



BTE Strategic Plan (July 2020)

2020 - 2023

Strategic Planning Steer: Overview

Strategic themes

Delivering our institutional vision and contributing to our overall strategic narrative	Achieving financial and operational sustainability	Building an inclusive culture and an engaged and high performing workforce	Embedding a distinctive curriculum through the Hallam Model and developing a sustainable portfolio of courses	Contributing to our civic and place agenda
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Delivery priorities

Student experience, learning and teaching	Research and innovation	Business and enterprise	Global engagement and academic partnerships	Services, infrastructure and operations
<ul style="list-style-type: none"> Consistently excellent performance across the whole student lifecycle An excellent student experience Innovation in academic practice Delivering our access and participation targets and a strong TEF performance 	<ul style="list-style-type: none"> A strong research and innovation culture that delivers excellent REF and KEF performance Sustainable growth of research and innovation income Research with economic, social and cultural impact 	<ul style="list-style-type: none"> Excellent graduate employment outcomes and entrepreneurship A strategic offer for business with a strong enterprise and employment focus 	<ul style="list-style-type: none"> Developing the University's global engagement, profile and reach Strategic regional and national educational partnerships enabling collaboration and progression 	<ul style="list-style-type: none"> Making the university a smarter, more efficient organisation Future physical and digital environment

Delivering our vision

Our vision is to be the world's leading applied University. To achieve this we need to position Hallam as a sector leader that is known for its distinctive applied educational offer, impactful research and success in transforming lives.

Lead: DVC (Strategy and Operations)

Context/Ambition

The College of Business, Technology & Engineering will be known as a beacon across the UK HE sector and will be well regarded internationally for how an applied College can sustainably integrate student learning and research with civic and industry benefit.

We will evidence the quality of education, provision and opportunity through esteemed external awards and accreditations.

Our portfolio will reflect enhanced integration of technology, flexible delivery, internationalisation, partnership working, and external engagement and we will have a strong discipline reputation for mission relevant research and scholarship.

Our new Business School building will act as a catalyst for pedagogic innovation, business engagement and impact.

Dependencies

See specific dependencies identified throughout document

People and culture		University indicative milestones, outcomes and targets		
		Year 1	Year 2	Year 3
<p>To meet our ambitions we need a high performing and engaged workforce with the appropriate skills to support transformational change and meet the University's current and future requirements.</p> <p>We need to build an inclusive culture with common values at the heart of everything we do.</p> <p>Lead: CPO</p>		<ul style="list-style-type: none"> Improved SES results Reduction of sickness absence against benchmark Improved opportunity for staff to progress 	<ul style="list-style-type: none"> Further improvement in SES results Further reduction of sickness absence. Improved opportunity for staff to progress 	<ul style="list-style-type: none"> improved SES results and decrease in performance management cases External measures of recognition and improved EDI accreditation levels
Business Unit Plan		Business Unit indicative milestones, outcomes and targets		
Context/Ambition	Deliverable (s)	Year 1	Year 2	Year 3
<p><i>The College will facilitate the development of diverse and inclusive leaders and teams across its Departments. We will draw on different experiences, thoughts and approaches to enhance College performance and the working lives and wellbeing of our staff, students and wider communities.</i></p>	<p>A culture of inclusivity and accessible environment</p> <ul style="list-style-type: none"> Articulation of college purpose / function / embed collegiality; innovation day; context for cross-collaboration in teaching, research, portfolio. Launch and roll out Leadership Behaviours and University Values Equality Diversity & Inclusion – positive action in recruitment, College wide completion of mandatory EDI training, identify equality champions College contribution to preparation and submission of bids for Race Equality Charter, Athena Swan, Stonewall and Disability Confident Leader Academic development to support reduction of degree awarding gap. 	<ul style="list-style-type: none"> Activities such as show and tell / tours, festival of Business Key messages on behaviours delivered in College Monitor and report EDI management information and completion of EDI mandatory training College contribution to EDI accreditation standards defined Programme of development developed, delivered, evaluated 	<ul style="list-style-type: none"> Continuation of College wide events Workforce diversity maintained and improved Equality Champions in place Secure Athena Swan Bronze/Silver Degree awarding gap reduced 	<ul style="list-style-type: none"> College identity embedded Behaviours and values exhibited Improved workforce diversity across range of measures Degree awarding gap reduced
	<p>Organisational Effectiveness</p> <ul style="list-style-type: none"> Launch and roll out revised management and leadership development offer Review outcomes from SES Hive survey 2020 and formulate College/Departmental/Research Centre Responses. Progress departmental level deliverables in response to the SES Identify Healthy Hallam champions and promote wellbeing initiatives Gather learning from move to remote/on line to maintain and 	<ul style="list-style-type: none"> Monitor take up of leadership development Promote Wellbeing activity Identify and address training needs to support online / blended learning and effective business engagement 	<ul style="list-style-type: none"> Overall SES scores improved Feedback on PDR practice improvements Online embedded Continue Leadership 	<ul style="list-style-type: none"> Continued improvement in SES Effective PDR practice embedded Online embedded Continue Leadership Development for n

We need to build an inclusive culture with common values at the heart of everything we do.

Lead: CPO

benchmark
 • Improved opportunity for staff to progress

• Further reduction of sickness absence.
 • Improved opportunity for staff to progress

performance management cases
 • External measures of recognition and improved EDI accreditation levels

Business Unit Plan	Business Unit indicative milestones, outcomes and targets
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Context/Ambition	Deliverable (s)	Year 1	Year 2	Year 3
	<p>Organisational and Transformational Change</p> <ul style="list-style-type: none"> • Embed AOP structures and alignment of College activity with PVC portfolios • Undertake review and allocation of PL roles • Re-commence talent management and succession planning • Associate Professor/Professor – roll out revised promotion application process and further develop leadership capacity of AP's/P's 	<ul style="list-style-type: none"> • PL roles aligned to PVC portfolios • All PL roles reviewed and allocated • Commence AWP in line with new provisions • Prof/Assoc Prof applications considered 	<ul style="list-style-type: none"> • Review operation of PL roles • Embed AWP principles • Implement any changes arising from AWP Portfolio Review 	<ul style="list-style-type: none"> • AWP/Portfolio changes embedded • Review of AWP

Dependencies

Availability of resources/time to deliver on wellbeing/staff engagement survey/development activity

Hallam Model and Portfolio

University indicative milestones, outcomes and targets

Year 1

Year 2

Year 3

The Hallam Model is our collective commitment to a distinctive applied curriculum. We need to focus on embedding this across all our courses and showcasing what is special about our learning.

Alongside the development of a distinctive curriculum model we need to ensure that we can deliver and successfully recruit to a broad and comprehensive portfolio of courses which allows us to meet our educational ambitions and our financial targets.

Lead: DVC (Academic)

- College HM Implementation plans in place and being delivered
- Improved portfolio efficiency
- Achieve student number targets

- Improved portfolio efficiency
- Achieve student number targets

- All courses fully embed HM principles
- Improved portfolio efficiency
- Achieve student number targets

Business Unit Plan

Business Unit indicative milestones, outcomes and targets

Context/Ambition

Deliverable (s)

Year 1

Year 2

Year 3

Hallam Model

Develop an innovative and diverse portfolio that reflects industry needs and equips graduates with knowledge, skills and behaviours to excel.

Hallam Model embedded across all portfolios. Course teams are able to evidence all four principles and students are aware of the characteristics of their distinctive experience.

- All BTE courses have reviewed the degree to which the four principles of the HM are embedded and have identified priorities for 21/22. This is documented in CIPs.
- All new courses designed to fully embed HM

- All courses HM related actions are monitored at three points in the year as part of CEPs.

- Hallam Model fully embedded
- Hallam Model continues to direct course enhancements and portfolio development.

Portfolio

The portfolio will develop to reflect enhanced integration of technology, flexible delivery, internationalisation, partnership working and external engagement. Our portfolio will be high quality, highly relevant, high demand programmes with diversified income streams (including DA, FY, PT, Blended/Online).

- *Systematic, approach to portfolio review; cross College/cross University provision.*
- *Portfolio structure that is agile, flexible and efficient removing inefficient modules and patterns of delivery*
- *Develop internationally attractive programme offers Development of innovative trans disciplinary courses*
- *Leading provider of work-based learning degrees*
- *Distinctive leadership offer transcending University disciplines*
- *Diversification of portfolio provision and channel*
- *Standardised cycle of strategic data consultation to ensure insight, evidence based continuous improvement and review*

- Grow diversified home portfolio focussing on efficiency of delivery
- Develop output from Portfolio review including: PGT Review/module rationalisation
- Rationalise courses; consolidate/combine subject areas

- Continued growth of home portfolio
- Growth in international portfolio focussed on key strategic markets

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- Growth in international portfolio focussed on key strategic markets

The civic university and place		University indicative milestones, outcomes and targets		
<p>We want to position Hallam as the sector leader in the civic agenda, demonstrating genuine impact in our region through partnership working. To achieve this we need to build on our current strengths positioning the University to be at the forefront of relevant educational, skills and research place-based developments.</p> <p>Lead: DVC (Strategy and Operations)</p>		Year 1	Year 2	Year 3
				<ul style="list-style-type: none"> • Successful bid and deliverables for Civic University Network • Civic University Agreement in place
Business Unit Plan		Business Unit indicative milestones, outcomes and targets		
Context/Ambition	Deliverable (s)	Year 1	Year 2	Year 3
<p>BTE’s ambition is to strengthen the physical, economic, social, cultural and environmental connections, creating a sense of place within the local community, through actively engaging with regional organisations and educators.</p> <p>There will be opportunity for BTE to contribute the national economic recovery effort, SCR economic recovery plan and devolution funds</p> <p>BTE is uniquely placed to make a significant contribution to delivering the University’s civic commitment by integrating activity with our educational (and research/KE) strategies so that our students and our researchers are routinely working to support the region's economy and communities through their learning and innovation.</p>	<p>Regeneration and support for local businesses: Contribute to SHU strategy for city and community regeneration of regional business, especially SME’s, including coordination of BTE academic expertise to engage with SIP, providing bespoke research and innovation based consultancy, workshops to support the agenda to revitalise and project the region's identity.</p> <p>Work with BESE to identify opportunities to bid for economic recovery projects.</p>	<p>Articulation of BTE's contribution to SHU civic university plan</p> <p>Identity capabilities and expertise to deliver on regional offer for business and resourcing model.</p> <p>Deliver on the <i>ScaleUp 360</i> accelerator programme and identify new funding streams</p> <p>Contribute to the Hallam SME CPD/leadership programme.</p> <p>Support the University to deliver the Hallam/Northern powerhouse “Covid Catchup Plan BTE students/graduates acting as mentors to pupils in the region</p>	<p>Fully embed resourcing into AWP.</p> <p>Review the key priorities for BTE’s delivery on the Civic University agenda for SME’s Identify new funding opportunities through horizon scanning</p>	<p>Assessment of the impact of BTE’s support for regeneration through established key performance indicators.</p> <p>Ensure SBS new build delivers the vision for being accessible to the business and local community etc.</p>

The civic university and place				
		Year 1	Year 2	Year 3
<p>We want to position Hallam as the sector leader in the civic agenda, demonstrating genuine impact in our region through partnership working. To achieve this we need to build on our current strengths positioning the University to be at the forefront of relevant educational, skills and research place-based developments.</p> <p>Lead: DVC (Strategy and Operations)</p>		<ul style="list-style-type: none"> Successful bid and deliverables for Civic University Network Civic University Agreement in place 	<ul style="list-style-type: none"> Sustainable model for Civic University network being delivered. 	<ul style="list-style-type: none"> Additional regional funding
Business Unit Plan		Business Unit indicative milestones, outcomes and targets		
Context/ Ambition	Deliverable (s)	Year 1	Year 2	Year 3
<p>BTE will play a key role profiling our global engagement especially through the leverage of our business connections, teaching and research networks in bringing the world to Sheffield and Sheffield to the world.</p>	<p>Building profile locally, nationally and globally: Local and Regional: Establish a series of open lectures and events to the benefit of the local community to showcase BTE’s areas of excellence and expertise and our enterprising Alumni, SBS Advisory Board, Entrepreneurs and Executives in Residence.</p>	<p>Themes for programme of open lectures identified and programme implemented</p> <p>Support existing, and identify and develop new regional business award opportunities</p>	<p>Implementation of local targeted sponsorship of regional business awards.</p>	<p>Achieve a strong reputation within the local community as a provider of high quality and relevant events and business advice.</p> <p>Review and continuation of regional awards sponsorship strategy.</p>
	<p>Retention of our student talent within the region to supporting the future requirements for the local labour market</p>	<p>Identify the skills needs of local employers associated with BTE graduate talent.</p>	<p>Promoting BTE graduates with the requisite skills to local employers.</p>	<p>Be known as the main provider of high quality graduate talent and closing skills gaps locally.</p>
	<p>Retaining the talent of our international students providing opportunities to remain in the region to contributing post study to the regional growth agenda and inward investment.</p>	<p>Working closely with our Chinese students to develop entrepreneurial opportunities through CUBI</p>	<p>Working closely with CUBI to develop international business and entrepreneurial opportunities for all students while supporting SCR businesses trade with China.</p>	<p>Celebrate the success of students in achieving recognition of their “right to stay” in UK as a permanent resident.</p>
	<p>Student Engagement and contribution to the regional civic agenda and health in the community</p>	<p>Identify opportunities for business clinics to serve the region's SMEs aligned with HSE and consultancy.</p>	<p>Establishment of business clinics to serve the region's SMEs aligned with HSE and consultancy.</p>	<p>Explore the potential to extend the business clinic offer nationally and internationally.</p>
	<p>Use the Hallam Model to build student engagement in regional engagement with</p>	<p>Through student based projects identify new local health challenges to promote</p>	<p>Create clinics to support and</p>	<p>Review successes of and identify new opportunities for continued growth</p>

Business Unit Delivery Priorities - Student experience, learning and teaching

Ref no.	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1	Year 2	Year 3	
	Consistently excellent performance across the whole student lifecycle	<ol style="list-style-type: none"> NSS / PTES 90% overall satisfaction on all courses - With year on year improved results for Organisation and Management and Assessment and Feedback Graduate Outcomes 75% students in highly skilled employment (Year 1-3 as per B&E Plan) Reduce degree awarding gap e.g. BAME and International students BAME attainment gap is -8% or less across all courses Student support impacts positively on retention, continuation and attainment Retention at 95% or higher across all courses Preparations in place to achieve TEF Gold through a strong narrative across all BTE lead subjects 	<ol style="list-style-type: none"> Course teams fully engage in each stage of annual review. CMR and CEPs ensuring course enhancement is an iterative and continuous process. All departments review CEP actions at three points in the year. Autumn delivery plans integral to this. (GO Year 1-3 as per B&E Plan) Each department evaluates impact of BAME actions to date alongside any differential impact of COVID on BAME engagement and attainment gap. All students engaging with their named AA. Clear integration between AA, SSA and EA roles. Learner analytics informs actions taken by support triangle roles. Actions against negative flags progressed. Strong narrative written to reflect progress. 	<ol style="list-style-type: none"> Continuous enhancement is evident Each department evaluates impact of BAME actions and implements actions. Gap is reduced from previous year. Early and more personalised support resulting from LA. Retention rates improved. Metrics show an improvement where previously there was a negative flag. Narrative evidences context and interventions. 	<ol style="list-style-type: none"> Continuous enhancement is evident Each department evaluates impact of BAME actions and implements actions. Gap is reduced from previous year. Early and more personalised support resulting from LA. Retention rates improved. Metrics show an improvement where previously there was a negative flag. Narrative evidences context and interventions. 	<ul style="list-style-type: none"> Development of course and department dashboards to enable course teams to adopt a mindset of continuous improvement AQS and SPI. HSE / Placement opportunities and student engagement. BESE. Staff development that engages staff so they are equipped to establish practice that ensures the development of a inclusive curriculum, approaches that avoid unconscious bias and drive down the attainment gap. ADD working in partnership with department teams. Systems that enable a joined up support triangle and LA data that facilitates personalised and early interventions. SETL and SAS.

Business Unit Delivery Priorities - Student experience, learning and teaching

Ref no.	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1	Year 2	Year 3	
	An excellent student experience	<ol style="list-style-type: none"> Students experience a strong sense of inclusion and belonging Students wellbeing enables them to thrive, challenge and be challenged, engage and proactively participate in collaborations beyond their peer group. Students engage in include civic, global engagement, alumni, employers and students across SHU and at partner institutions Students are empowered to shape their experience and that of future students. They routinely engage in opportunities to co-design/produce. Students experience a coherent course experience which is delivers the blended delivery quality standards Students benefit from a range of co and extra curricular opportunities Students receive recognition of their achievements and this is celebrated annually through the Inspirational Student Awards. 	<ol style="list-style-type: none"> Hallam Welcome fully embedded, pre enrolment engagement, induction and rolling induction enhanced in response to the impact of Covid-19 Students are aware of the HM principles and the activities that support this lived experienced on their course. Departments implement student voice framework and develop student engagement plans to introduce opportunities to co-create / co-production at each level of study, their course, department, college. Effective working established with SU College Officer Increased partnership working with SU enhanced e.g. academic societies, civic engagement Introduce paid student project / research roles in every Dept. Student feedback is positive and transparently informs enhancements in blended delivery. Nominations for the ISA's are inclusive and recognise the positive contributions and talent across all BTE departments. 	<ol style="list-style-type: none"> Hallam Welcome BAU. Pre enrolment engagement developed. Hallam Model is increasingly recognisable through the students lived experience Full implementation of student engagement plans in departments. All courses in BTE aligned to an academic society Opportunities for all students to reach their potential to include those in vulnerable groups through to who are high achieving 	<ol style="list-style-type: none"> Hallam Welcome BAU. Pre enrolment engagement across all courses Hallam Model is recognised by all students through their lived experience Students as partners comprehensive, authentic and embedded. 	<ul style="list-style-type: none"> Access to students and appropriate data to inform pre enrolment activity Budgets approved to support student projects / roles and research External opportunities remain uncertain (CV-19) SETL team working in partnership with academics in departments

Business Unit Delivery Priorities - Student experience, learning and teaching

Ref no.	Link to delivery priority or priorities	1. Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1	Year 2	Year 3	
	Innovation in academic practice	<ol style="list-style-type: none"> High quality inclusive blending learning with high levels of engagement and student outcomes that position subject areas for TEF Gold. A distinctive curriculum delivered through the implementation of the four principles of the Hallam Model (HM). A vibrant community of academics leading and engaged in 'Enhancing TL&SE research' (all with students as researchers and partners). This will be driven by University strategic priorities and showcased at the annual LT&SE innovations festival. An approach to assessment that supports student wellbeing and success. Formative assessment and feedback being prominent alongside a reduced number of summative assessments. 	<ol style="list-style-type: none"> Autumn 2020 delivery principles implemented across all departments. Departments review and evaluation feedback and impact of blended learning. Continue to identify staff development needs and ensure engagement. Plan and start to deliver staff development to enhance digital literacy and confidence to deliver, engage and support their students on-line. Communities of practice established and good practice shared as staff review module delivery and course experience. All courses have conducted an initial review of the degree to which the four principles of the HM are embedded and have identified priorities for 21/22 All new courses designed to fully embed HM 20/21 roll out of HSE with adjustments in light of COVID-19 HSE – Plan to ensure student consultancy is a significant feature of all BTE courses All departments carry out at least three Enhancing TL&SE projects. Review and make adjustments to assessment packages in identified departments. 	<ol style="list-style-type: none"> 2021 takes forward enhancements to further develop a sustainable high quality blended learning experience. 21/22 HM plans implemented with adjustments in light of impact of COVID-19 Profile of pedagogic / educational research raised through increased levels of funding, intellectual contributions / publications. Reduced assessment overburden starts to roll out. 	<ol style="list-style-type: none"> Sustainable high quality blended learning and teaching. Hallam Model fully embedded 	<ul style="list-style-type: none"> High quality Staff development and support for on-line learning. ADD. SETL. Specialist facilities and equipment can be accessed on campus or remotely where these are a distinctive part of the offer and a requirement of learning outcomes and standards being met. Inclusive and more expansive staff engagement in communities of practice and through the Hallam Guide Non staff budgets to support pedagogic research.

Business Unit Delivery Priorities - Research and innovation

Ref no.	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1	Year 2	Year 3	
	A strong research and innovation culture	<p>Developing staff and students through partnership with RIs and associated cross College activity: alignment and implementation between BTE, IIRI, and SERI</p> <p>Implement consistent workload allocation model and associated support (sabbaticals, mentoring, staff development budgets etc.) that incentivise staff R&I performance, with a focus on early career and developing researchers.</p> <p>Continued investment in research capacity in line with AACSB accreditation condition and EDI considerations</p> <p>Develop PGR community and engagement, with consideration of diversity and sustainability.</p> <p>Develop mutually beneficial relationships between research centres and departments, adding value to the portfolio, and ensuring sustainability.</p> <p>Encourage and support international research collaborations including enhanced research links with strategic partners, and opportunities for international PGR.</p>	<ul style="list-style-type: none"> Review of relationships between research centres and departments Evaluation of support for ECR and developing researchers Implement GTA scheme across college Build on REF submission towards growth of staff with SRfR (supporting SHU target to grow to 50% staff with Significant Responsibility for Research) 	<ul style="list-style-type: none"> New protocol agreed for research centre / department engagement Implement Annual Research review 	<ul style="list-style-type: none"> Increased engagement between departments and research centres More active international research links Annual Research Review 	<ul style="list-style-type: none"> Budget allocation for staff development, travel etc. Performance of research centres – Annual Research Review
	Financially sustainable growth of research and innovation income	<p>Strong and effective links between active researchers in College and SHU Research Institutes, BTE and SHU Research Centres. Develop inter-disciplinary research within and beyond College.</p> <p>Structures to support staff engagement with R&I income generation, including KE and consultancy activity.</p>	<ul style="list-style-type: none"> Establish strong relationship with SHU RIs Enhance and broaden ‘bidding group’ activities including peer review of bids Explore approaches to work allocation to incentivise and support R&I income generation 	<ul style="list-style-type: none"> Active engagement with RI and RC bids Active engagement with KE bids and projects 	<ul style="list-style-type: none"> College engagement with large-scale RI projects Active programme of College R&I activity Supportive culture for income generation 	<ul style="list-style-type: none"> Relationships with external funders Finance model to support resource allocation process Availability of external R&I funding

Business Unit Delivery Priorities - Research and innovation

		Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1	Year 2	Year 3	
	Research with economic social and cultural impact	<p>Systematically record and evaluate impact of R&I on business, policy and society</p> <p>Effective dissemination of R&I impact through media, social media, events etc.</p> <p>Work with BESE teams and RIS Innovation Team to optimise KEF metrics and results at College level, and in collaboration with RIs and RIS Innovation team</p> <p>Expand international DBA programme</p> <p>Capitalise on regional links and funding schemes to deliver impact as part of Civic University agenda</p>	<ul style="list-style-type: none"> Establish cross-College impact group Appoint impact leads Develop dissemination plan Promote DBA in target countries Support and capitalise on SME engagement tools through RIS – SIP and Digital Innovation for Growth 	<ul style="list-style-type: none"> Promote ‘impact culture’ across College Optimise KEF metrics 	<ul style="list-style-type: none"> Bank of impact case studies for REF2027 Dissemination of impact activities including annual impact report and event New DBA programme 	<ul style="list-style-type: none"> Resources for impact leads Resources for impact tracking and dissemination
	Research-embedded teaching and learning	Teaching and learning at all levels to be informed clearly and demonstrably by our research, with active student engagement in context of ‘Hallam Model’, emphasising specific activities to address engage, collaborate, challenge and thrive	<ul style="list-style-type: none"> Develop student research and consultancy projects Review current activities to identify improvement and alignment to principles of the Hallam Model. 	<ul style="list-style-type: none"> Focused activities to further embed research in T&L 	<ul style="list-style-type: none"> Clear evidence of research-embedded teaching, recognised by our students 	<ul style="list-style-type: none"> Collaborative working with T&L leads across the College

Business Unit Delivery Priorities - Business and enterprise

Ref no.	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1	Year 2	Year 3	
	Excellent graduate employment outcomes and entrepreneurship	<p>Reverse the decline and grow sandwich placements</p> <p>HSE and Hallam Model principles fully embedded across all BTE courses</p> <p>Increase in student and graduate engagement with enterprise education</p>	<ul style="list-style-type: none"> • Development and implementation plans for SW placement, including identification of different models • Implementation of L5 and HSE • Enterprise activities across the college reviewed with best practice identified to inform future cross college and Hallam i-Lab opportunities with aim of increasing student take up and developing a Entrepreneurship module across the University • Implement action plan to improve GOs (Department and Course level) based on baseline GOs. • Identify opportunities to further embed commercial/business awareness skills , digital careers capability, building performative confidence within course design. • Cross department projects identified and developed (e.g. extension of Innovate activities, SHU racing, Digital clinics) 	<ul style="list-style-type: none"> • Identification of cross college innovation / entrepreneurial challenge • Plan developed for International Enterprise education • Cross University Entrepreneurship student society • Extend HSE and employability principles to PG portfolio • Delivery of cross department projects 	<ul style="list-style-type: none"> • Implementation of BTE innovation/entrepreneurial challenge • Evaluation of HSE delivery • New business modes developed for enterprise education with increase in cross department activity 	<ul style="list-style-type: none"> • Clear responsibilities for placements/ internships/H. Departments • Resource and support from

Business Unit Delivery Priorities - Business and enterprise

	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1	Year 2	Year 3	
	A strategic offer for business with a strong enterprise and employment focus	<p>Sustainable portfolio of HDAs aligned with regional and demand, high in quality and sustainability</p> <p>Coherent College offer for business (including CPD, KTPS, consultancy funded projects)</p> <p>Thriving Advisory Boards and Employer Advisory Boards in College and across all Departments</p> <p>Small Business Charter Award re-accreditation</p>	<ul style="list-style-type: none"> Review HDA portfolio, resources cost and delivery models. Synergies identified across HDA courses New models for L7 leadership offer developed Develop College's B&E offer for business / regional generation including CPD and Leadership offer aligned to SHU 's ambitions Identify connections between research centres and KE opportunities to generate business innovation support Build capacity and capability across BTE to contribute to delivery of business offer Space needs for Business Hub and student consultancy space in new building/estates plan Contribution of a BTE Advisory Board and connections to SBS AB and EABs evaluated Completion of audit on Exec and Entrepreneurs in residence scheme for impact/ engagement involvement in curriculum design and delivery and support HSE/placement opportunities Management lecture series rolled out across BTE Submission documents and successful Small Business Charter re-accreditation Contribution to successful submission for Entrepreneurial university of the year 	<ul style="list-style-type: none"> HDAs in systems and processes New HDA opportunities identified and products developed Establish BTE CPD/Innovation and Leadership hub Identify opportunities and establish business clinics Plan developed and implemented for International/ global business development and CPD opportunities Expansion of Alumni/SMEs involvement to aid student mentoring 	<ul style="list-style-type: none"> New HDA opportunities identified and products developed Deliver a suite of clinics for business (e.g. digital, nutrition) 	<ul style="list-style-type: none"> Fit for purpose HDA processes and systems Capacity and capabilities Business Development /KAM Investment in CPD activities work planned Relationships with research institutes/centres New building/estate

Business Unit Delivery Priorities - Global engagement and academic partnerships

Ref no.	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1	Year 2	Year 3	
	Contribute to the University's plan to grow income from international sources.	<p>International Recruitment - increase to meet University agreed targets and expectations Develop a strategy to delivery sustainable international student recruitment to SHU through new progression partnership pipelines particularly in India, China, Nigeria, SE Asia.</p> <p>Contribute to a sustainable international recruitment strategy through continuous improvement of international student experiences and exit qualifications</p> <p>TNE – Create new 3-year strategic plans with existing partners to identify growth opportunities, new product development and efficiencies in delivery.</p> <p>New TNE partnership development. 1 new European partner and 1 new International partner by 2023</p>	<p>Refresh recruitment strategy capitalising on University and College enhanced profile. Sunday Times Award, AACSB successes & PSW visa opportunities. Successful EPAS accreditation Achieve successful HKCAAVQ accreditation SSM</p> <p>Implement Covid -19 mitigation activities to maximise recruitment for 20/21 to include: Enhanced conversion/ CRM activity new product development.</p> <p>Develop international student support initiative for BTE Demonstrate improvement in international student attainment for 50% of international students upward by one degree classification</p> <p>Maintain income from existing partnerships.</p> <p>Review delivery models with existing TNE partners to improve student experience and financial improvements/efficiencies Identify new development opportunities.</p> <p>Identify new European partner</p> <p>Complete scoping exercise to identify new TNE opportunities targeting India, MENA, South America</p>	<p>Department international recruitment strategy implemented and activated</p> <p>Demonstrate improvement in international student attainment for 50% of international students upward by one degree classification</p> <p>Staged increase Maintain / Grow income from existing partnerships</p> <p>SHAPE - Implement new TNE delivery model SHAPE</p> <p>Approval event new European partner</p> <p>Progress TNE opportunities to approval stage</p>	<p>Deliver the 3 year plan</p> <p>50% of international students achieve a 2:1 or above</p> <p>Maintain and where possible grow further the income from existing partners</p> <p>Deliver first cohort with new EU partner New TNE partner approved</p>	Swift global recovery from COVID-19

Business Unit Delivery Priorities - Global engagement and academic partnerships

	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1	Year 2	Year 3	
	Develop the College global connectedness and profile locally and globally through developing our academic outcomes and our global teaching networks.	<p>Through AACSB partner networking create business school networks to increase reputation and profile in key strategic markets specifically in research and student / mobility opportunities</p> <p>Deliver BTE goals with Tier One strategic partner La Trobe Australia</p>	<p>Create China Business School network</p> <p>International Collaboration Programme first cohort LTU</p> <p>Publish first SHU/LTU ref research paper</p>	<p>Create India Business School Network</p> <p>All full time U/G courses to offer at least one overseas study abroad programme of a minimum of 5 days</p> <p>All UG and PG courses to feature internationalisation activity within their offer, ideally through our new partnership networks</p>	<p>Achieve a reputation as a globally networked business school</p> <p>Minimum 25% of UG students to experience 5+ days overseas activity</p>	Funding from UK Government in the absence of ERASMUS funding availability
	Contribute to the financial sustainability of the UK partnership networks and regional engagement through the strategic development of the University's UK education Partnership's and FE provision.	<p>Maintain and grow existing UK college opportunities</p> <p>Support the development of a rich strategic partnership with Sheffield College</p> <p>Support the further development of partnerships with Barnsley and Doncaster Colleges</p>	<p>BTE strategy refresh for regional and national partnership development</p> <p>Identify opportunities to support the University/ Sheffield /Doncaster Rollout Plan</p>	Validate a minimum of 3 new programmes within the regional college network	New UK college opportunities become business as usual	Restrictions of accreditation impact on growth
	Build the College infrastructure and capacity to support the successful delivery of the growth strategy for managing global engagement and academic partnership management	Undertake College role review to assess fitness for purpose in delivering existing provision and in supporting new development opportunities in the strategic plan, including TNE development, international recruitment, student /staff mobility and internationalisation agendas	Alignment of GAP PL and supporting SL roles to demonstrate consistency across Colleges	All new roles embedded and working efficiently in delivering to target in all areas, namely, partnership management and development, recruitment, student experience, internationalisation	Undertake review of existing roles to ensure fitness for purpose	

Business Unit Delivery Priorities - Services, infrastructure and operations

The College plans and the Professional Services plan are aligned to the strategic themes and delivery priorities set out in the strategic steer.

The planning of services, infrastructure and operations is incorporated in the Professional Services Plan, and the College Strategic Business Partners will manage the interface between the professional services and the College to help ensure clear, consistent, efficient and effective Professional Services support to the College.