Professional Services Plan

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**

Delivery priorities

• 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	• 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	• Excellent graduate employment outcomes and entrepreneurship • A strategic offer for business with a strong enterprise and employment focus	• Developing the University's global engagement, profile and reach to internationalise our student experience and academic activity • Strategic regional and national educational partnerships enabling collaboration and progression	• Making the university a smarter, more efficient organisation • Future physical and digital environment

1. Delivering our vision

University indicative milestones, outcomes and targets		
Year 1	Year 2	Year 3
• Increased brand awareness and applications • Delivery of Access and Participation plan targets	• Increased brand awareness and applications • Delivery of Access and Participation plan targets	• Increased brand awareness and applications • Delivery of Access and Participation plan targets • Guardian University of the year

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)

What do we want to be known for?

Context/Ambition

Sheffield Hallam will be known in the sector for professional services that are highly engaged and influential within their professional communities, whilst also providing energetic and strategically-aligned leadership and delivery within the university.

Our services and approach will embody inclusivity and promote cohesion across the university communities and wider region. We will drive not only improved outcomes by our approach to our students but also towards the wider educational health of the region and broader economic prosperity.

We will provide services for our students, staff and partners that are internally and externally recognised as accessible, well-organised and well-aligned to user needs. We will promote the distinctiveness of the university's strategy and mission, particularly in terms of civic purpose, leadership and contribution in the context of the current and post-COVID-19 crisis.

We will be known for our ability to operate as *One University*, aligning our activity to shared strategic priorities and being able to drive operational excellence and transformational change. We will be recognised as bold, decisive and able to execute strategy effectively and quickly.

2. Financial and operational sustainability

	University indicative milestones, outcomes and targets		
	Year 1	Year 2	Year 3
In common with the rest of the HE sector, Hallam faces financial challenges though fixed income and rising costs; to be able to achieve financial sustainability and to continue to invest in the University's development, we will need to achieve significant efficiencies over the next 3 years, doing more with the same (or less) resources and reviewing non-viable operations. **Lead: DVCs and CFPO**	• Meet financial targets	• Meet financial targets	• Meet financial targets

Business Unit Plan	Business Unit indicative milestones, outcomes and targets		
Context/Ambition / **Deliverable (s)**	Year 1	Year 2	Year 3

Context/Ambition	Deliverable (s)	Year 1	Year 2	Year 3
Professional Services will support financial and operational sustainability through clear understanding of where 'value' is created within the organisation and through the effective use of data- and research-informed service and process review. We will identify digital solutions where possible to maximise efficiency and effectiveness across the organisation. We will take a proportionate approach to governance, seeking efficient and effective decision making that upholds the strategy and values of Hallam. Student numbers will be achieved by delivering high quality, effective student recruitment which anticipates the changing context and reflects the strategic drivers. We will be at the forefront of opportunity identification, developing business cases that support a forward-looking and ambitious strategy, whilst also putting value for money and financial sustainability at the centre. We will be ready to respond to the new demands on the work-force stemming from the Covid-19 crisis. We will seek effective partnership working with the recognised TUs and we will capitalise on the digital and physical changes made in response to Covid-19.	Maximise income through efficient delivery of existing business and the generation of new revenue streams; achieving student number targets; increase conversion v. applications, increased TNE and franchise partnerships and then development of new products/markets post Covid-19; implementation of refreshed University brand strategy delivering a programme of high profile brand awareness campaigns)	• Multi-channel, high quality pre-enrolment student experience across markets. harnessing SHU distinctiveness • Maximise opportunities from the post study work visa • development of new alumni and donor income streams and purpose lead campaign	• Improved brand awareness	
	Continued integration of the Professional Services budget and cross service prioritisation to deliver continued efficiencies in Non-Pay spending and to effectively manage pay costs through a controlled establishment.	• Development of workplace policy and associated plans to deliver efficiency through the development of an agile, flexible and efficient workforce • review of Non-Pay spend to identify areas for potential reduction		
	Provide the expertise and analysis to support the development of University wide consistent course viability and resourcing models for colleges and research institutes. Scenario and stress testing in order to anticipate future financial impacts and model proposed responses	• development and implementation of models to understand the resource associated with current delivery • Working as part of FSG subgroups on product and resource to create a future delivery model which aligns with the financial sustainability requirements across teaching and research activities		

3. People and culture	University indicative milestones, outcomes and targets		
	Year 1	Year 2	Year 3
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. We need to build an inclusive culture with common values at the heart of everything we do. **Lead: CPO**	• Improved SES results • Reduction of sickness absence against benchmark • Improved opportunity for staff to progress	• Further improvement in SES results • Further reduction of sickness absence. • Improved opportunity for staff to progress	• 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**
Delivering the strategy is dependent on developing and maintaining a high-performing and collaborative organisational culture that embodies EDI and values personal and professional development. We will attract and retain excellent staff and create a culture that encourages staff to perform at their best, empowering them to transform their working life and that of other staff as well as our students and wider communities. The Hallam Deal supports SHU's ambition to be the world's leading applied university; this focus and alignment is critical in the challenging post-COVID-19 environment. We will deliver innovative people strategies that deliver the university's vision and make Hallam a sustainable and inclusive workplace.	Hallam Deal	• Refreshed and relaunched Hallam Deal • Proactive health and wellbeing offer		
	Develop university-wide values that are embedded across all areas of the organisation	• Values definition and staff engagement / consultation, leading to values that are understood and embedded across the organisation • Role-modelling of values by professional services evident		
	A leadership, management and career engagement and development offer, to drive effectiveness and a high performing and engaged workforce	• An employee-centred offer that develops talented staff and enables flexible and agile working across the university, building on the rapid changes made to working practices in 2020 due to COVID-19. • A range of channels, including the SES, through which employee voice can be heard and acted on. • Clear application of learning from the COVID-19 crisis communications and activation of the line management chain for cascade • Development of activity to attract and retain the best staff, alongside workforce/succession planning • Development of an effective academic leadership offer that reflects changing demands	• Delivery of interventions at scale	• Recognised in sector for contribution to leadership (incl. ac leadership)

Context/Ambition	Deliverable (s)	Year 1	Year 2	Year 3
	A holistic approach to EDI that reflects changing practice/services and supports cultural change and increases diversity across all services and across the curriculum	• Develop an academic induction and repository of academic development resources • Understand the impact on EDI of the COVID-19 crisis and consider ways to mitigate or extend as appropriate	• Embed inclusivity through Hallam Model	
	Strengthen organisational resilience and operational sustainability through a learning and collaborative culture that embraces different ways of working, including more agile and flexible approaches	• Expand the pre-COVID-19 / maintain the post-COVID-19 levels of provision for agile working, building on experience of Spring/Summer 2020. • Progress the workplace policy and stakeholder engagement, driving cultural change that is operationally and financial sustainably		
	A comprehensive training and development offer across the organisation, providing specialist training and consultancy, supporting academic delivery and student engagement through guest lectures in specialist areas.	• Development of a leadership, management and wider workforce development offer • Initiation of work with academic colleagues to better understand where PS staff can support academic delivery.		
	Implement a continuous improvement and 'learning' culture in which everyone wants to perform at their best and deliver the institutional ambition, aligning and improving operational performance and the student, staff and partner experience	• Identify and develop prioritise; review and refine offer; establish clear resources and information	• Embed and seek external recognition	• Recognised as a centre of excellence across a number of areas

Dependencies: HROD, Academic Development & Diversity, Transformation, Communications, Academic Strategy – must work together to improve the employee experience of change

4. Hallam Model and Portfolio

University indicative milestones, outcomes and targets		
Year 1	Year 2	Year 3
- 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

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)

Business Unit Plan

Business Unit indicative milestones, outcomes and targets

Context/Ambition	Deliverable (s)	Year 1	Year 2	Year 3
The Hallam Model sets out our collective commitment to a distinctive applied curriculum. It aims to capture and showcase what is special about learning at Sheffield Hallam University, whilst also ensuring consistent high-quality in all our courses. Within professional services, we will be a driving force in enabling the Hallam Model, utilising our specialisms and collective skills, experience and networks. We will facilitate effective curriculum design, development and management, including the ability to evolve and modify over time. We will play an integral and leading role in the development and execution of portfolio strategy	Provide specialist and operational leadership and support to develop and deliver the distinctive applied curriculum. Extend work-based and co-curricular learning, including integrating high-skilled employability and digital skills opportunities into the curriculum. Support Colleges to eradicate gaps in graduate outcomes	- Delivery of a high quality apprenticeship, employer & partnership portfolio - Ongoing development of inclusive academic applied and work-based learning practice - Strengthen links between ug courses & pg teaching courses to support HSE through the intro of teacher experience module - Build opp. for students to work on SYF projects / volunteering - Development & dissemination of resources to support College implementation plans (Resources & Support Group) - Development of a more evaluative culture (plan & deliver) - Process & frameworks to support cont. improv. of curriculum - Targeted interventions for under-represented groups	- Best practice is shared effectively among stakeholders - Hallam Model recognisable in all taught curricula; principles understand by key stakeholders	- The University is known for it's distinctive applied curriculum. - Hallam Model inherent in all new and existing courses curricula
	Provide the planning, communications, physical and digital enablers to support delivery of the Hallam Model curriculum and the ability to provide a rapid response to new opportunities.	- Ensure that college and business areas have clear and realistic Hallam Model implementation plans - Lecture Capture implementation - Understanding of the impact of CV-19 on the portfolio and application of Hallam Model		
	Provide the policy and strategy expertise, portfolio analysis and recruitment capability to both provide direction for the portfolio and deliver the requisite student numbers	- Data analysis. insight-led corporate approaches & environment scanning, relevant to the post-CV-19 market - Student recruitment and portfolio strategy brought into full alignment; tiered approach to student recruitment, targeting regions and product opportunities.		New student recruitment CRM

Dependencies: Other strategic projects (Campus Masterplan, Technology Strategy); collaboration with academic leadership

5. The civic university and place

University indicative milestones, outcomes and targets

Year 1	Year 2	Year 3
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. **Lead: DVC (Strategy and Operations)**	• Successful bid and deliverables for Civic University Network • Civic University Agreement in place	• Sustainable model for Civic University network being delivered.	• Additional regional funding

Business Unit Plan

Business Unit indicative milestones, outcomes and targets

Context/Ambition	Deliverable (s)	Year 1	Year 2	Year 3
Through leading the Civic University Network we will strengthen the civic impact of universities nationally, as well as modelling best practice in Hallam's civic engagement and contribution. This will encompass all areas of Hallam's activity, modelling a genuine cross-university approach; and will actively explore and create opportunities for wider strategic impact in the region through outreach, partnership and research; reflecting this in our culture and ways of working and relationships with the local community. We will specifically focus over the next 1-2 years on our contribution to improving socio-economic prosperity, regional engagement and economic recovery post CV-19.	Lead the Civic University Network, maximising opportunities to shape national policy across a range of issues, including the impact of CV-19 on the region and sector.	• Initiate, plan & drive forward the Civic University hub, embedding principles and objectives across Hallam • Lead and role-model how HEIs can play a key/leading part in responding regionally and nationally to CV-19, both during and after the crisis • Improve regional stakeholder relationships aligned to CUA • Increase staff volunteering (in line with policy) – developing self and others		
	Actively explore and create opportunities for wider strategic impact in the region, recognising our role as educator, purchaser, employer, partner and wider contributor of skills, knowledge and profile – particularly in a post-CV-19 environment.	• Continue to develop and deliver the South Yorkshire Futures programme. • Maximise opportunities for business engagement and impact through delivery of ESIF projects • Leverage local/regional professional networks across professional services • More diverse appointments • Leadership development offer which prepares our leaders to influence and collaborate across the city and region • Alignment of WP/APP and civic priorities, in line with wider regional partnerships (SCR) • Plan for end of HEPPSY funding (2021)		
	Identify where non-civic specific projects could be leveraged for wider advantage within the context of the civic agreement	• Initiatives from across professional services shared		

Dependencies

Business Unit Delivery Priorities

Ref no.	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1: Post-COVID-19 – what are the specific things to deliver / focus on?	Year 2	Year 3	
	Student experience, learning and teaching	• Extend co-creation approaches to designing both services and learning, engaging effectively with staff, students and partners • Extend / strengthen employability, enterprise and placement offers, working with colleagues to develop the curriculum • Continue embedding EDI into academic practice and the curriculum, focusing on reducing attainment gaps and ensuring an inclusive curriculum • Increase personalisation and tailoring of student support services, focusing particularly on wellbeing • Strengthen both quality and efficiency in technical and operational support for curriculum delivery • Improve access to, and understanding of, performance and efficiency data to drive improvements in teaching, learning and the student experience • Strengthen our support to the Class of 2020 to support transition to highly skilled employment or further study.	• Ensure effective and stable delivery of core student processes through the review of dependencies on systems and processes • Enhance recruitment and transition support for new students and increase start of year and re-induction support for returning students particularly through the 'Hallam Welcome' ; to mitigate the risk of attrition and to rebuild trust and connection with returning students. • Develop a clearer understanding of the wellbeing deficits and requirements of students following Covid-19, delivering an excellent student wellbeing programme through Healthy Hallam, Healthy Futures. • Identify and respond to the 'digital divide' experienced by students, implementing effective measures to reduce this. • Develop effective and quick responses to changes in regulations (OfS etc.) which may be implemented due to Covid-19 • Ensure the student experience is supported through efficient timetabling, responding to changing 'social distancing' requirements as necessary. • Further enhance partnership working with the Students Union through sharing of services and reduction of duplication. • Continue to support the Class of 2020 throughout 20/21 to mitigate risks for high un or under employment.			

Business Unit Delivery Priorities

Ref no.	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1: Post-COVID-19 – what are the specific things to deliver / focus on?	Year 2	Year 3	
	Research and innovation	- Influence sector policy positions and provide ongoing direction and support for the REF and KEF - Drive horizon scanning, decision making and bid development to support growth in research and innovation income - Engage and influence national policy and approaches to research funding - Support a high quality post-graduate research experience through the development of the doctoral school - Continue development of Research & Innovation Services, improving consistency of processes and systems across the university - Develop and improve metrics and data to drive research performance and efficiency	- Develop institutional understanding of the impact of Covid-19 on the R&I portfolio - Review and develop business systems and processes to expedite proposals responding to Covid-19 research, ensuring clear governance remains in place - Submission of REF and KEF to re-issued timescales - Drive PGR recruitment to mitigate impact of Covid-19 and develop an enhanced PGR student support and training offer, ensuring equity of outcomes for students - Agree performance, efficiency and financial metrics for Research Institutes.			

Business Unit Delivery Priorities

Ref no.	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1: Post-COVID-19 – what are the specific things to deliver / focus on?	Year 2	Year 3	
	Business and enterprise	• Promote Sheffield Hallam as the 'go to' university for business; a model for transformative university and business collaboration known for providing graduates with invaluable and meaningful experience of the workplace. • Lead HSE and continue to embed within Hallam Model ensuring flexibility in a post CV-19 environment. • Develop the employer and skills portfolio, including growth and efficiency of the Degree Apprenticeship portfolio • Extend / strengthen employability, enterprise and placement offers, working with colleagues to develop the curriculum • Raise profile with regional businesses through Civic University Network. • Work with Colleges and Research Institutes to develop a comprehensive and innovative support package for businesses post CV-19. • Development of national and regional response to support Class of 2020 into employment	• Investigate new funding opportunities post-COVID-19 that will support business recovery • Work strategically with the SCR LEP to develop, with Colleges, a comprehensive skills support package for CV-19 business recovery. • Understand economic impact of CV-19 on current b2b portfolio and how to replace income with new offers. • Respond as whole university to specific needs of region as economic consequences become clearer • Build flexibility into the our HSE, Placement and Hallam Model offer to allow for impact of Covid-19. • Development of a cohesive package for Class of 2020 students to support their transition into highly skilled employment and/or future study during economic uncertainty.			

Business Unit Delivery Priorities

Ref no.	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1: Post-COVID-19 – what are the specific things to deliver / focus on?	Year 2	Year 3	
	Global engagement and academic partnerships	• Ensure SHU Sheffield Hallam remains one of the highest volume post-92 recruiters of international students through retaining, wherever possible, the intake of international and EU students to on-campus degree programmes. • Strengthen the network of academic partners to facilitate aspirations for, though not limited to, franchised provision, student mobility, transnational education and progression. • Plan for academic delivery in 2021/22 without access to the Erasmus+ programme I.e. placements and funding. • Lead the regional and national sector response to COVID-19 recovery through Civic University Hub. • In partnership with regional FE Colleges develop a comprehensive skills package to support regional skills needs post CV-19, including taking forward the leadership of the Regional Skills Council • Further develop the new strategic partnership with Sheffield College, as well as strengthening partnerships with other Colleges in the region	• Investigate and develop alternative options (e.g. pre-sessional courses) to enable the September 2020 intake to continue where possible • Investigate and develop options for January 2021 intakes for high-volume recruiting UG and PGT programmes. • Work collaboratively with global partners to recover and stabilise the TNE provision • Move key partners e.g. Sheffield College into a 'strategic relationship' and consider shared response to community recovery, post-COVID. • Work strategically with SCR LEP to develop a comprehensive and multi-faceted response to respond to the regional skills needs post CV-19 • Develop our strategic plan for increased partnership and provision in Doncaster in partnership with Doncaster College. • Evaluate current portfolio and further develop online delivery, embedding Covid-19 learning, to increase alternative revenue streams. • Consider the alternates to student mobility if travel restrictions prevent bilateral agreements to be fulfilled • Provide leadership in developing and securing regional and national funding bids.	Deliver the alternate to Erasmus+		• Recovery rate of key export markets e.g. India, Nigeria and China • Recovery rate of key partner markets e.g. Hong Kong • Investment on online delivery platform • Position taken by UK Govt in trade negotiations with the EU

Business Unit Delivery Priorities

Ref no.	Link to delivery priority or priorities	Deliverable (s)	Business Unit indicative milestones, outcomes and targets			Dependencies
			Year 1: Post-COVID-19 – what are the specific things to deliver / focus on?	Year 2	Year 3	
	Services, infrastructure and operations	• Deliver first phase activity in relation to the Estates Plan, identifying any changes in focus required post-CV-19 • Lead work on developing a more agile, flexible and sustainable campus for the future, responding to the emerging Future Strategy Group (FSG) agenda for the university • Deliver the next phase of the Technology Strategy, adapted as necessary to reflect changes in focus required post-CV-19, and in the light of the FSG work) • Continue work on developing more aligned and user-focused corporate operations, including review of future systems requirements and user interface • Continue post–PSOM process review and re-engineering to develop services more broadly post CV-19, innovating in how we work and developing cross-service collaboration. • Be accountable for visible delivery of One University principle - evidencing cross-area problem solving and opportunity exploitation, reducing hand-offs, duplication of effort and dissatisfaction • Prioritise resources and projects across all areas to ensure strategic alignment and collaboration; provide experience change capability, forming delivery partnerships where needed to ensure timely business transformation.	• Review of key processes and services engaging with stakeholders to develop refreshed service offer • Develop an organisational wide understanding and implementation of 'agile' working, building on learning from Covid-19 crisis response remote working • Ensure business continuity of operations in light of COVID-19 • Assess and re-plan work across the digital and physical strategy and implementation plans in light of COVID-19, adapting to changing requirements / challenges to sequencing of work • Implement innovative HR practices to ensure wellbeing and sustainability of workforce. • Develop effective and ambitious change management to support transition back to 'new normal' post-COVID-19, ensuring clear communication strategies are in place to support this.	Consolidate and enhance the processes, systems & communications which underpin the prospective and current student lifecycle (including web presence, learner analytics and CRM) **– tbc Year 1 or 2?**		

Risks

Ref no.	Risk Statement	Gross likelihood / impact *[see guidance on next slide]*	Impact on strategic theme / delivery priority	Estimated £ impact (if known)	Risk Owner	Intended mitigating actions and dependencies
	Risk that the impact of Covid-19 crisis is not yet fully understood and therefore strategic and/or operational mitigations cannot clearly defined at this point.	Likelihood – 4 Impact – 3	This may impact on the ability to meet all deliverables within the strategic themes and business delivery priorities.		Richard Calvert / PS Management Board	Regular monitoring of the risk to enable reprioritisation and/or realignment of resources.
	There is a risk that there will be increased, complex and multi-faceted demand placed on Professional Services as a result of Covid-19	Likelihood – 4 Impact – 3	This may impact on the ability to meet all deliverables within the strategic themes and business delivery priorities.		Richard Calvert / PS Management Board	Regular monitoring of the risk to enable reprioritisation and/or realignment of resources.
	There is a risk that the unforeseen circumstances will require greater prioritisation of planned business activity and strategic change than would otherwise have been the case.	Likelihood – 4 Impact – 3	This may impact on the ability to meet all deliverables within the strategic themes and business delivery priorities.		Richard Calvert / PS Management Board	Regular monitoring of the risk to enable reprioritisation and/or realignment of resources.
	There is a specific risk in relation to employee relations given the context of the 19/20 academic year and likely activity to mitigate Covid-19.	Likelihood – 4 Impact – 4	There will be an impact on the People and Culture strategic theme specifically the ability to develop and maintain a collaborative organisational culture.		Umar Zamman	

Guidance for Risk Scoring

- The likelihood and impact of risks should be scored using the standard mapping chart here.

- The score should be against the area to which the risk is referring e.g. if the risk is about a project, score the impact to the project, if the risk is about the department score the impact to the department.

Risk Heat Map

Risk Heat Map		Impact				
		1.Negligable	2. Minor	3. Moderate	4. Serious	5. Catastrophic
Likelihood	5. Almost Certain					
	4. Likely					
	3. Possible					
	2. Unlikely					
	1. Rare					

What is risk --- Standardise risk thinking