of a limited number of new posts in the management structure (in areas such as Innovation and Enterprise, Corporate Challenge Unit and Digital Learning) have been applied from the 1st October 2015, although it is recognised that some of these posts may not be filled until later in the financial year. The full year cost of these posts is £203k.

5.1.2 Other Operating Expenses

Embedding the new management structure will require us to provide a significant investment in CPD for the Management Team within the College. We have therefore included an increase of £150k per year on the 2014/15 budget to provide for targeted staff development across all categories and to ensure that managers understand their roles, responsibilities and accountabilities within the revised structure.

Over recent years the College has suffered from an under-investment in IT equipment. We have therefore included an increase of £125k per year on the 2014/15 budget for the purchase of IT equipment. This will be over and above any capital equipment allocations received from DEL.

Although the College will, in the medium term, be moving forward to implement the recommendations of the Outline Business Case for Ballymena, Ballymoney and Coleraine campuses, we have included an increase in the maintenance budget of £75k per year on the 2014/15 budget in order to tackle areas of emergency backlog maintenance which will need to be addressed before the new facilities are made available.

All other costs for managing the significant change programme that the College is about to embark on will be funded out of the existing baseline budget, requiring a reduction in expenditure in some other areas of operating expenditure. This represents a significant challenge for the College going forward.

5.1.3 DEL Grants

The changes to the DEL grant income have been applied as outlined in the grant award letter of 28th May 2015 and remain static for the remainder of the period of the SIP. Sensitivity analysis has been applied to this and other grant funding assumptions in Section 5.4 below.

Our income and expenditure forecasts assume that the £382k reinvestment allocation from DEL for 2015/16 is a one-off grant, and will not be awarded in 2016/17 or 2017/18. We have assumed that the Additional Support Fund and the Discrete Additional Support Fund remain static over the 2015/16 to 2017/18 period, but have assumed that funding for Educational Maintenance Allowance administration is removed.

5.1.4 Education Contracts

We have assumed a reduction of 10% in income from Schools Entitlement Framework for 2015/16 rising to a 50% reduction over the 2014/15 income by 2017/18.

TfS income has been assumed to remain static over the period 2015/16 to 2017/18. This assumption is also subjected to sensitivity analysis in Section 5.4 below.

5.1.5 Tuition Fees and Charges

Tuition fees include the agreed increase in fee levels for Higher Education students, together with a significant increase in the levels of bespoke training being undertaken by the College.

We have assumed an increase of £1m against the 2014/15 forecast out-turn in full cost recovery income by 2017/18. This is based upon the College having a renewed focus on this area through the new management structure and the development of the roles within the remit of Vice Principal Engagement and Innovation. It is also assumed that given the reductions in FLU-funded work and the Entitlement Framework, this additional activity can be absorbed within the existing staff cost base.

5.1.6 Other Grant Income

Other grant income includes projects funded by the Big Lottery, Connected and DSD, together with an increase in the number of KTPs delivered by the College.

5.1.7 Other Operating Income

Other operating income includes a 5% increase in income from the College catering operations.

5.1.8 Investment Income

2014/15 saw a one off receipt of £328k from the sale of the Antrim Campus. For 2015/16 onwards we have assumed that interest rates will remain static, and that the College will therefore return to minimal levels of investment income.

5.1.9 FRS 17

It should be noted that the figures included in the I&E below do not take account of potential adjustments arising from FRS17.

The impact of applying these assumptions to the financial forecast is set out below:

	2014-15 Projected £'000s	2015-16 £'000s	2016-17 £'000s	2017-18 £'000s
Income				
DEL Grants	25,002	24,425	24,045	24,045
Education Contracts	4,164	4,019	3,800	3,437
Tuition Fees and Charges	2,188	2,764	3,241	3,613
Other Grant Income	444	413	473	513
Other Operating Income	615	553	575	599
Investment Income	365	37	37	37
Total Income	32,778	32,211	32,171	32,244
Expenditure				
Staff Costs	22,832	22,345	22,085	21,498
Other Operating Expenses	8,182	8,532	8,532	8,532
Depreciation	3,295	3,620	3,620	3,620
Total Expenditure	34,309	34,497	34,237	33,650
Surplus/(deficit) on continuing operations after depreciation of assets at valuation and before tax	-1,531	-2,286	-2,066	-1,406
Difference between historical cost depreciation and the actual charge for the period calculated on the revalued amount	1,534	1,534	1,534	1,534
Historical cost surplus/(deficit) for the year	3	-752	-532	128

Table 5-1 - Projected Income and Expenditure Account

5.2 Balance Sheet

The consolidated balance sheet for the period shows a reduction in the College's net asset position from a projected £46.1m in 2014/15 to £42.7m in 2017/18. This is mainly caused by a year on year reduction in the value of the College's tangible fixed assets over the period and a reduction in cash balances.

The forecast shows that the College's cash position will weaken from the projected 2014/15 out-turn of £4.094m through to the forecast 2017/18 position of £2.378m. Although this will improve in the final year of the forecast as the income and expenditure account returns to surplus this still represents less than 10% of the College's annual expenditure.

The amounts shown under long term liabilities due in over one year, and the pension reserve reflects the amounts held for the College's contribution to the deficit within the Local Government Pension scheme. These amounts could be affected should there be an actuarial valuation on the scheme within the forecast period.

	2014-15 Projected £'000s	2015-16 £'000s	2016-17 £'000s	2017-18 £'000s
Fixed Assets				
Tangible Assets	53,763	52,977	52,191	51,405
Intangible Assets	0	0	0	0
	53,763	52,977	52,191	51,405
Current Assets				
Stock	0	0	0	0
Debtors	1,170	1,019	1,019	1,019
Bank Accounts	4,094	2,740	2,229	2,378
Cash in Hand	4	4	4	4
	5,268	3,763	3,252	3,401
Creditors				
Amounts Falling Due Within One Year	3,885	3,112	3,112	3,112
	3,885	3,112	3,112	3,112
Net Current Assets	1,383	651	140	289
Net Assets	55,146	53,628	52,331	51,694
Long term liabilities > 1 year	9,030	9,030	9,030	9,030
Provision for Liabilities & Charges				
	9,030	9,030	9,030	9,030
Net Assets	46,116	44,598	43,301	42,664
Deferred Capital Grant	13,322	12,556	11,792	11,027
Reserves				
Revaluation Reserve	40,430	40,430	40,430	40,430
Income & Expenditure Account (B/S)	1,391	1,394	641	109
Pension Reserve	-9,030	-9,030	-9,030	-9,030
Surplus/(Deficit) for the Year	3	-752	-532	128
	46,116	44,598	43,301	42,664

Table 5-2 - Consolidated Balance Sheet

5.3 Cash Flow Statement

A detailed cash flow statement covering the period 2015-16 has been prepared which gives a monthly summary of cash balances as shown in Figure 5-1. Principal assumptions underpinning this analysis are outlined below:

- Cash from ongoing operations will be received in line with normal monthly profiles experienced in prior years;
- Capital costs of c£1.3m per annum will be incurred (based on current year allocation) and associated capital grants will be received from DEL in the following month;

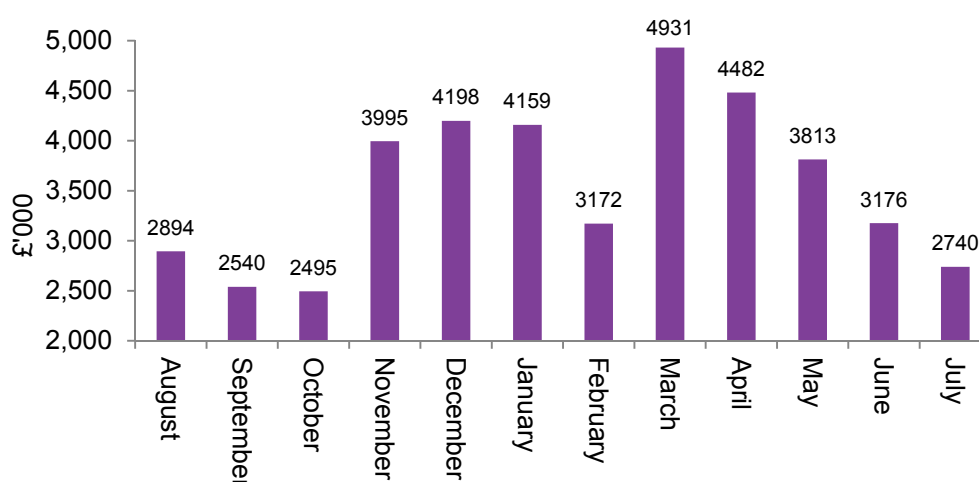


Figure 5-1 - 2015-16 Closing Cash Balances

The summary cash flow position for each of the following three years is shown below.

	2014-15 Projected £'000s	2015-16 £'000s	2016-17 £'000s	2017-18 £'000s
Opening Balance		4,094	2,740	2,229
Income				
Capital Receipts		1,300	1,300	1,300
DEL Grants		22,360	21,980	21,980
Education Contracts		4,171	3,800	3,437
Tuition Fees and Charges		2,764	3,241	3,613
Other Grant Income		413	473	513
Other Operating Income		553	575	599
Investment Income		37	37	37
Total Income		31,597	31,406	31,479
Expenditure				
Capital Payments		1,300	1,300	1,300
Staff Costs		22,580	22,085	21,498
Other Operating Expenses		9,071	8,532	8,532
Total Expenditure		32,951	31,917	31,330
Closing Balance		2,740	2,229	2,378

Table 5-3 - Summary Cash Flow Position

5.4 Sensitivity Analysis

In order to model the impact of a number of key changes to the assumptions included within the financial forecast we have developed a sensitivity analysis around the College experiencing significant reductions in the DEL funding streams. The sensitivity analysis is set out below:

	-5% £000	-10% £000	-20% £000
Recurrent Grant	(1,039)	(2,079)	(4,158)
Additional Support Funds	(38)	(77)	(153)
TfS	(135)	(271)	(542)
Total	(1,212)	(2,427)	(4,853)

Table 5-4 - DEL Grants

As can be seen from the table above reductions in DEL grants would have a significant impact on the College's finances. If any of these sensitivities were to come into effect it would result in the College needing to undertake a further review of curriculum delivery, with the potential that we may need to withdraw from some provision, and implement further teaching and support staff reductions.

In a period of reduced DEL grants, the College would seek ongoing management, support staff and curriculum efficiencies. However, the geographical dispersal of the College's campuses and student populations places limits on the ability to make year-on-year increases in class sizes. It would therefore be necessary for the College to consider making reductions to the curriculum offer and consider aspects of provision and curriculum that would need to be reduced or removed.

Areas for consideration, by the College, dependent upon the level of grant reduction would include:

Level of DEL Grant Reduction	Areas for consideration	Impact on staff levels (FTE)
5% reduction	<ul style="list-style-type: none"> Identify opportunities for ongoing efficiency savings Reduce and combine community provision Minimum class sizes of 14; average class size of 18 	-37
10% reduction	<ul style="list-style-type: none"> All of the above, plus: <ul style="list-style-type: none"> Reduce adult part-time offer Reduce curriculum offer by campus Minimum class size of 15; average class size of 20 	- 74
20% reduction	<ul style="list-style-type: none"> All of the above, plus: <ul style="list-style-type: none"> Retain only high priority adult provision Minimal duplication by campus Consider whether the College could retain 4 campus model Consider merger opportunities Minimum class size of 16, average class size of 20 	-148

Table 5-5 - Sensitivity Analysis

In addition to the above the College would work with DEL and partner colleges, to look at a number of efficiencies across the sector, some of which would require contractual changes, these would include:

- Review of contract changes, in terms of total teaching hours and maximum teaching hours per week across the year.
- The development of workshop trainer roles, with higher delivery hours, than in the current teaching contract.
- Increased flexibility in terms of the total teaching hours for a full-time student.
- Increased flexibility in terms of the delivery of some aspects of provision by blended and distance learning.
- Rationalisation of support functions and roll-out of sector wide shared services.

5.5 Risks to Achieving the Financial Projections

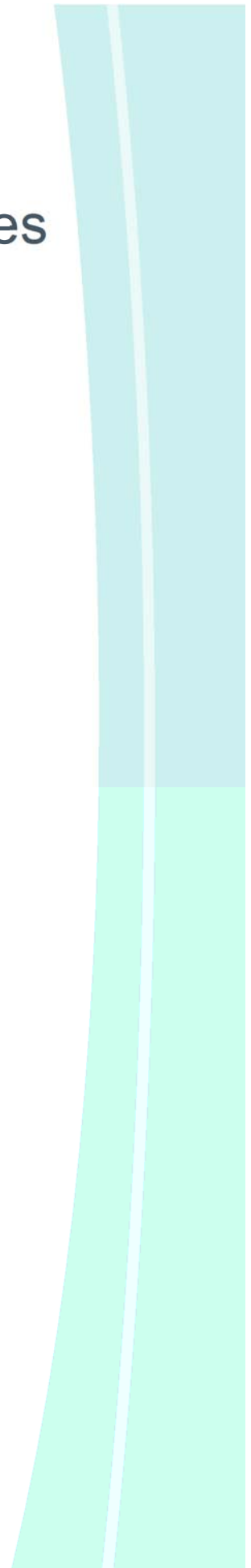
The financial projections within the SIP have been developed using prudent and pragmatic assumptions, which tie in to the achievement of the strategic objectives and KPIs. As with any forecast, there will however, be some risks to achieving these projections. Examples include:

- Further reductions in public sector funding;
- VES scheme not progressing, or being delayed beyond anticipated timelines;
- Take up of VES not being as anticipated;
- Tranche 3 of VES, or an alternative exit process, not happening;
- Failure to meet challenging bespoke training targets;
- Salary increases being awarded above anticipated levels;
- Further reductions in DE income and impact on Entitlement Framework.

Through ongoing monitoring of our financial performance the College will react to any of these or other risks which may occur, and will adjust our financial and delivery plans accordingly in order to achieve long term sustainability for the organisation.

Delivering the Strategic Priorities

“The new organisational structure and change programme will drive the delivery of our strategic priorities”



6 Delivering the Strategic Priorities

This Strategic Improvement Plan sets out the College's ambition to become an outstanding provider of training and further and higher education. The new organisational structure and change programme will drive the delivery of our strategic priorities.

To achieve our ambitious goals we need to drive a change in culture and work practices that will ensure accountability and deliver results. We will take forward a challenging change programme that will be supported through the establishment of a Corporate Challenge Unit. This team, reporting to the VP Engagement and Innovation, will be responsible for overseeing a series of special initiatives and projects to improve business processes, quality of provision, student experience and the achievement of financial sustainability.

6.1 Governance

We have established a governance framework that will ensure robust monitoring of performance and will be adaptive to the requirements of our sponsoring department and dynamic external environment. The responsibilities for guiding and monitoring the KPIs will rest with the Governing Body and the Senior Leadership Team. A sub group of the Governing Body will be established to provide additional support and guidance to the Principal and the SLT.

The overall programme of work for the Change Programme has been identified and collated into appropriate workstreams. An Implementation Plan for each workstream is currently being developed by the workstream leads and is cross-referenced to achievement of KPIs. In addition, each department (academic and support) will be tasked with developing an annual Operating Plan focused on business as usual activities.

The Operational Plans will outline in detail the actions, targets and performance indicators that will be reviewed by the Change Team/Corporate Challenge Unit prior to being confirmed. In this way, the College will ensure that activities and business processes are systematically and consistently aligned to the Strategic Improvement Plan.

At the commencement of each academic year the Governing Body will agree a work plan and schedule of reporting for the Strategic Improvement Plan.

The sub-group of the Governing Body will be made up of:

- The Chair;
- The Principal; and
- Three members of the Governing Body.

The Governing Body Sub-Group will receive regular reports on the implementation of the change process and will advise the full Governing Body on all aspects of the change management process.

A key role of the Vice-Principal Engagement & Innovation will be to drive all aspects of the change management process. In particular, they will have responsibility for:

- Ensuring the change management team meets its objectives;
- Ensuring the work programme is completed as required;
- Developing the Programme Initiation Document (PID) for the implementation of the change;
- Assuring the PID is aligned to the College's Corporate Plan and the SIP;
- Reviewing the PID at appropriate stages throughout the change process;
- Overseeing the role of governance structures agreed by the Governing Body sub-group;
- Monitoring and controlling progress of the programme;
- Issue resolution and risk management;

- Formal programme closure and capture of lessons learned; and
- Programme evaluation and post-project review.

The Corporate Challenge Unit will be responsible for driving forward the transition to the new structure and ways of working. Within this Unit special projects will be set up, as and when required, to implement the change management projects. These special projects will be undertaken by cross college teams, which will be resourced by staff remission and/or secondments (and thereby enabling staff to become up-skilled).

In order to improve the quality, integrity and accuracy of management information, a key component of our governance framework will be moving to real-time data capture to enable timely monitoring and reporting via an electronic dashboard system.

6.2 Supporting Strategies and Policies

Over the period of this Strategic Improvement Plan, the College will update and/or develop a number of supporting strategies including:

- Estates Strategy
- ICT Strategy
- Curriculum Strategy
- Teaching, Learning & Assessment Strategy
- Communications & Marketing Strategy
- Digital Learning Strategy
- CPD Strategy

We will commence a review of internal business processes that will result in embedding effective use of technology to deliver Value for Money, high quality services and improved support to our staff, students and stakeholders. We will develop policies and procedures that will ensure openness and transparency of our decision-making processes.

The new organisational structure and strategic priorities will require the College to review governance and communication structures. During the course of 2015/16 we will review and streamline College Committees to ensure that they are aligned to the Strategic Priorities and driving delivery of KPIs. We will also review staff and student representation to provide opportunities for colleagues to actively participate in continuous improvement activities.

6.3 Risk Management

Risk Management is central to the College strategic planning, governance and management framework. The College's Corporate Risk Register will be reviewed and updated to align with the SIP. The Corporate Risk Register will be monitored by the Audit and Risk Committee and be reviewed by the Governing Body bi-annually. Departmental Risk Registers will be monitored by the College Risk Management Committee.

6.4 KPI Reporting Timetable

Strategic Priority 1 – Students		Governing Body Reporting
KPI 1	Ensuring student recruitment meets enrolment targets and students successfully complete their programme of study	Every Meeting
KPI 2	Delivering outstanding teaching and learning	December, June
KPI 3	Embedding innovative use of technologies	June
KPI 4	Ensuring students are satisfied with their College experience and enjoy a safe and supportive learning environment	June
Strategic Priority 2 – Internal Resources		
KPI 5	Achieving long-term financial sustainability	Every Meeting
KPI 6	Delivering curriculum efficiencies and ensuring high levels of teaching staff utilisation	October, June
KPI 7	Engaging and empowering Staff	October, January, June
KPI 8	Providing a high quality learning environment	June
Strategic Priority 3 – External Stakeholders		
KPI 9	Increasing the percentage of education and training delivered in priority skills areas	June
KPI 10	Developing strategic partnerships	June
KPI 11	Diversifying income	October, January, June
KPI 12	Ensuring external stakeholders are satisfied with their engagement with the College	June

Table 6-1 - KPI Reporting Timetable

Note: This is an indicative timetable and subject to change.

6.5 References

6.5.1 Tables

Table 3-1 - Values	17
Table 3-2 – KPIs.....	18
Table 3-3 - Planned FLU Targets (FE – Further Education, HE – Higher Education, FT – Full-time, PT – Part-time & ES – Essential Skills)	20
Table 3-4 - Target enrolments for TFS/Apps NI	20
Table 3-5 – FE & HE Internal Quality Measures	23
Table 3-6 – Total of staff costs % of income	27
Table 3-7 - Percentage Completion of Staff Development targets.....	30
Table 3-8 – Provision of a Quality Learning Environment (Key Dates)	31
Table 4-1 – Current & Future Curriculum Management Posts	40
Table 4-2 - Savings	44
Table 4-3 - VES Funding.....	45
Table 5-1 - Projected Income and Expenditure Account.....	49
Table 5-2 - Consolidated Balance Sheet.....	50
Table 5-3 - Summary Cash Flow Position	51
Table 5-4 - DEL Grants	52
Table 5-5 - Sensitivity Analysis	52
Table 6-1 - KPI Reporting Timetable.....	57

6.5.2 Figures

Figure 2-1 – Northern Regional College Campus Locations	8
Figure 2	16
Figure 3-3 – Further Education	21
Figure 3-4 – Higher Education	21
Figure 3-5 – Essential Skills	21
Figure 3-6 – Percentage of online curriculum	24
Figure 3-7 - % of students who are satisfied with Northern Regional College	25
Figure 3-8 - Average Class Size	28
Figure 3-9 - Teaching Utilisation	28
Figure 3-10 % Curriculum Delivery in Priority Skills Areas.....	33
Figure 3-11 Number of Strategic Partnerships.....	34
Figure 3-12 Diversification of Income.....	35
Figure 3-13 – External Stakeholder Satisfaction	36
Figure 4-1 - Revised Management Structure	38
Figure 4-2 - Revised Curriculum Management Structure.....	40
Figure 5-1 - 2015-16 Closing Cash Balances	51

NORTHERN
Regional College 