St George's, University of London Operational Plan 2017-2022

PURSUING EXCELLENCE IN MEDICINE, HEALTHCARE AND SCIENCE

Version 4: updated Sep 2020 following annual review

EDUCATION AND STUDENTS

Our objectives

- Transform the lives of those engaged in our education and prepare graduates well for their future careers
- Develop in our students the knowledge, skills and attitudes to advance health and treatment, and to push the boundaries of scientific understanding
- Strengthen the quality of the student experience

To achieve our objectives, we will:

- Offer outstanding educational programmes aligned with our research strengths and designed to meet societal challenges
- Collaborate with our students to enhance teaching and learning, improve their experience and support them to reach their full potential
- Immerse students in research and healthcare practice and offer opportunities to broaden their horizons beyond the curriculum
- Develop lifelong learners, diversifying and adapting our educational provision in response to changing learning needs
- Inspire and attract prospective students nationally and internationally who will thrive on our courses, regardless of background
- Recognise and develop excellence in teaching and supporting the student experience
- Nurture an environment that inspires innovation by strengthening our educational research and its scholarly application

Strategic theme	Key Performance Indicator	Measure
Education and Students	**COUNCIL KPI1** Increase Educational income contribution	Contribution (income minus costs) from Education will increase by 10% by 2022
	COUNCIL KPI2 Higher TEF rating	Achieve a SILVER award by 2021 and a GOLD award by 2023
	COUNCIL KPI3 Improve satisfaction in the National Student Survey Overall Satisfaction (Q27)	Achieve 90% satisfaction in the National Student Survey Overall Satisfaction (Q27) by 2020 and a further increase to 92% by 2022

What we will do differently

The Operational Plan that supports the seven strategic objectives for Education & Students is designed to deliver in three key areas: **growth** (KPI increased contribution), **quality** (KPI TEF) and **student experience** (KPI Student satisfaction surrogate NSS). The operational statements span these three areas and, crucially also map onto two more: **enabling frameworks** and **impact** (on our students' futures, and on our reputation). It is the attention on these that will achieve the changes in behaviour and culture that will improve performance. The approaches to be taken can be summarised as:

1. Robust institutional systems and processes for harmonised educational decision-making, with clear strategic aims and accountabilities from leadership to grass roots

2. Instilling a sense of pride and setting high expectations for students and staff, rewarding achievement and projecting it internally and externally

3. Investing in provision of educational development support and enablement for all who teach or support St George's students, to improve practice and underpin new curriculum design

4. Embedding a culture of student-staff partnership in the education community, and its centrality for moving forward the improvement agenda for student experience

5. Stimulating and harnessing St George's staff talents and resources to develop a refreshed educational portfolio, aligned with our strengths.

Operational statement	What does success look like?	Lead owner *(secondary lead)*
GROWTH		
ED1 Introduce new flagship UG programmes increasing overall UG student numbers and contribution.	UG programmes recruiting to target with good sector reputation, high student satisfaction and good external examiner reports.	Deputy Principal (Education) *(PVC FHSCE)*
ED2 Create new high-quality Master's programmes aligned with our research and professional strengths and increase overall PGT student numbers and income.	PGT portfolio of thriving, over-subscribed programmes recruiting to target with good reputation and high student satisfaction.	Deputy Principal (Education) *(Head of Graduate School/ PVC FHSCE)*
ED3 Increase St George's visibility internationally and the proportion of overseas students taking UG health, science and Master's programmes.	10% of students enrolled on UG health, science and Master's programmes from overseas (overall average)	Deputy Principal (Education)/ PVC FHSCE *(Director of ERCM)*
ED4 Develop and market a Professional Education portfolio to provide high- quality short courses, including online and MOOCs.	Thriving St George's Professional Education platform established, oversubscribed courses, surplus generated exceeding 50%.	Head of Centre for Technology in Education *(Director of ERCM/Head of E-learning Unit)*

ED5 Expand use of online content in programmes for active learning, and develop a provision of wholly online PGT modules or programmes.	All programmes enriched by high-quality online provision; PGT portfolio includes wholly online and blended learning programmes.	Deputy Principal (Education) *(Head of Centre for Technology in Education)*
ED6 Develop a prestigious, credit-bearing summer school for UG students from UK and across the world, to increase awareness of St George's as a quality postgraduate destination.	Effective international marketing campaign, recruitment to target from diverse countries, increased St George's visibility worldwide, increased overseas applications for postgraduate programme from institutions represented in our summer school student body.	Deputy Principal (Education) *(Associate Dean for International Education Development/ Director of ERCM)*
QUALITY		
ED7 Ensure high standards of curriculum design, learning opportunities and teaching, founded on sound pedagogical principles.	Well designed programmes, highly respected in sector, external examiner praise, high student satisfaction	Deputy Principal (Education) *(Head of CIDE/ PVC FHSCE)*
ED8 Ensure harmonised and effective educational decision-making processes underpinned by clear accountabilities, good communication and appropriate representation.	Accountabilities clear to all, all stakeholders heard and represented, decision-making is aligned with institutional strategic objectives, performance improves on all KPIs.	Deputy Principal (Education)
ED9 Develop schemes and practices that improve standards of welfare and academic support.	High standards of pastoral care and academic support for students, from well supported and equipped personal tutors, counselling services and student services, friendly and informative support for students from programme teams. Improved scores for NSS Academic Support section.	Dean for Students *(Academic Registrar)*
ED10 Ensure effective and visible intra- and co-curricular learning development provision for students.	Taught courses have an embedded learning development curriculum, devised by course teams in consultation with learning developers in CIDE. Evaluation of this forms part of AMPR, periodic review and revalidation. Students are aware of Study+ co-curricular resources and engage as appropriate. Face to face and digital resources are evaluated for reach and effectiveness.	Lead for Learning Development

ED11 Develop student data systems that support effective student progress monitoring.	Student data systems support distribution to practitioners to inform student support and development practice, and support strategic monitoring for TEF and Access & Participation Plan monitoring and strategic action planning.	Academic Registrar *(Director of Information Services)*
ED12 Focused initiatives and support to improve standards of, and student satisfaction with, assessment and feedback.	Good assessment practice across all programmes; high-quality and timely feedback on all assessments; student acknowledgement of effectiveness for learning. High student survey scores for Assessment & Feedback.	Deputy Principal (Education)/ PVC FHSCE *(Head of CIDE)*
ED13 Ensure high standards of organisation and management of all aspects of education administration with a customer-care informed approach to student interactions and communications.	Streamlined collaborative working across professional services. High student survey scores for Organisation & Management.	Chief Operating Officer *(Director of Education Operations/Faculty Head of Resources and Planning/ Academic Registrar)*
STUDENT EXPERIENCE		
ED14 Provide effective central systems that hear the student voice on teaching and wider experience and communicate to students the actions taken and close the feedback loop.	Embedded universal online teaching feedback system operating smoothly, with >60% completion rate. Efficient import of data on students, teachers and modules from SITS. Real-time reporting and responding system in place, with reputation for timely action and good communication. High student survey scores for Student Voice.	Associate Dean Student Experience *(Director of ERCM)*
ED15 Embed an ethos of students as partners in the education community, with close partnership working from senior leadership to programme and department teams to effect positive change.	Student-staff liaison groups operating for every programme. Students included in planning within the education community, from early stages to decision-making, through student consultancy and reverse-mentoring. Thriving central grant scheme funding student-staff partnership change projects with positive impact. High student survey scores for Learning Community.	Deputy Principal (Education) *(Associate Dean Student Experience)*
ED16 Ensure there is high-quality admissions process and student experience for prospective students, applicants and offer-holders.	High student satisfaction with admissions process, high conversion rate.	Deputy Principal (Education) *(Associate Dean Student Experience)*

ED17 Provide a welcoming and engaging campus for students, with educational, social and recreational space that meets needs and fosters a sense of community.	High standards of educational, residential, social and recreational space, with modern, affordable and accessible gym facilities and a range of affordable food retail offers.	Director of Estates & Facilities

IMPACT (OUTCOMES)		
ED18 Develop a horizon-broadening co-curricular programme, open to all students.	Programme running with wide range of modules across design thinking, humanities, enterprise, arts, employability skills; uptake of at least 50% UG students taking at least one module per year for academic credit; improved student development and employability.	Deputy Principal (Education)
ED19 Provide opportunities for UG science students to take an optional professional placement year and outbound in-course student mobility internationally.	All UG science programmes to include a professional placement year option. Thriving programme of student exchanges, incoming and outgoing from all over the world; improved student development and employability.	Deputy Principal (Education) *(Programme Directors/ Associate Dean for International Student Mobility)*
ED20 Provide a high-quality, visible and accessible Careers Service and embed careers and life trajectory narratives and careers/postgraduate insights in all programmes.	Students know about, use and value the Careers Service and are informed and inspired about possible career and life trajectories arising from their time at university; increased number of students in graduate employment or postgraduate study for GOS.	Associate Dean for Student Outcomes *(Academic Registrar)*
ED21 Deliver a programme of activity to support raising attainment of school-aged students from under-represented groups and to widen access to St George's courses for students from target groups.	On track to meet yearly milestones for Science Stars, POLAR and IMD targets from APP.	Director of ERCM/ Head of Widening Participation *(Associate Dean for Access & Participation)*
ED22 Establish a sustainable St George's Research Opportunities Scheme of short research and service improvement projects open to students across all programmes.	Established, sustainable ~~ROP~~ scheme matching supervisors who have projects with engaged students who would like to be involved. Sufficient supply of projects and demand from students, valued by students and supervisors; improved student development and opportunities.	Deputy Principal (Education) *(Deputy Principal (Research))*
ED23 Review recruitment and admissions strategies in order to diversify our undergraduate student body, particularly in HE participation measures and socio-economic measures of under-representation.	We meet our Access and Participation Plan targets in relation to access.	Director of ERCM/ Academic Registrar *(Associate Dean for Admissions)*

ED24 Foster an inclusive ethos within teaching, learning and assessment practices, curriculum design, and broader student experience, to ensure students from all backgrounds are enabled to achieve strong success and progression outcomes.	We meet our Access and Participation Plan targets in relation to attainment, reducing gaps in attainment between students from different ethnic groups and different socioeconomic backgrounds.	Associate Dean for Access & Participation *(Associate Dean for Student Outcomes)*
ED25 Ensure that there is robust monitoring and evaluation of the impact of activity and of financial expenditure on access and participation and that feeds into ongoing review and development of this area.	A five year strategy for the strategic allocation of funding to support A&P is put in place and activities are robustly evaluated to ensure investment in areas where greatest progress is required and where impact is high.	Academic Registrar/ Director of ERCM/ Head of WP *(Associate Dean for Access & Participation)*
ENABLING FRAMEWORKS		
ED26 Set high expectations for students and staff, project achievements externally & internally, and instil a sense of pride in the education community.	Website and communication vehicles in place for projecting achievements of the education community (staff and students), culture of pride amongst students and staff about being part of St George's.	Deputy Principal (Education) *(Director of ERCM/ Director of HR&OD)*
ED27 Provide a programme of tailored activities to enable, support and inspire all staff engaged in teaching, curriculum design, supervising and supporting students.	High proportion of academic staff with teaching qualification or equivalent; enabled staff creating excellent environments for teaching, learning, assessment and support for students; staff inspired to develop innovative approaches and curricula to enhance learning. Higher levels of student satisfaction.	Deputy Principal (Education) *(Head of CIDE)*
ED28 Foster a sense that St George's is one community, with full assimilation of all staff and students.	Seamless engagement of all staff in all facets of St George's life, from application to graduation and alumni relations.	Deputy Principal (Education) *(PVC FHSCE)*
ED29 Annual education award scheme for exceptional practice across teaching, supervision and supporting teaching, for all staff groups, and identifying nominees for national awards.	Established scheme in place to celebrate and reward good practice of all engaged in education or support thereof. Awards during Graduation. Staff are awarded National Teaching Fellowship (HEA).	Deputy Principal (Education) *(Head of CIDE)*
ED30 Nurture good curriculum design based on sound pedagogical principles and facilitated by systems of review, support and advice.	Clear, effective curriculum design, approval and validation system that includes support and advice from CIDE; streamlined and high-quality pathway to validation; high-quality programmes.	Deputy Principal (Education) *(Head of CIDE)*

ED31 Deepen educational scholarship and create the basis for St George's to become an innovative centre for educational scholarship and research.	Most education-oriented academic staff engaged in scholarly activities, with a number producing publishable educational research. Growing international reputation as a centre for educational scholarship and research.	Deputy Principal (Education) *(Head of CIDE)*
ED32 Create education community activities and networks of change agents to support an improvement culture across academic and administrative teams.	Programme of activities embedded, well-attended by a core network of change-agents who promulgate change culture in their domains.	Deputy Principal (Education) *Associate Dean Student Experience/ Head of CIDE)*

RESEARCH – Excellence and Impact

Our objectives

- Increase societal impact by improving diagnosis and treatment and preventing disease
- Respond to new and emerging healthcare challenges through targeted intervention
- Develop our understanding of health through effective collaboration

To achieve our objectives, we will:

- Pursue both fundamental and translational health sciences research
- Invest in our existing and emerging areas of research strength and rapidly adapt our research to new needs of society
- Extend strategic collaboration with St George's University Hospitals NHS Foundation Trust and other local healthcare providers and with research institutions nationally and internationally
- Provide a research environment that inspires innovation and enables people at all stages of their careers to reach their full potential
- Recognise, inspire and retain early career researchers to create scientific leaders of the future
- Maximise the impact of our research and its contribution to scientific knowledge and clinical practice
- Engage the public in our science and communicate widely the significance of our research
- Provide expert opinion at local, national and international levels to inform policy relevant to our vision and mission

Strategic theme	Key Performance Indicator	Measure
Research	**COUNCIL KPI4** Increase research income	Increase research income by 20% by 2020 and by 40% over the next five-year period
	COUNCIL KPI5 Increase the return on research overhead/PI time	Increase the return on research overhead/PI time to 16% by 2020 and to the sector average (currently 18% per year) over the next five years
	COUNCIL KPI6 Improved Research Excellence Framework submission	Quality of the REF submission, as measured through an improvement of the % of outputs and environment measured as 4*

What we will do differently

Progress toward research KPIs will benefit from several measures already articulated in the plan:

Personal. An emphasis on the link between research grant funding/publications and promotion.

Institutes. Vetting of grant applications before submission. Better mentoring and support especially for early career researchers (ECRs) and Fellowship applicants. Pilot project support to provide preliminary data for new grant applications. Organising of research activities into Centres to achieve critical mass and foster collaborative working. Greater focus on our research strengths.

JRES. Improved management structure and PI support to increase the proportion and value of successful applications. Horizon scanning. Better costing of grants- inclusion of 'allowables' and appropriate PI time. Visits by Research Council and Charity funders to provide funding overviews and one-to-one contact with the funder.

Institution. To cultivate a high achieving, high morale environment wherein personal and institutional success is celebrated. To reflect that environment in our communications through an improved website. Better links with SGFT to maximize our research interfaces and the potential for translational research. Shared ethos and closer working with the Institute of Medical and Biomedical Education on co-development of courses taught in a research-intensive environment that benefit both research expansion and educational aspirations. Improvement in estates and new equipment provision to attract and retain the best.

Operational statement	What does success look like?	Lead owner *(secondary lead)*
R1 To grow translational research.	Increased translational research funding.	Deputy Principal (Research)
R2 Joined up thinking with SGHT on commissioning new posts.	Increased academically led clinical trials.	Deputy Principal (Research)
R3 Promote joint working between scientists and clinical researchers in CAGS and Centres.	New clinical academic positions.	Deputy Principal (Research)
R4 Focused on growing and developing defined areas of research (to be defined in SGUL research strategy in early 2019).	Increased research income and publications in defined areas of research.	Deputy Principal (Research)
R5 Use Wellcome ISSF funding to target ECRs, pilot project support, and clinician PA time to strengthen links, critical mass and funding.	Increased collaborative research funding and joint publications.	Principal/Deputy Principal (Research)
R6 Develop links with international partners in the US and elsewhere.		Principal/Deputy Principal (Research)

R7 Ensure an optimum environment by timely refurbishment of estate and provision of excellent research facilities.	Improved research estate and facilities.	Deputy Principal (Research)
R8 Facilitate excellent training of PhD students and clinical fellows through a cohort system and up-to-date supervisor training.	Excellent training for PhD students/ clinical fellows.	Deputy Principal (Research)
R9 Support new academics to develop independent research careers.	Excellent staff retention and progression to senior posts. Increase in grant funding amongst lecturers.	Deputy Principal (Research)/Director of HR&OD
R10 Increase the number of high quality publications.	Increased number of quality papers published. Increased citations (in scientific papers as well as relevant government green/white papers and guidelines). Increased compliance with open access requirements. Increased research enterprise income.	Deputy Principal (Research) *(Director of JRES)*
R11 Encourage open access of research results (supported by open access fund to be created) and depositing of papers in SORA.		Deputy Principal (Research) *(Director of JRES)*
R12 Increase research enterprise (details in 'Facilitating Excellence').		Deputy Principal (Research) *(Director of JRES)*
R13 Increase public engagement activities that communicate research and make it accessible.	Increased public engagement events. The creation of two posts - the Associate Dean (Public and Civic Engagement) and a Public Engagement Officer – will contribute to, and support, progress in respect of this statement.	Deputy Principal (Research) / Deputy Principal (Institutional Affairs)
R14 Engage effectively with Charities, Research Councils, industry, government and other external bodies relevant to research.	Increased representation on grant committees, government bodies and other relevant research organisations. Increased number of visits to SGUL by external research bodies.	Deputy Principal (Research)

FACILITATING EXCELLENCE

PEOPLE AND PARTNERS

We will:

- Maximise the potential of our students and staff in a collaborative, inclusive and supportive community
- Value and celebrate our diversity
- Attract, develop and retain a talented and high-performing workforce with a shared sense of purpose
- Build a culture that values ambition, expects accountability and recognises excellence
- Attract partners at local, national and international level with aligned values and objectives, who can collaborate with us to advance our mission
- Build our relationships with alumni and supporters, encouraging them to connect with and contribute to life at the university today
- Develop and strengthen our identity to ensure that our vision, mission and values are widely understood

Strategic theme	Key Performance Indicator	Measure
Facilitating Excellence – people and partners	**COUNCIL KPI7** Higher Athena SWAN award	- Submit a renewal for Silver Athena SWAN award in April 2021
	NEW - COUNCIL KPI8 Improve equality of opportunity within our student body (KPI is proposed and subject to approval at Council, October 2019)	Meet all six quantitative targets related to St George's students in our 2019 Access and Participation Plan, three relating to diversifying our student body and three targets relating to ensuring an equitable learning environment for all students.

What we will do differently

Achieving our Athena SWAN KPI depends on effective engagement, ownership and accountability across the institution. To achieve that we will:

- Recognise Athena SWAN work as a strategic enabler in personal reviews and promotion and acknowledge the contribution of those who lead in this area e.g. members of the Self-Assessment Team ('SAT')
- Explicitly include the Athena SWAN principles and a commitment to Diversity and Inclusion in our expectations of all staff
- Ensure the actions in the plan in our Athena SWAN submission are SMART with appropriate milestones and clearly identified accountability, timeline and ownership for each action
- Develop the 'spheres of influence' approach of the SAT and evaluate its effectiveness in focused staff pulse surveys and meetings
- Provide a programme of visible, open and creative activities, events and opportunities to promote and support Athena SWAN at St George's
- Enact the Athena SWAN/Diversity and Inclusion engagement and communication plan, with regular reviews of effectiveness and impact.

In transforming the organisation and to achieve the desired aims for culture change, we will:

- Focus on 'how' we achieve our work as well as 'what' is achieved, ensuring the whole employee lifecycle (from recruitment, reward, recognition, learning and development to performance review) is underpinned by our values and desired behaviours
- Develop a greater sense of shared purpose across the organisation and encourage a sense of community across our employee and students
- Promote inclusive leadership, which welcomes diverse perspectives, ideas, talent and where learning and curiosity are actively encouraged
- Aspire to the highest quality across all our activity and services, encouraging continuous review and benchmarking to enable us to raise our professional standards
- Be rigorous in how we hold ourselves to account for delivering results, and be prepared to challenge when performance does not meet our expectations
- Encourage open and honest dialogue at all levels, with more regular feedback and continuous review and encouraging people to stretch and learn
- Continue to develop more channels for employee voice to seek input and views to shape our thinking and inform our work
- Build greater resilience in our people to be effective during challenging and changing times and to embrace change positively
- Foster greater collaboration across the organisation seeking opportunities to improve the organisation and encourage innovation
- Encourage reflection, and be more open in recognising our failures and learn from them
- Regularly monitor and evaluate how our culture is changing through a range of metrics

Operational statement	What does success look like?	Lead owner *(secondary lead)*
P1 Ensure that learning and development activity is strategically aligned and considers the overall skill and capability of the organisation.	A greater pipeline of leaders leading to more effective succession planning. Greater access to high quality learning and development opportunities, and improved learning outcomes. Successful introduction of learning module to improve access and reporting. Improved staff feedback on opportunities for career progression.	Director of HR&OD
P2 Enhance the overall quality and access to learning and development for all employees.		Director of HR&OD
P3 Review our routes for career progression and development across the organisation for all employees.		Director of HR&OD
P4 Invest in the development of current and future leaders through provision of high quality leadership development programmes.		Director of HR&OD
P5 Develop a strategy for diversity and inclusion that encompasses a broader view of diversity, and is underpinned by senior leadership commitment.	The Diversity and Inclusion Steering Group will provide leadership to the University, ensuring that all parts of the organisation attend to diversity and inclusion in their work and decision-making. Improved data quality and monitoring will enable more informed initiatives to be introduced.	Director of HR&OD/ Deputy Principal (Institutional Affairs)
P6 Diversity and Inclusion will be embedded into our strategic and operational work at St Georges, University of London. The University will be a place that values diversity and provides an inclusive environment in which staff and students can thrive.	The University will work to address particular areas of challenge such as the gender pay gap, the BME attainment gap and disparities in the progression of staff.	Director of HR&OD/ Deputy Principal (Institutional Affairs)
P7 Carry out improvements to our multi-faith facilities.	To provide space to supports and enhances our sense of community at the University. To provide space that can be utilised by all faith groups and for quiet contemplation.	Director of Estates & Facilities
P8 Devise a recruitment & selection strategy that sets out our approach to talent attraction, selection methodology and employer brand.	Increased quality of candidates and higher success rates in turning around to appointment. Improved perception of SGUL as an employer and overall 'candidate to employee' experience.	Director of HR&OD

P9 Develop a plan to improve employee engagement to build on the work of the 2016 staff survey.	Improved employment policies that are fit for purpose and enable employment issues to be managed effectively.	Director of HR&OD
P10 Define our 'leadership profile' (our expectations of what makes a great leader at SGUL) and develop our leaders in line with this.	Improved responses in 2020 staff survey.

Improved knowledge and expertise of people managers. Introduction of Leadership Attributes.

Improved understanding of the all-rounded performance expectations for all employees. Improved PR process. | Director of HR&OD |
P11 Develop behaviour expectations to support St George's CORE values.		Director of HR&OD
P12 Support and develop performance management skills for employees with people management responsibility.		Director of HR&OD
P13 Establish a quality and partnerships directorate within the University which will provide the focus for developing a coherent and well-managed approach to partnership working. **NOW COMPLETE**	Well-governed, clearly-articulated partnerships that add value and support the strategic plan.	Deputy Principal (Institutional Affairs)
P14 Increase and enhance the opportunities for alumni and supporters to engage with St George's through social media, giving, newsletters, reunions and events.	Alumni and supporters engage regularly with St George's and are motivated to contribute to life at the university today.	Director of ERCM
P15 Develop a new high-quality web presence for St George's which meets the needs of all users and acts as a vibrant and informative showcase of our education activities, research and people.	Audiences we wish to engage and influence, including prospective students and staff, collaborators, funders and the media, have a clear understanding of what St George's offers, the impact we make and our priorities.	Director of ERCM
P16 Achieve consistent quality and professionalism in our presentation of the university by strengthening our visual brand.		Director of ERCM
P17 Share more stories of the diverse achievements of staff and students and reach wider audiences.		Director of ERCM
P18 Review and improve our signage (externally and internally) as part of the Reputation and Visual identity project.	To improve the overall identity of the university by the introduction of external wayfinding, to raise our profile as a supportive and innovative organisation.	Director of Estates & Facilities/ Director of ERCM
P19 Develop protocols for naming parts of the estate.	To improve the overall identity of the university by providing links to the University's past and future direction.	Director of Estates & Facilities/ Director of ERCM
P20 Refurbishment of the main foyer and the link corridor between Grosvenor Wing.	To improve the flow of students, staff and visitors, and to reduce congestion.	Director of Estates

P21 Create accessible public engagement space.	To provide space which enhances the sense of community at the University and to display visual links to the University's past and future direction.	Director of Estates & Facilities

ENVIRONMENT AND SUSTAINABILITY

We will:

- Invest in a high-quality physical and virtual infrastructure
- Assure ongoing financial sustainability by maximising our income from research, education, commercial enterprise and philanthropic endeavours

Strategic theme	Key Performance Indicator	Measure
Facilitating Excellence – environment and sustainability	**COUNCIL KPI9** Improve condition of our teaching learning spaces and research spaces	87% of our Estate to be building condition B or higher by 2022
	COUNCIL KPI10 Improve satisfaction in the National Student survey for Learning Resources	Achieve 88% satisfaction in the National Students Survey for Learning Resources by 2020 and a further increase to 90% by 2022

What we will do differently

Estates and Facilities will review its non-residential buildings to identify areas below condition B. Estates and Facilities will work with the Institutes to identify and develop works which will from part of the Estates Masterplan to improve the condition of our non-residential buildings, whilst meeting the needs and aspirations of the Institutes.

In collaboration with students and staff, Information Services will develop a strategic road map to introduce, improve and decommission services. We will meet termly with students and staff to consider our action plan as a response to any significant changes in NSS/SES Learning Resources scores. Information Services will launch a digital capabilities programme providing online resources as well as face to face sessions which will train students and staff in Information Security, Information Governance and Data Protection as well as giving them the essential skills and knowledge to collaborate and work efficiently in the future.

We will make the necessary investment to review, improve and replace our systems to ensure the maximum operational efficiency. The initial focus will be to improve the administration of the student lifecycle. Projects will be taken forward in collaboration with our students who will be involved from start up to successful delivery.

Operational statement	What does success look like?	Lead owner *(secondary lead)*
EN1 Develop strategies to continue to improve the physical and virtual environments ensuring they are scalable to meet future needs.	Approval of Estates Strategy and Estates Masterplan in March 2018 by Finance Committee.	Director of Estates & Facilities
	Having appropriate teaching spaces to ensure space is used efficiently, via effective timetabling.	Director of Estates & Facilities
	Approval of the Information Strategy in November 2017 by Information Strategy Committee.	Director of Information Services

EN2 Create and promote quality innovative and collaborative environments that meet staff and students aspirations allowing them to succeed.	Completion of refurbishment projects funded via the Estates Capital Programme. Stakeholder engagement to develop an agreed set of user requirements for creating collaborative environments.	Director of Estates & Facilities
	Digital capable staff engaging in collaborative work using virtual environments.	Director of Information Services
EN3 Ensure our physical and technical infrastructure is robust and environmentally sustainable.	Development of a Carbon Management Plan. Work towards achieving the RICS SKA status for our major refurbishment works.	Director of Estates & Facilities
	Annually tested business continuity plans for technical infrastructure.	Director of Information Services
EN4 Maximise the benefits and return on investment from our environments.	An increase in commercial income.	Director of Estates & Facilities
EN5 Contribute to the health and well-being for the St George's Community by ensuring a positive, safe learning and working environment.	Results from staff and student surveys. Feedback from external stakeholders.	Director of Estates & Facilities *(Director of HR&OD)*
EN6 Support mutually beneficial flexible working to promote diversity through facilitating technologies and flexible innovative space.	Improved utilisation of space to increase occupancy density. Feedback from staff and students. Departments willing to vacate existing space for alternative uses.	Director of Estates & Facilities
	Digital capable staff able to work flexibly as though they were in the office from anywhere a network connection can be established.	Director of Information Services
EN7 Create areas of common shared space to facilitate communication and enable the transfer of knowledge.	Improved utilisation of space to increase occupancy density. Feedback from staff and students. Departments willing to vacate existing space for alternative uses.	Director of Estates & Facilities
EN8 Deliver improvements to the way we work by making processes and procedures more efficient and encouraging staff to be responsive to our changing operating needs.	The adoption of efficient processes where information is obtained at source and shared between systems without duplication of collection to create a sustainable information rich environment that supports, facilitates and enhances the teaching, learning, research and administration of the University.	Director of Information Services

EN9 Mentoring and support for academics writing grant applications from senior colleagues.	An increase in research income.	Deputy Principal (Research)/ Director JRES *(support from Finance Director)*
EN10 Increase in horizon scanning for opportunities, facilitated by JRES.		Deputy Principal (Research)/ Director JRES *(support from Finance Director)*
EN11 Support from JRES to increase the monetary value and chances of success of grant applications.		Deputy Principal (Research)/ Director JRES *(support from Finance Director)*
EN12 Introduce review mechanisms for programme cost-benefit analysis and decisions on viability for programmes with marginal contribution or student experience/quality red flags.	A honed educational portfolio of high-quality programmes and short-courses that deliver a sustainable contribution, or do not, but greatly add to the reputation of St George's and indirectly contribute to sustainability.	Deputy Principal (Education) *(Finance Director)*
EN13 The JRES reaching out more to commercial partners.	An increase in consultancy and research enterprise income.	Director JRES *(support from Finance Director)*
EN14 Increased links between JRES and SGUL academics, with the JRES increasing their awareness of commercial possibilities and increasing academic knowledge about the JRES's enterprise services.		Director JRES *(support from Finance Director)*
EN15 More active involvement of the JRES in the set up and management of spin-outs.		Director JRES *(support from Finance Director)*
EN16 More pro-active management by the JRES of the SGUL patent portfolio.		Director JRES *(support from Finance Director)*
EN17 Develop our educational enterprise activity to both bring in income and bolster our reputation for being expert.	This will include a number of successful curriculum sales or enterprise activity events that are appropriately priced and resourced well internally, not detracting from the experience of current students. A number of educational consultancy agreements may be in place.	COO *(Deputy Principal (Education)/ Deputy Principal (Institutional Affairs)*

EN18 Sub-letting space to 3rd party providers and partners (e.g. NHS Trust and Kingston University).	Generating additional income from sub-letting, summer lets, location hire and conferencing.	Director of Estates & Facilities
EN19 Increase the level of philanthropic giving to St George's.	A sustainable fundraising programme, bringing in a reliable source of philanthropic income to support the development of St George's.	Director of ERCM *(support from Finance Director)*

OPERATIONAL EXCELLENCE

We will:

- Act with agility in focusing our resources on the academic mission, and create time and space to innovate
- Facilitate a collaborative approach to common goals, supported by excellent internal communications
- Deliver continuous improvements to business processes and the way we work, ensuring value for money and an efficient use of resources
- Run a series of Operational Excellence projects which will support our objective of achieving the operational statements below and meet the KPIs

Strategic theme	Key Performance Indicator	Measure
Facilitating Excellence – operational excellence	**COUNCIL KPI11** Operating surplus as a proportion of turnover	Operating surplus to be 4% of the turnover (total income) by 2021-22
	COUNCIL KPI12 Improve satisfaction in the National Student Survey for Organisation and Management	Achieve 73% satisfaction in the National Student Survey for Organisation and Management by 2020 and a further increase to 82% by 2022

What we will do differently

We to work together positively and transparently to embrace and facilitate change, thinking innovatively and ensuring we challenge and question the status-quo.

We will work at a consistently high standard, providing the best possible service to students and each other and demonstrating excellence.

We will each take responsibility and be accountable for our work and the decisions we make.

Operational statement	What does success look like?	Lead owner *(secondary lead)*
OE1 Continue to ensure that our committee processes are streamlined for efficient and effective high-quality governance.	Colleagues to have time to concentrate on delivering and supporting the academic mission.	COO *(Director of GLAS)*
OE2 Ensure that mechanisms are in place for Professional Services to respond to support academic change as new courses and endeavours are introduced.	Seamless and efficient administrative systems. Completion of Operational Excellence projects would represent success.	COO *(Professional Services Directors)*

OE3 Deliver effective internal communications plan to ensure that students and staff are fully engaged in life at St Georges and have a robust understanding of what is going on across the organisation.	Staff and students are satisfied with the level and quality of internal communications received. They understand the value of internal communications, and know where to go for internal communications advice. Internal communications activities are inextricably linked with aims to raise our profile externally, with staff and students more aware of the great work taking place across St George's. Staff and students feel proud to be members of our community.	Principal/ COO/ PAG/Director ERCM
OE4 Review of departments, areas and/or processes to ensure that SGUL is appropriately configured and resourced to ensure we work in the most efficient and effective way. In doing so, we will reduce 'silo' working and ensure all colleagues have a common understanding of SGUL's objectives and how we are working to achieve them.	Having a lean and operationally excellent procedures and processes that do not have a single point of failure. An enhanced internal reputation for administrative excellence across professional services. Completion of Operational Excellence projects would represent success.	COO *(Head of Operational Excellence Projects)*
OE5 Improve our business processes to ensure our data is robust, timely and available from our corporate information systems. This will be underpinned by comprehensive policies, procedures and controls to ensure data integrity.	The adoption of efficient processes where information is obtained at source and shared between systems without duplication of collection to create a sustainable information rich environment that supports, facilitates and enhances the teaching, learning, research and administration of the university.	Director of Information Services *(Academic Registrar/ Director of HR&OD/ Finance Director)*
OE6 Aim to achieve paperless processing for the majority (exception only where a physical signature/proof is required) of the core administrative processes covering HR, Finance and Student administration by 2022.	The extensive use of workflow to administrate the university without the need to print except where a physical signature is required.	Director of Information Services

Key Performance Indicators

Achieving our strategic objectives is a university-wide endeavour. We have established 12 Key Performance Indicators (KPIs) to monitor and demonstrate our progress to Council. These indicators are grouped by our three main strategic themes: education and students; research; facilitating excellence.

KPI performance is reported to our university Council on a bi-annual basis.

Strategic theme	Key Performance Indicator	Measure	Base 2016-17	Interim milestone	Target 2021-22
Education and Students	**COUNCIL KPI1** Increase Educational income contribution	Contribution (income minus costs) from Education will increase by 10% by 2022	£20,831k	£21,096k	£22,915k by 2022
	COUNCIL KPI2 Higher TEF rating	Achieve a SILVER award by 2021 and a GOLD award by 2023	BRONZE	SILVER by 2021 (not an annual submission)	GOLD by 2023 (not an annual submission)
	COUNCIL KPI3 Improve satisfaction in the National Student Survey Overall Satisfaction (Q27)	Achieve 90% satisfaction in the National Student Survey Overall Satisfaction (Q27) by 2020 and a further increase to 92% by 2022	81.7%	90% by 2020 (NSS2020)	92% by 2022 (NSS2022)
Research	**COUNCIL KPI4** Increase research income	Increase research income by 20% by 2020 and by 40% over the next five-year period	£11,844k	Increase by 20% by 2020 £14,213k	Increase by 40% by 2022 £16,582k

	COUNCIL KPI5 Increase the return on research overhead/PI time	Increase the return on research overhead/PI time to 16% by 2020 and to the sector average (currently 18% per year) over the next five years	14.4%	16.0%	Increase to 18% by 2022
	COUNCIL KPI6 Improved Research Excellence Framework submission	Quality of the REF submission, as measured through an improvement of the % of outputs and environment measured as 4*	From REF2014: Outputs: 23% Environment: 0%	N/A	Outputs: 30% Environment: The sector average (45% in 2014)
Facilitating Excellence – people and partners	**COUNCIL KPI7** Higher Athena SWAN award	Submit a renewal for Silver Athena SWAN award in April 2021	Unsuccessful Athena SWAN submission in November 2015	- Progress with 80% of actions by end 2019 - 90% implementation of actions in SILVER submission by 2020	Successful SILVER Athena SWAN Award by 2021 Preparation of GOLD Athena SWAN for submission by 2024
	COUNCIL KPI8 Improve equality of opportunity within our student body	Meet all six quantitative targets related to St George's students in our 2019 Access and Participation Plan, three relating to diversifying our student body and three targets relating to ensuring an equitable learning environment for all students	From APP 2019-20 to 2024-25 Access 1a: gap 7.1% Access 1b: gap 25% Access 2: gap 17.9% Attainment 1a: 16.1% Attainment 1b: 9% Attainment 2: 9.4%	Targets for OfS data release in Spring 2020 Access 1a: gap 7.1% Access 1b: gap 25% Access 2: gap 17.9% Attainment 1a: 14% Attainment 1b: 8.6% Attainment 2: 9%	OfS impact report 2020-21, likely Spring 2022 Access 1a: gap 5.1% Access 1b: gap 24% Access 2: gap 18.9% Attainment 1a: 7% Attainment 1b: 8% Attainment 2: 7%

	COUNCIL KPI9 Improve condition of our teaching learning spaces and research spaces	87% of our Estate to be building condition B or higher by 2022	85.5%	Estates Masterplan in progress	87% by 2022
	COUNCIL KPI10 Improve satisfaction in the National Student Survey for Learning Resources	Achieve 88% satisfaction in the National Students Survey for Learning Resources by 2020 and a further increase to 90% by 2022	83.0%	88% by 2020 (NSS2020)	90% by 2022 (NSS2022)
Facilitating Excellence – operational excellence	**COUNCIL KPI11** Operating surplus as a proportion of turnover	Operating surplus to be 4% of the turnover (total income) by 2021-22	-2.0% *see note 1	2.0%	4.0% by 2022
	COUNCIL KPI12 Improve satisfaction in the National Student Survey for Organisation and Management	Achieve 73% satisfaction in the National Student Survey for Organisation and Management by 2020 and a further increase to 82% by 2022	64%	73% by 2020 (NSS2020)	82% by 2022 (NSS2022)

*note 1: This includes as extraordinary, one-off RDEC payment and the settlement costs associated with the dissolution of the INTO joint venture.