

Meeting of the Finance, Planning and Resources Committee

4.00 pm on Tuesday, 3 November 2020
via MS Teams

| <i>No.</i> | <i>Item</i> | <i>Pages</i> | <i>Presenter</i> |
|------------|------------------------|--------------|------------------|
| 9. | Target operating model | 3 - 72 | MMJ |

Date of next meeting
4.00 pm on Tuesday, 2 March 2021

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| | CONFIDENTIAL |
| Paper title: | LSBU Group Target Operating Model |
| Board/Committee: | Finance, Planning and Resources |
| Date of meeting: | 03 November 2020 |
| Author(s): | Paul Neville, Director of Workforce Transformation David Phoenix, Vice Chancellor |
| Sponsor(s): | David Phoenix, Vice Chancellor Marcelle Moncrieffe-Johnson, Chief People Officer |
| Purpose: | For Information |
| Recommendation: | The committee is requested to note the update on the LSBU Group target operating model. |

Executive summary

The attached document is confidential and shows the development of thinking around the Tier 1 (Executive) and Tier 2 structures. It is intended as a tool to support development of tier 3 and 4 thinking as we begin to identify where redesign is required and to help ensure clarity on accountabilities. A further update will be provided in the new calendar year.

Most of the PSGs are at an advanced stage of thinking although areas of Place and Impact are defined in terms of function rather than role at the moment. For example, this Directorate includes social impact but the thinking as to whether this requires a lead role or whether it is embedded in the enterprise lead at tier 2 is still under review.

The LSBU school structure is least advanced with a number of queries round whether we have appropriately organised non-health activity and work to do on the accountabilities and shape of the schools as well as the relationship with the PVC (Academic). This should be resolved by the end of this calendar year.

Recommendation

The committee is requested to note the update on the LSBU Group target operating model.

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Confidential

LSBU Group Target Operating Model v3 (Oct 2020)

Page 5

Distribution:

Executive and Board regarding Tier 1 & Tier 2

Purpose:

To provide framework for working out tier3/4 structure and
Executive accountabilities

1

Level 2 LSBU Group Operating Model

Detail of each of the areas within the TOM

Level 2 operating model detail

Each Level 2 area has been explored in more detail to understand what the core capabilities required within each are, and how this translates into the Level 2/3 organisation structure. Whilst the roles still need to be confirmed, particularly any new or changed roles, they provide an indication of the proposed structure of each team. It is intended that these Level 2 models form the starting point for each Exec member and their teams as we move into detailed design.

The following slides set out the below for each Exec portfolio:

- Page 7
1. **Capability Model** - What do we need to be able to do?
 2. **Organisation Structure** - How will we structure our teams to deliver this?
 3. **Key changes or features** - A summary of important changes or features of each area
 4. **Capability descriptions** - A short description of what each capability will do (to be refined with leads during detailed design)
 5. **Further design decisions / next steps** - Highlighting areas that need to be worked through in more detail



Level 2 Models

Note: The level 2 models and structures provide a starting point for each area, and require further refinement between the Exec leads and their teams to ensure they accurately reflect future requirements.



Executive Office

v2a Updated Sept 2020:
Pending JS signoff

Executive Office - Capability model

Executive Office purpose...

Setting the parameters within which the LSBU Group should operate, protecting the organisation against risk by providing Legal and Assurance services and embedding a robust governance process that facilitates effective decision making across the Group.

This can be measured by the following KPIs...

[Placeholder for measures to be defined in line with emerging Strategy]

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Executive Office

Legal, governance & assurance

Group legal services

Group governance

Group corporate affairs

Group executive support

NEW
Group assurance

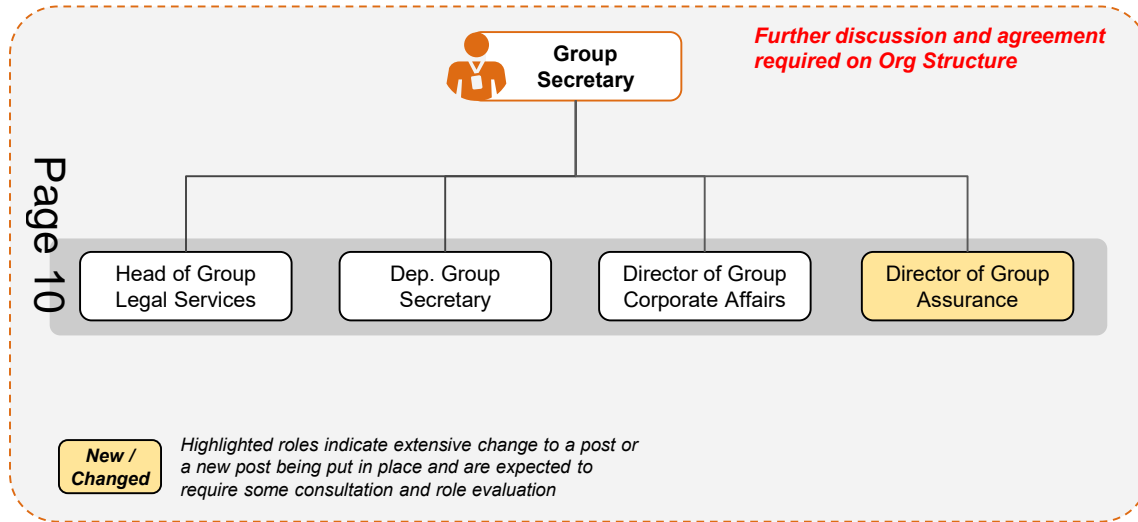
Executive Office provides the following to the Group...

- A range of specialist legal advice as well as the governance framework that must be operated within by all business units across the Group
- A key interaction is with Place & Impact where the Executive Office provides specialist advice on the legal basis for commercial and partnering relationships
- Protects the Group from risk through compliance activities and enforcing policies through the Group assurance capability
- Primary link to government and regulatory bodies

...and receives the following services

- Student Journey will provide routing of substantial student complaints and academic appeals
- Strategy, Planning and Performance will notify Assurance and Legal of any substantial corporate risks that may require future action
- Generic support services e.g. Finance, People & Organisation etc.

Executive Office - Organisation structure



Most roles within the Executive Office will take on Group wide responsibility in the target operating model, with many existing roles already operating as Group.

A proposed new role is for a Director of Group Assurance. Given the added complexity of the regulatory environment by having an FE College and Academies, along with SBUEL+, it is important that the right level of assurance is carried out to ensure the LSBU Group is compliant. This function and role will need to work closely with the audit and assurance function within the Finance Directorate. The details of this relationship need to be worked through in detailed design.

The Dep. Group Secretary will be responsible for embedding any revised governance framework and making sure this enables effective decision making across the Group.

Key features and changes within the Executive Office

Executive Office

Legal, governance & assurance

Group legal services

Group governance

Group corporate affairs

Group executive support

NEW
Group assurance

Group legal services

Data protection capabilities need to be bolstered to provide more guidance on how data can be used. This capability will need to further evolve to grow its support for the Group, particularly if the ambition is one of expansion and further partnerships.

Group governance

The governance framework for the Group needs to be defined and agreed to ensure that decisions are made at the right level, to facilitate agile and transparent decision making.

Group corporate affairs

This capability is unlikely to change much as it is thought that this function is highly mature and will become increasingly important in promoting the LSBU Group.

Group executive support

This capability is unlikely to change significantly.

NEW - Group assurance

This is a new capability that will support the Group. A post will be created within the next budget cycle in order to provide assurance to the Board that the Group is meeting its regulatory obligations and to identify risk areas. H&S to report into this area, moving from People.

Capability

Group legal services

Page 12
Group governance

Group corporate affairs

Group executive support

Group assurance

Health and Safety

Capability Descriptions

- Provides and/or co-ordinates specialist advice on a range of topics including charity law, estates projects, students as consumers, student processes, contractual arrangements, data protection
 - Coordinates commercial legal claims against LSBU
 - Provides and facilitates training to the rest of the organisation as appropriate
 - Scans legal horizon and takes anticipatory action to ensure legal and regulatory compliance
 - Manages OIA cases, student complaints, appeals and academic misconduct cases
-
- Provides a platform and support for the Group's strategic decision-making and annual reporting processes
 - Advises chairs of group entities on governance and regulatory compliance across the four sectors the LSBU Group operates within and prepares and implements governance arrangements as the Group expands
 - Makes annual submissions to regulators and inputs to annual statutory accounts as required
-
- Promotes the LSBU Group to enhance its influence and reputation through production of key corporate content, horizon scanning and responding to enquiries
 - Manages the LSBU Groups relationships with key national and local stakeholders including governmental, political, educational and corporate
-
- Provision of personal assistant support to the Group Executive including diary management, forward planning, meeting support, booking and recording expenses and co-ordinating communications from Exec members to teams
-
- Identify risk areas and understand the regulatory landscape across the four sectors the Group operates within
 - Providing assurance to the Exec and Board that legislation is being adhered to including Health and Safety, OfS, Ofsted, CMA, UKVI, ESFA etc. This constitutes as pre-internal audit action
 - Assistance in specialist projects such as managing risk in the British University in Egypt
-
- Developing HSW policy and implementing plans to protect our students and employees from risk
 - Advising staff on policy and ensuring the campuses are well signposted with HSW information
-

Further decisions required for Executive Office

In future phases of design or as part of the business planning cycle the following areas should be explored...



COMPLAINTS, APPEALS AND MISCONDUCT

The interaction between Academic Framework and Legal Services needs to be developed so there is clarity for who is managing student complaints, appeals and reports of academic misconduct. Academic Framework may have a more active role as they will set the standards for the Group.



Place and Impact

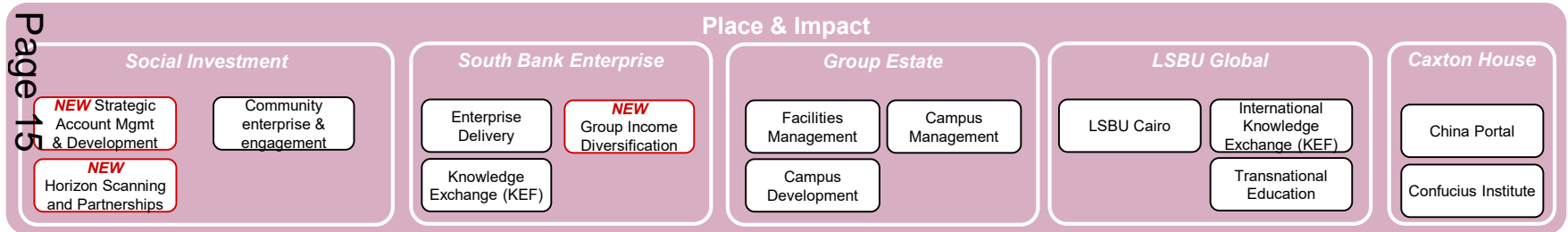
Place & Impact – Capability model

Place & Impact purpose...

Expanding the impact, reputation and influence of the LSBU Group locally, nationally and globally by developing the relationships and partnerships needed to maximise opportunities for internal stakeholders and our partners.

This can be measured by the following KPIs...

[Placeholder for measures to be defined in line with emerging Strategy]



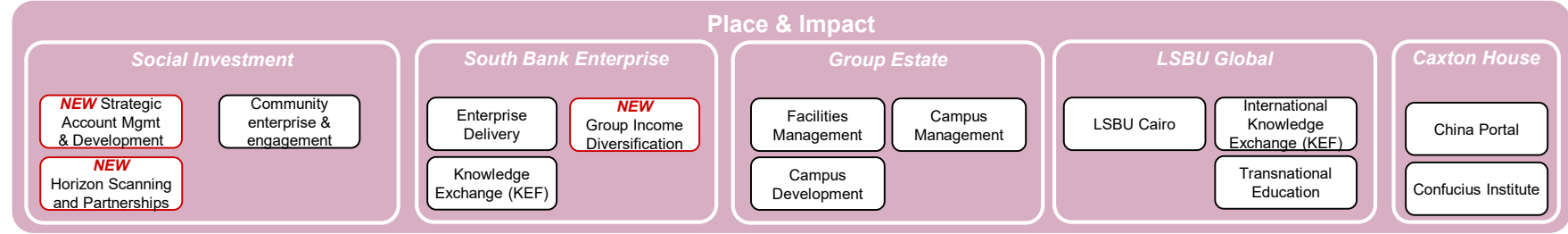
Place & Impact provides the following to the Group...

- Acts as a centre of excellence for strategic relationship management, setting the framework and principles to support individual business units engage effectively and maximise opportunities
- Provides the capabilities needed to successfully conduct and embed knowledge exchange
- Develops the Group profile in both local and international communities

...and receives the following services

- Place & impact is dependent on the research and teaching of Academics to facilitate knowledge exchange, engage with communities, deliver CPD and support the development of international courses
- Requires support from Legal when developing commercial agreements with new partners and Governance to secure necessary approvals
- Accurate forecasts from Schools, Lambeth, MAT to ensure sufficient Estate provision

Place & Impact – key deliverables



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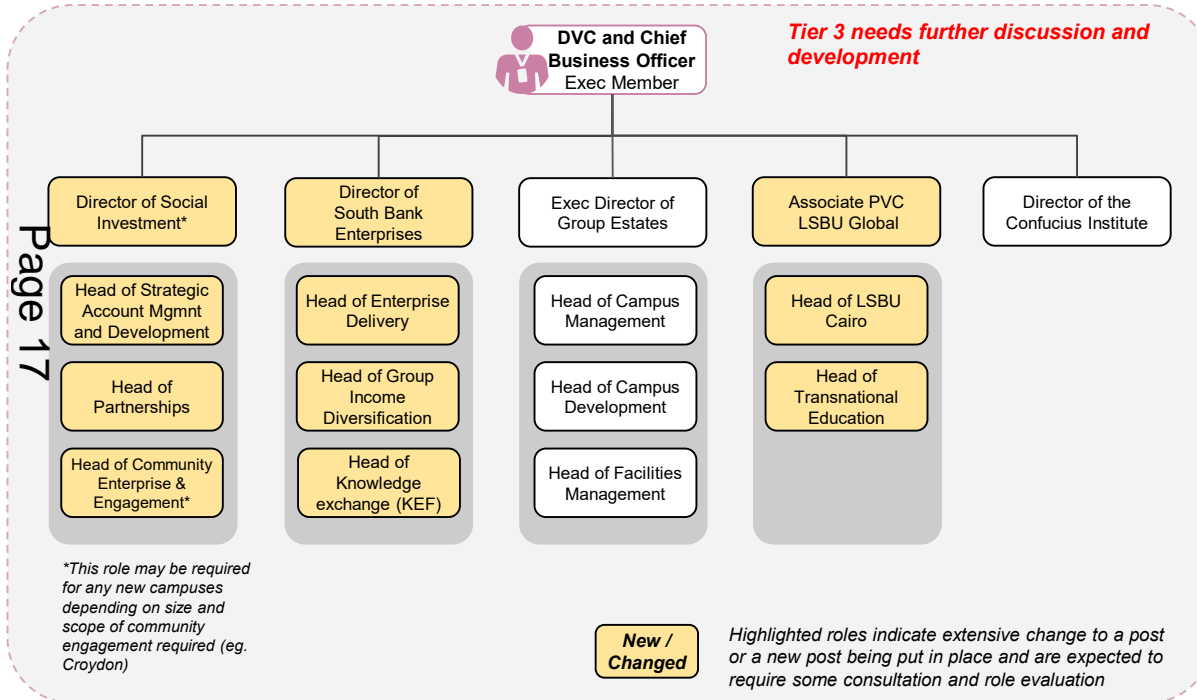
Place and Impact for South London leads itself to an innovation district hub and spoke model centred around the LSBU Group and an existing partnership base. It needs ideas, capital investment and delivery plans, but critically a new leadership role of Director for Social Investment.

- The enterprise and knowledge exchange framework need to be established and will require significant development and resourcing. Specifically, a new approach to B2B engagement will be designed and commercial exploitation of data developed. New range of LSBU businesses will need development to support student opportunity

- The campus development for both LSBU and SBC needs to address 'fit for future' in the emerging corporate plan. It will do this by completing on a series of projects for the University across South London, and developing for SBC both Clapham and Vauxhall locations.

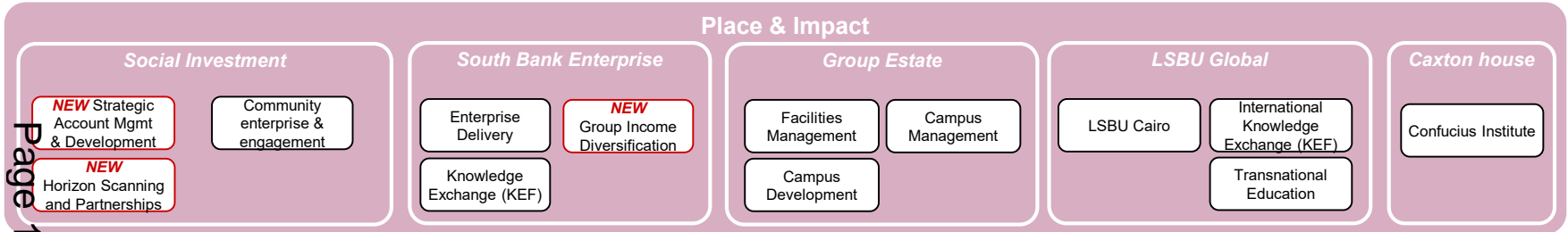
- International development is built upon effective partnerships and key opportunities present across the Middle East, central Asia and expanding the current collaborations. The need is for resourcing, responsive quality assurance processes, and entrepreneurship.

Place & Impact - Organisation structure



The Target Operating Model places a renewed focus on understanding and developing the impact the LSBU Group has in both local and international communities. This requires a number of new or amended roles, possibly including a Director of Social Investment to set and deliver the strategy. This strand and areas need further development before agreement is reached

Key features and changes within Place & Impact



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| | | | | |
|---|---|--|---|--|
| <p>Social Investment (TBC as a separate area or integrated elsewhere)</p> <p>Social investment will require more focus in the future model in order to act as a community catalyst for innovation, skills development and support for businesses. Existing groups will need to be leveraged as part of this and so community engagement capabilities are also important.</p> | <p>NEW Group Income Diversification</p> <p>This new capability will focus on exploring ways of expanding the portfolio of LSBU Group offerings that generate income.</p> <p>The details of how this will operate and what the objective is needs to be worked through.</p> | <p>NEW Horizon scanning & partnerships</p> <p>This new capability is required to identify and capitalise on new opportunities for growth of the Group. Increasingly this will be progressed through partnership working and joint ventures.</p> | <p>NEW Strategic account mgmt & development</p> <p>There will be clearer accountability for strategic relationship development activity with a single centre of excellence responsible for setting the framework for engagement, and providing oversight across the totality of partnerships to ensure alignment to strategic direction.</p> | <p>International delivery</p> <p>The marketing and recruitment of international students will be undertaken by a consolidated marketing function in 'Student Journey'.</p> <p>This means the focus of the team in Place and Impact can be on international delivery and supporting the identification of new international opportunities.</p> |
|---|---|--|---|--|

Capability

Strategic account mgmt & development

Community enterprise and engagement

Horizon scanning & partnerships

Knowledge exchange (KEF)

Enterprise Delivery

Group Income Diversification

Capability Descriptions

- Setting the framework for engagement that the rest of the Group can use in developing their individual accounts and partnerships
- Fostering relationships with potential partners at a strategic level (business, governmental and educational)
- Providing oversight across the totality of partnerships that exist to ensure alignment with strategy
- Acts as a community catalyst to facilitate a portfolio of innovation, business support and skills development projects across South London
- Manages the LSBU Groups relationship with key community groups to understand the issues that are important to them and the role the Group can play, progress opportunities to better support LSBU Group students and to promote key messaging
- Looking for opportunities to partner with or acquire new colleges, academies, universities and businesses to enhance and expand the LSBU Group
- Constructing the partnership, acquisition or joint venture agreements along with SMEs in relevant business unit
- Activities that commercialise research through securing licences for intellectual property, selling software, media and other copyright materials, provide access to specialist facilities, transferring knowledge from staff to external organisations via consultancy, public talks, exhibitions etc.
- Operating institutes that facilitate knowledge exchange
- Providing a framework for enterprise across the Group that supports Schools, Lambeth College and the MAT to deliver effective and engaging enterprise activities for students
- Works with Schools and the Institute of Health and Social Care to support the commercialisation of research through enterprise
- Identify opportunities to diversify the Group portfolio to ensure that there are sufficient sources of income to meet the 2025 target
- Work with Finance on any opportunities to ensure they are in line with the Group's agreed risk profile

Capability

Facilities Management

Campus Management

Campus Development

Transnational Education

International Knowledge Exchange (KEF)

LSBU Cairo

Confucius Institute

Capability Descriptions

- Business as usual estates operations such as non-timetabled room bookings, reporting incidents, undertaking minor repairs, configuring spaces and providing post, reception, cleaning, portering and security services.
- Outlining policies and procedures to minimise risks, such as health and safety codes, environmental targets statutory compliance and testing and subsequently monitoring compliance.
- Developing the estates and facilities of new and existing campuses to promote effective learning environments for students, suitable working spaces for our people, and spaces that promote innovation and enterprise
- Activities that support the overseas delivery of teaching & learning
- This includes activities such as validation, franchise and course approval, contract and quality management
- Developing further partnerships and improving ways of working with overseas partners
- Activities that support the overseas delivery of research, including quality management, portfolio governance and collaborative working
- Managing the LSBU Cairo operation, including teaching and research delivery and the development of other opportunities in the region
- Activities related to the running of the Confucius Institute such as provision of training services in language, culture and medicine

Further design decisions required for Place and Impact



SBUEL+

Defining the scope and ambition for South Bank Enterprises is key to realising the potential of this part of the Group. What are the services it delivers? How does it link to student pathways? Is it purely focused on income generation?



RESEARCH AND ENTERPRISE

The relationships between Academic Framework and Place & Impact need to be designed carefully as enterprise largely aims to commercialise the research conducted.

SOCIAL INVESTMENT

Needs to be confirmed as a separate area or interated in SBUEL



LSBU Schools

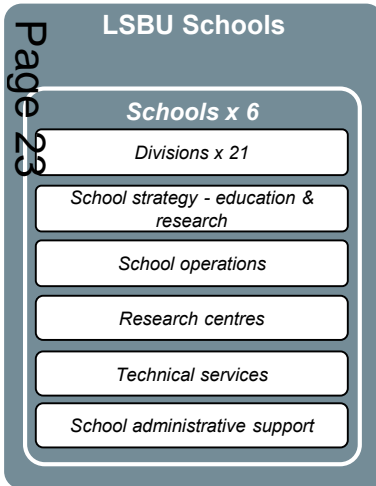
LSBU Schools - Capability model

LSBU Schools purpose...

Planning and delivering engaging, high quality LSBU learning experiences in a way that maximises progression, retention, attainment and employability as well as conducting research and enterprise activity that builds reputation.

This can be measured by the following KPIs...

[Placeholder for measures to be defined in line with emerging Strategy]



LSBU Schools provide the following to the Group...

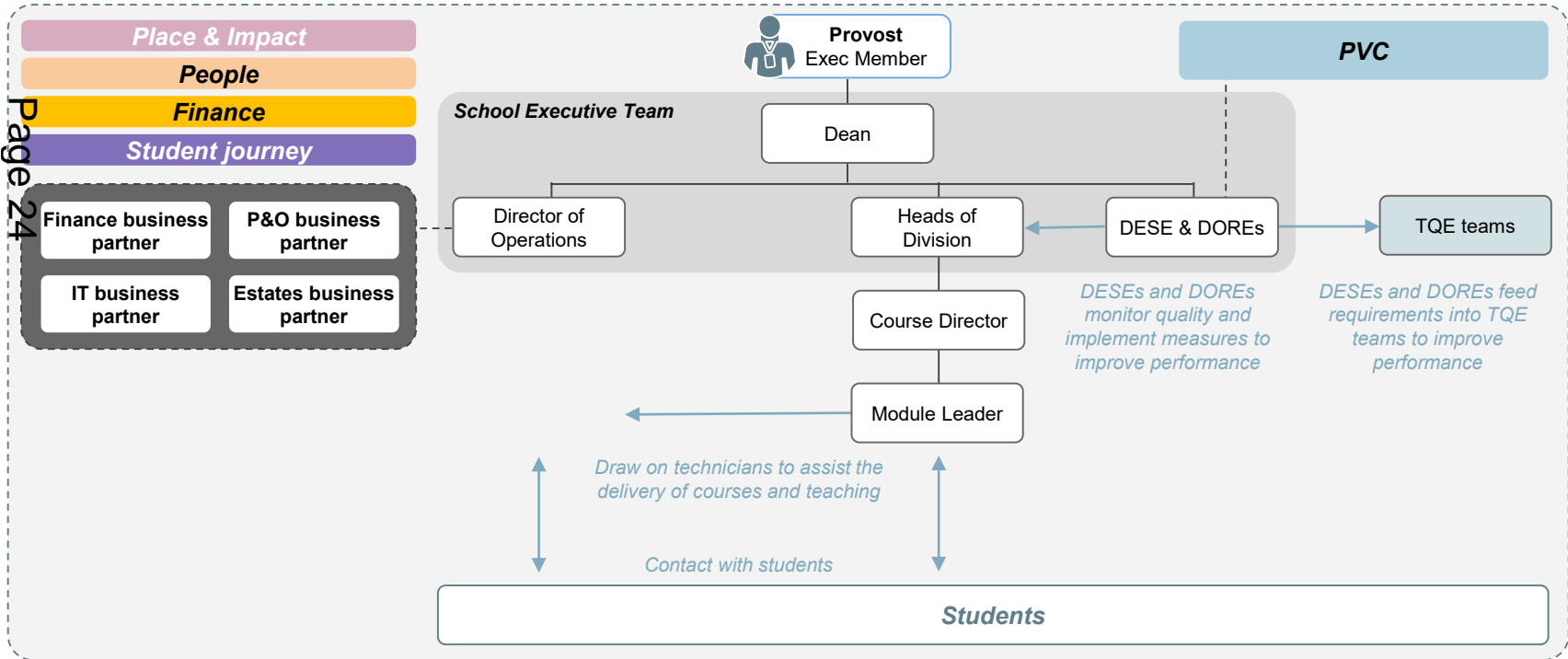
- Delivers LSBU courses to students and works with Marketing and Recruitment to agree target student profile
- Income targets provided to finance to enable accurate forecasting
- Academics and technicians are used in marketing and recruitment, enterprise activity and the expansion of the Group
- A clear strategy and plan for how success will be achieved over the next 5 years, outlining the requirements from other business units such as Finance, People and Estates

...and receives the following services

- Receives support from Marketing to recruit students, as per an agreed target student profile.
- A framework for delivering education, research and enterprise within Schools, monitoring and reporting progress and achievement and subsequent support in further developing products and improving performance. This is provided by capabilities within Academic Framework and Place & Impact
- Required resources from Estates, Technology and the Library in order to enhance the learning experience and environment
- Promotion of LSBU products, successes and initiatives to potential and existing partners in order to enhance employability and access to opportunity

LSBU Schools - Organisation structure and key interactions

This organisational structure is repeated over each of the six LSBU schools. Key interactions within the School are highlighted.



Key features and changes within LSBU Schools: TBC

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Internal School Structures

Accountabilities for teaching and research need clarifying to ensure effective line management. Where to Course Leaders and heads of research centres report for example?

Links to PVC (Academic)

Relationships with PVC academic and new Director Teaching and Learning Roles needs clarifying. New Research Director role needs developing and linkages and accountabilities need resolving

Technical services

Technical Services report into the Provost but need to support Research and Enterprise – is the line management most appropriate? If we grow demonstrator roles would these be best in the Schools and how does this impact on technical roles?

School administrative support

Administrative activity within the Deanery needs to be reviewed in detailed design. There may be opportunities for flexible resources across student administration and School administration at different points of the academic year to be more efficient and ensure students and academics get the level of support they require.

Schools Structure

In splitting out HSC do we now have the most effective schools structure by retaining current non-health groupings?.

Capability

Divisions

School strategy -
education & research

Page 26
School operations

Research centres

Technical services

School administrative
support

Capability Descriptions

- The operational delivery of courses and corresponding modules as part of undergraduate and postgraduate degrees, CPD courses and apprenticeships
- Conduct business as usual research in order to enhance teaching and learning and contribute to enterprise activity
- Works closely with the PVC to develop the university educational strategy and apply this to the divisions
- Monitors the performance of the divisions, identifies and implements improvements in response to Group wide initiatives and to improve quality
- Facilitates sharing best practice and progressing opportunities to innovate products
- Refers to the coordination of activities required for the School to run effectively on a day to day basis through securing the support needed from the rest of the organisation
- Managing the relationships with designated business partners and co-ordinating technical services and administration
- Delivering project based research in line with strategic priorities that will enhance the revenue, reputation and quality of teaching for LSBU
- Providing a range of technical support to staff, students and visitors in order to facilitate education and research. This includes preparation of learning or research materials, assisting or undertaking tasks using technical equipment, providing advice and conducting analysis
- Technical services will report through the Schools and ultimately into the Provost
- Conducting a range of administrative activities that support the day to day operations of the Schools, School leadership and academics

Further design decisions required for LSBU Schools



ACCOUNTABILITY STRUCTURES

The academic structures need to be reviewed to ensure a clear chain of accountability including Course Directors, Module Leaders etc, and empowering people to deliver against the outcomes required.



CAREERS AND PLACEMENTS

Determine how employability will work between Schools, Employability team and students. Who is accountable for ensuring students develop the right skills to find employment during and after study?



TECHNICAL SERVICES

Further consideration needs to be given to how Technical Services are managed. It has been suggested that a model that gives more direct alignment to individual Schools would enable a better service to be provided.



ADMINISTRATION

Explore the options for delivering a more flexible admin model, that could cover both student and academic admin. This could deliver efficiencies as well as balancing time and resource more effectively to meet variable demand across the year.



ALTERNATIVE DELIVERY MODELS

To improve student outcomes and deliver a more personalised service, LSBU should look at options for how they maximise the potential of personal tutoring, peer to peer support, online delivery of courses etc that are more tailored to individual student needs.



Institute of Health and Social Care

Institute of HSC - Capability model

Institute of HSC purpose...

Planning and delivering engaging, high quality health and medically realted educaiton in a way that maximises progression, retention, attainment and employability for students as well as conducting research activity to help shape the professions and effectiveness of treatment

Success can be measured by...

[Placeholder for measures to be defined in line with emerging Strategy]

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Institute of Health & Social Care

School of Allied Health, Social Care and Advanced Practice

Divisions

Research centres

School of Adult Nursing & Midwifery

Divisions

Research centres

Faculty Strategy, Operations and Support

Strategy - education & research

Placements & administrative support

School Operations

[---] Not directly reporting to HSC Schools but clear agreements established to ensure effective planning and delivery

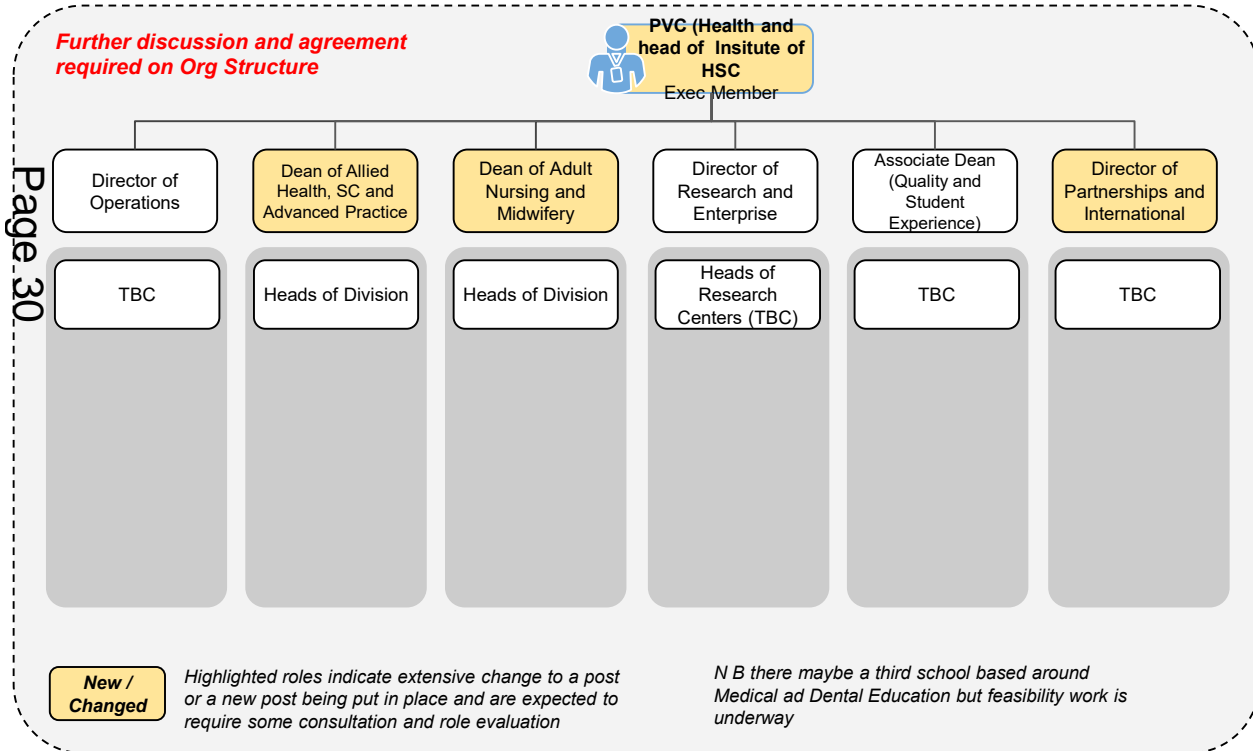
Institute of HSC provides the following to the Group...

- Delivers HSC courses to students and works with Marketing and Recruitment to agree target student profile
- Provides income targets to Finance to enable accurate forecasting and reporting
- A clear strategy and plan for how success will be achieved over the next 5 years, outlining the requirements from other business units such as Finance, People and Estates

...and receives the following services

- Receives intakes of students from Marketing as per an agreed target student profile
- A framework for delivering education, research and enterprise within Schools, monitoring and reporting progress and achievement and subsequent support in further developing products and improving performance
- Required resources from Estates, Technology, People and the Library in order to achieve growth ambitions and enhance the learning experience and environment
- Strong links with Place and Impact and the Partnerships team to maximise opportunities for local and international partnerships and ensure strategic alignment with the Group

Institute of HSC - Organisation structure



The decision to establish a Health and Social Care Faculty means that a number of roles may change in scope or scale. A PVC role has been established to lead the Institute who will report directly into the Vice Chancellor, and the two Schools will be led by Deans - previously these would have been more akin to Heads of Division roles. There is scope for a third schools

The Director of Partnerships and International will have an important role in achieving the growth ambition, as establishing new and maintaining existing NHS partnerships is key. This role will support the south london regional agenda working with palce and impact eg via Croydon

Relationships between the School leadership team and the PVC and TQE teams will need to be developed and clearly defined so that the teaching and research frameworks are embedded in delivery, and ideas for improvement can be fed back to the central teams.

Capability

Divisions

School strategy -
education & research

School operations

Research centres

Technical services

Placements and
administrative support

Capability Descriptions

- The operational delivery of courses and corresponding modules as part of undergraduate and postgraduate degrees, CPD courses and apprenticeships
- Conduct business as usual research in order to enhance teaching and learning and contribute to enterprise activity
- Works closely with the PVC Academic Framework to develop the university educational strategy and apply this to the divisions
- Monitors the performance of the divisions, identifies and implements improvements in response to Group wide initiatives and to improve quality
- Facilitates sharing best practice and progressing opportunities to innovate products
- Refers to the coordination of activities required for the School to run effectively on a day to day basis through securing the support needed from the rest of the organisation
- Managing the relationships with designated business partners and co-ordinating technical services and administration
- Delivering project based research in line with strategic priorities that will enhance the revenue, reputation and quality of teaching for LSBU
- Providing a range of technical support to staff, students and visitors in order to facilitate education and research. This includes preparation of learning or research materials, assisting or undertaking tasks using technical equipment, providing advice and conducting analysis
- Technical services will report through the Schools and ultimately into the Provost, but HSC will have access to the support required to enable effective planning and management
- Conducting a range of administrative activities that support the day to day operations of the Schools, School leadership and academics
- Working alongside the central placements and employability team in Student Journey to support students to find suitable placements in their area of interest

Further design decisions required for HSC



TECHNICAL SERVICES

Similarly to the other LSBU Schools, HSC will need to access the right technical support at the right times, particularly given growth ambitions for this area. Given that the current direction is to have technical services reporting line remaining into the Provost, an agreement should be worked through to make sure this is effective and efficient for all parties.

MEDICAL AND DENTAL EDUCATION

Feasibility of expanding the breadth of courses into medical and dental education needs investigation

TECHNICAL SERVICES

Could change technical services to support Teacher/Demonstrator roles within the schools hence the function, focus and location of technical support needs review



REGIONS & PLACEMENTS

Understanding the relationship between HSC and the central placement team.

Developing understanding of the links to Palce and lapct as part of the regional expansion programme



Southbank Colleges, MAT & Apprenticeships

Southbank Colleges, Apprenticeships & the MAT - Capability model

Southbank Colleges, Apprenticeships & the MAT purpose...

Preparing for and delivering engaging, high quality secondary and further education experiences in a way that maximises progression, retention, attainment and employability and creates an LSBU Group pathway.

This can be measured by the following KPIs...

[Placeholder for measures to be defined in line with emerging Strategy]

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Teaching & Learning delivery - Southbank Colleges, Academies & Apprenticeships

Lambeth college

Teaching & learning

Student success

Operations

Management information, exams & reporting

Curriculum development

Academies

UTC

UAESB

Apprenticeships

Apprenticeships strategy & funding

Business development

Contracts, onboarding & reporting

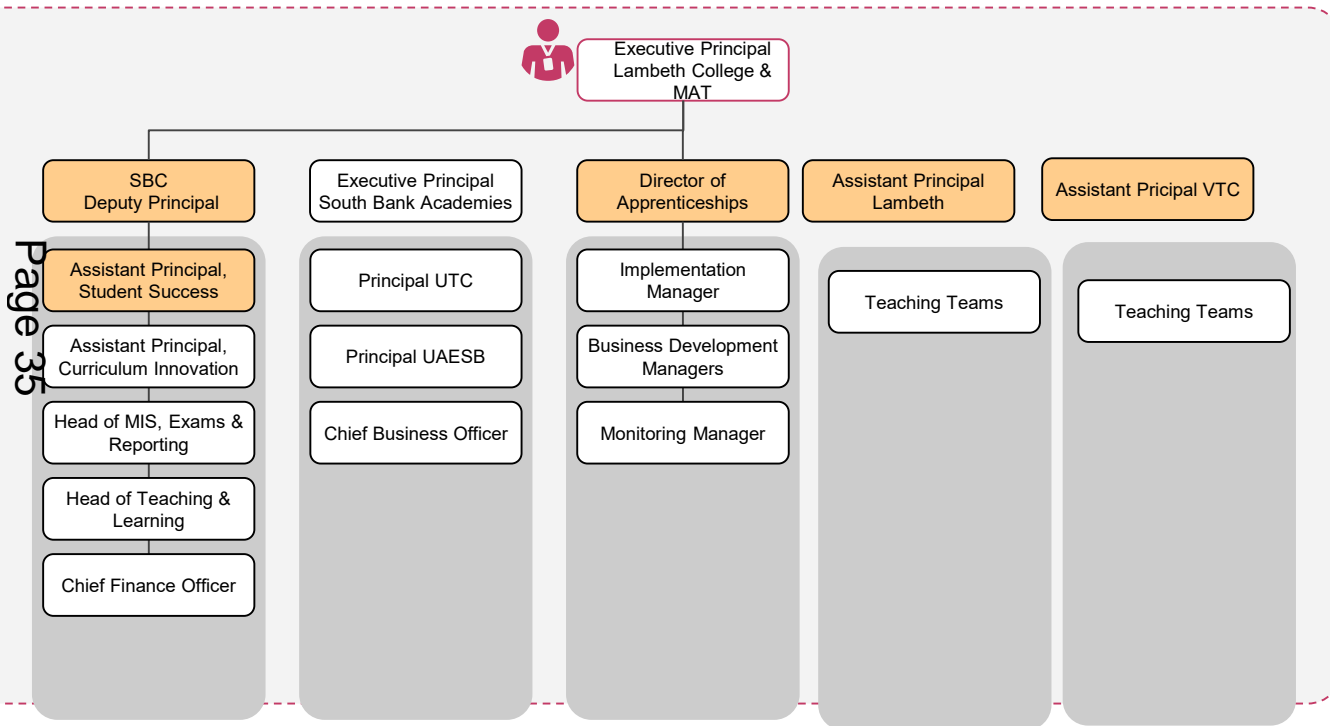
Colleges, MAT and Apprenticeships provides the following to the Group...

- Delivers the core product to Southbank Colleges and MAT students and creates revenue for the Group
- Creates a pathway for School and FE level students and works with LSBU to connect this to the HE pathway to improve the student experience and support progression and retention
- Provides specialist support regarding Apprenticeships, for example through business development and bids, contractual support and reporting

...and receives the following services

- Marketing and admissions coordinated and led by Group leads to bring consistency of student experience
- Academic Framework and Place & Impact respectively provide a framework for delivering education and enterprise as well as monitoring and reporting progress
- Estates, IT, Finance, People and the Library will provide services across the Group, with specialist resource remaining in Colleges, the MAT and other parts of the Group as required
- Promotion of products, successes and initiatives to potential and existing partners in order to enhance employability and access to opportunity

Southbank Colleges, Apprenticeships & the MAT - Organisation Structure

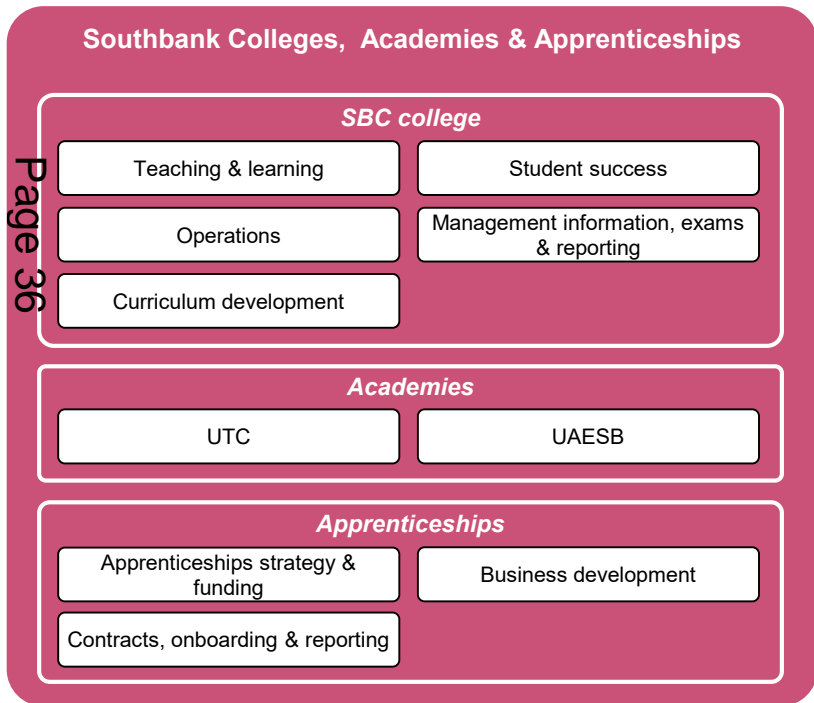


The Director of Apprenticeships will have an important Group wide role to play in developing student pathways from FE through to HE. They will need to work closely with LSBU Schools and teams in 'Student Journey' to create a coherent and consistent approach to how pathways are enacted in practice and communicated to prospective and current students at each level of education.

Lambeth Deputy will need to focus as SBC deputy Principal with the development of an Assistant Principle Lambeth College and assistant Principal Vauxhall Technical College being developed

The role of the Assistant Principal Student Success will need to be reviewed to enable business partnering with student journey where it makes sense

Key features and changes within Southbank Colleges, the Academies & Apprenticeships



The key changes in delivery are detailed below...

Operations - Enabling Services

Enabling services are moving towards a fully integrated model across the Group. This process has already started with many functions having Group lines of reporting, and they now need to establish ways of working that support effective delivery.

Marketing & Admissions

Marketing and admissions will be supported Group wide, whilst retaining local expertise at Colleges and Academies. This will support the development of integrated student pathways and consistency in brand and comms.

Apprenticeships

Apprenticeships will be able to operate as the centre of excellence intended when created, as support for apprenticeships will be embedded throughout the TOM. Apprenticeship champions will be established within teams, for example, within student administration and processes continually improved to meet apprentices needs.

Library

Library Services will be led at Group level with the ambition to develop our library and learning resources on a Group wide basis that meet the needs and demands of students today and in the future. Running this across the Group provides the opportunity to improve these services for more of our student cohorts.

Capability

Teaching & learning

Student success

Operations

MIS, exams & reporting

Curriculum development

UTC

UAESB

Apprenticeships strategy
& funding

Capability Descriptions

- The ongoing planning and delivery of courses at Lambeth College and creation of other learning experiences, for example through trips, work experience, mentoring, guest lectures etc.
- Providing access, support and enrichment opportunities to students
- This includes employability, personal coaching, learner services, financial support and english and maths support
- The day to day running of Lambeth College including the coordination of enabling services including finance, people & organisation, estates, IT, administration, customer services and marketing
- Provision of data and insight from management information systems
- Reporting, monitoring and tracking student progress and achievement and submitting required information to regulators
- Coordination of internal and external exam periods such as exam board entries, timetabling, SEN arrangements, invigilation etc.
- Development of Lambeth College courses and products in line with Group aspirations and pathways
- Continual identification and implementation of improvements to teaching & learning to enhance student experience and outcomes
- Delivery of a technical and practical education for 14-19 year olds, specialising in engineering and health
- Activities required to run South Bank UTC include teaching & learning, student success, operations, MIS, exams & reporting and curriculum development
- Delivery of high quality education for 11 - 19 year olds, specialising in science, technology, engineering arts and mathematics subjects
- Activities required to run University Academy of Engineering South Bank include teaching & learning, student success, operations, MIS, exams & reporting and curriculum development
- Horizon scanning for developments in Apprenticeships and subsequently developing the vision and approach to thrive in the market, subsequently providing advice and setting the standard for Apprenticeships in a Centre of Excellence capacity
- Securing funding for apprenticeships and education related funding including the Adult Education budget, GLA, AEB and ESF

Capability

Business development

Contracts, onboarding
and reporting

Page 38

Capability Descriptions

- Growing links with existing and potential employers in order to increase the number of Apprentices in the LSBU Group
 - This is undertaken through a variety of methods including arranging and attending events, regular publication of a newsletter and attending employer meetings
-
- Onboarding Apprentices and entering contracts in line with ESFA legal and funding compliance requirements
 - This includes formation and monitoring of contractual relationships, completing withdrawal and evidence paperwork, validations, reviews, assessments etc.
 - Coordinate mandatory data collection for external agencies returns and internal data management purposes

Further design decisions required for LC, MAT and Apprenticeships



MI, EXAMS AND REPORTING

This capability can also be further integrated with LSBU in terms of having shared data, common ways of working and line management. This will allow for a better picture of student experiences, profiles and pathways to be developed and therefore support decision making and performance management. However data governance could be a blocker, and level of specialism in FE may prevent full integration.



BUSINESS DEVELOPMENT

A strategic view needs to be taken on how business relationships will be established and developed - Place and Impact to do this. However have an employer collaboration framework or similar in place should then allow colleagues in FE and Schools to develop contacts and opportunities within that framework that support student pathways through various levels of education.



APPRENTICESHIPS

The central apprenticeships team should take the lead on strategy and planning for apprenticeships. Close links will need to be formed with the LSBU Schools and HSC to ensure that all requirements are considered as part of future plans.

Student Support

Interaction with central student support services needs to be defined

Development VTC and Lambeth

Development of the Lambeth and VTC offer needs to be undertaken



Student Journey

Student Journey - Capability model

Student Journey purpose...

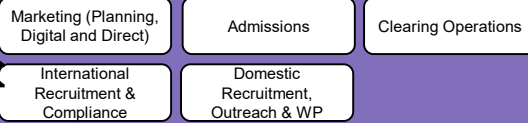
The Directorate is responsible for designing and delivering the optimum service experience for all students across each stage of their journey – from pre-applicant to alum. Through innovate service design, excellence in delivery and the harnessing digital technologies, the Directorate will ensure that students receive specialist and general support in a way that meets and exceeds their expectations, and builds connectivity to each institution. Key accountabilities include income growth, non-academic services for enrolled students, IT and digital transformation for student and staff, engagement with alum, philanthropy and brand & reputation management.

This will be measured by the following KPIs...

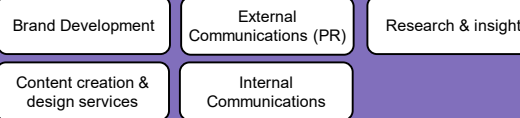
[Placeholder for measures to be defined in line with emerging Strategy]

Student Journey

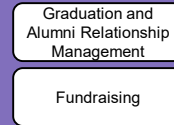
Marketing & Recruitment



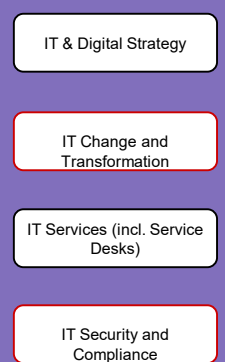
Brand, Comms & Reputation



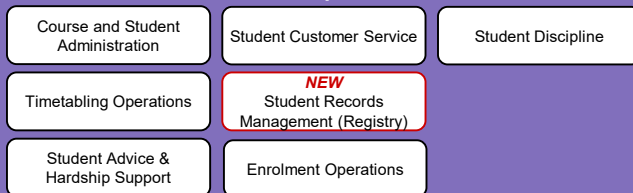
Alumni & Development



IT



Student Operations



Student Services



Student Learning Resources



Student Journey - Key Interactions

Student Journey provides the following to the Group...

- Sets students up for success and supports them throughout their journey by providing a wide range of services and advice which complement academic delivery
- Oversees most non-academic interactions with students and acts as the first point of contact for student customer service and enquiry resolution
- Leads on student safeguarding and wellbeing, ensuring appropriate policies and procedures, compliant with best practice and regulatory requirements
- Manages student records and all course related administration to support delivery of the curriculum and compliance with statutory returns
- Plans for and recruits the volume and profiles of students required on behalf of the LSBU Schools, Lambeth College and SBA academies to drive income growth.
- Manages general admissions, clearing and enrolment operations, linking with Finance to ensure accurate recording of student numbers and income forecasting
- Designs and oversees the graduation experience and management of the alum community to encourage continued engagement, support and lifelong learning
- Manages relationships with alumni, employers and external supporters to facilitate access to opportunities for different groups of students
- Develops and maintain IT services(infrastructure, software, hardware and devices) to support the Group in day-to-day activities and to deliver against the transformation agenda
- Leads on digital transformation for the workforce and students, through the introduction of new systems, technologies, partnering with OD to on training
- Leads on brand positioning, brand development and reputation management supported by communications for internal and external stakeholders

...and receives the following services

- Clear strategies and plans from LSBU Schools, Lambeth Colles and SBA academies including areas for product development, target student profiles and recruitment targets
- Detailed student performance metrics from the MI team to inform planning for student support, intervention and recruitment
- Partner with schools on employability and placements, ensuring that the services compliment each other
- Partner with Estates to ensue that campus facilities are developed to meet student needs and priorities
- Partners with the student unions of LSBU and LC to ensure that student voices is captured and is leveraged to drive improvements to the student experience
- Partners with OD on the skills development of the workforce in relation to digital transformation

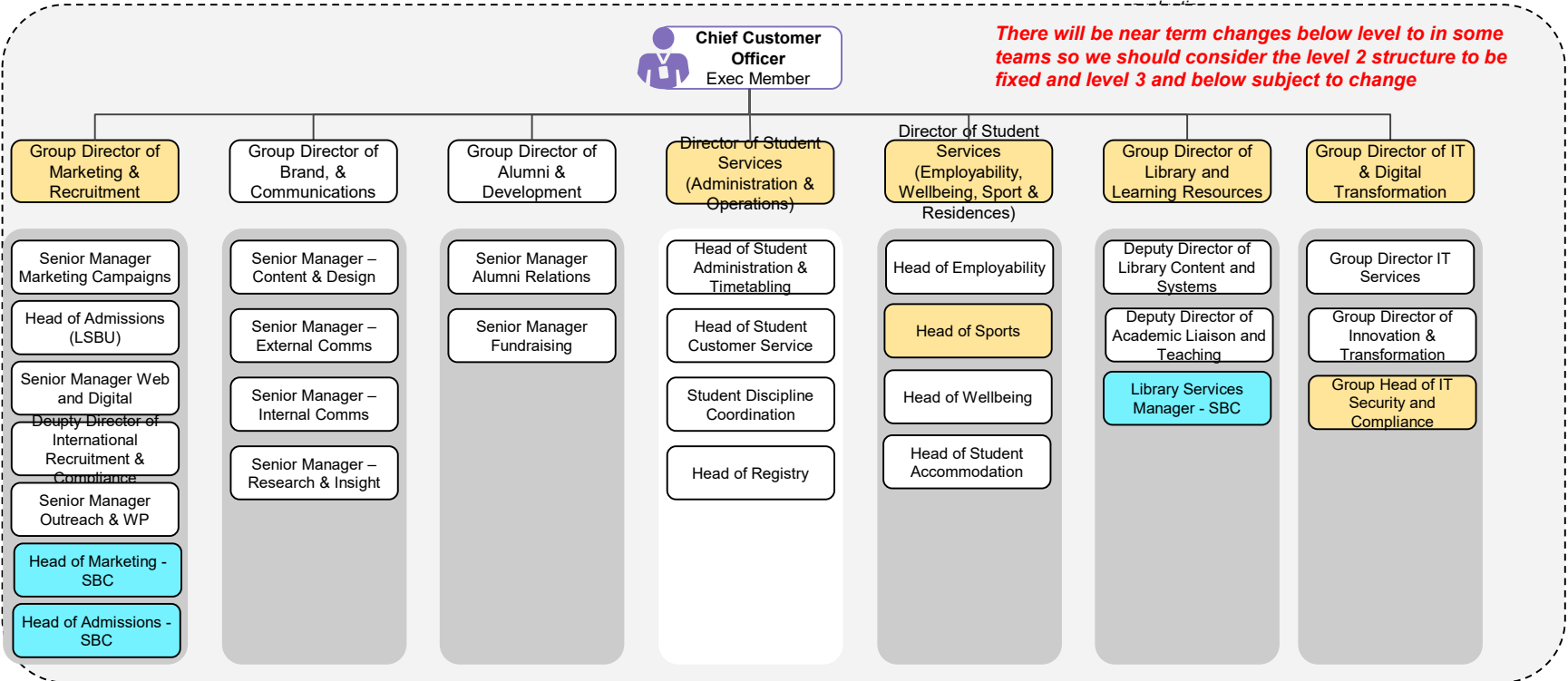
Student Journey - Organisation structure

SBC Role Highlighted roles indicates a post focussed on supporting South Bank Colleges

New / Changed Highlighted roles indicate material change to an established post or a new post being put in place and are expected to require some consultation and role

There will be near term changes below level 2 in some teams so we should consider the level 2 structure to be fixed and level 3 and below subject to change

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Capability

Marketing (Planning, Digital and Direct)

Application Management (Admissions & Clearing)

Enrolment Operations

International Recruitment & Visa Compliance

UK Outreach & WP

Brand Development

Content creation & design services

Capability Descriptions

- Creating a marketing strategy that supports the overall Group strategy and the academic objectives such as being able to recruit to the target profile of students
 - Planning and delivering marketing activities through multiple channels to promote LSBU group offerings
-
- The conversion of prospects to firm accepts by assessing and processing applications to courses, offer making and prospect engagement to support conversion
-
- The conversion of firm accepts to fully enrolled students
-
- Promoting and selling LSBU Group courses and offerings via third parties and directly to prospective international students on behalf of educational delivery units.
 - Supporting international students with administrative activities such as visa applications
 - Overseeing processes related to UKVi compliance for pre-application and enrolled students
-
- Proactively engaging with student prospects directly and through schools and colleagues in order to promote LSBU Group offerings and provide information and support. This may include establishing networks, holding open days, school visits and workshops.
 - Delivering targeted programmes and support for particular groups of students as set out in the university APP
-
- Developing the brand strategy and positioning the group and each institution with clarity and creativity to a range of internal and external stakeholders
 - Managing the reputation of the group and each constituent
-
- Developing content for the internal and external digital channels, brochures and other media that is in line with the LSBU Group marketing and communications strategy
-

Capability

External
Communications (PR)

Internal Communications

Research & insight

Graduation and Alumni
Relationship Management

Fundraising

Digital Transformation
inc Skills Development

Library & learning
resources

Capability Descriptions

- Managing press relations, sharing positive LSBU Group news stories and influencing external bodies to make decisions that indirectly enhance the LSBU Group experience.
- Developing communications for the LSBU group across multiple channels
- Delivering comms that have been developed by others to ensure they are meeting standards
- Market research activities that enable a better understanding of student demands to inform future offerings of the LSBU Group
- Work with Strategy, Planning and performance teams' BI function to combine data and information on current performance with future needs to create insight on how the Group should be developing to deliver a better experience and pillar KPIs
- Managing graduation events and the process before and after to deliver a positive experience for students and families
- Managing relationships with alumni to support fundraising, promote links into employers, and to offer CPD courses
- Approaching businesses and individuals to raise money and receive donations. This includes activities such as special-events planning, donor relations and gift recording and processing.
- Holding workshops, lectures and one to one sessions to deliver skills for students and staff (both academic and professional services) to support stronger educations, outcomes and enhanced ways of working by harnessing digital technologies. Topics could include discovery of library materials, digital and information literacy, english and maths skills, research methods etc.
- The selection, acquisition and management of learning resources to support the requirements of courses. This includes licence management, management and monitoring of reading lists, copyright advice as well as improvement of library systems to facilitate effective self service, automation and improved user experience.
- Business as usual library operations such as booking study spaces, events or pieces of equipment, handling enquiries, issuing, reserving, renewing or returning books, paying library fees and organising the library collections.

Capability

Course and Student Administration

Timetabling Operations

Student Customer Service

Student and Course Records Management

Enrolment Operations

Discipline

Student Advice & Hardship Support

Capability Descriptions

- Conducting a range of supporting tasks associated with the student journey, such as providing good customer service to students and being able to provide advice on a range of queries, processing applications, address changing life circumstances (e.g. changing courses), data and marks entry and conducting disciplinary procedures.
- Preparing course timetables and working with estates and academics to ensure they meet the course objectives whilst being feasible within the estate and facilities constraints
- Working with students to advise on timetable changes
- Handling initial points of contact and engagement with prospects, students and alumni involving the provision of information and services through a variety of channels. (Aim to promote self service and digital first principles)
- Maintaining the database of student records and updating accordingly to ensure records are accurate
- Providing Finance with this data to enable accurate income forecasting
- All activities to enrol students into courses including preparation in advance, online form management, and on the day activities that students must complete
- Manages any student disciplinary procedures and consults with legal and other parts of the organisation as required
- Providing support to students and helping them manage extenuating circumstances and maintaining their study commitments with life commitments
- Offering guidance on financial hardship and signposting to the appropriate contacts that can help

Capability

Employability, Placements
& Work Experience

Halls of Residence
(operations)

Academy of Sports &
Activities

Employment Agency

Student Safeguarding
and Wellbeing

Access & Participation
Plan

Capability Descriptions

- Supporting students with career planning and securing work placements and work experience
 - Providing advice and guidance on skills development and signposting to relevant internal and external resources for students to avail of
-
- Allocating suitable accommodation to students and managing the repair, maintenance and security of this accommodation.
 - Handling student complaints, queries and issues with student accommodation (via the helpdesk)
-
- Provision of all sports activities including delivering sports coaching, organising sports events, coordination and maintenance of facilities with estates, and promoting the sports offerings to students
-
- Provides services to students, alumni and other individuals to connect job seekers with employers
 - Offers students and others opportunities to generate income and boost experience and employability skills
-
- Provision of a range of advice and support to students including legal and financial advice, study advice, international documentation support, disability support, personal problems and mental health support and student complaints.
 - Implements measures across LSBU to provide a safe environment for students
-
- Develop and deliver a plan that provides opportunities to students from all backgrounds and encourages participation in wider activities
-

Capability

IT Strategy and Architecture

IT Change and Transformation

Services (incl. Service Desks)

IT Security and Compliance

Capability Descriptions

- Providing vision and direction for the IT capability, planning how it can be delivered and creating, changing and managing the enterprise in terms of infrastructure, applications, security, data and information. In addition this capability includes technology innovation whereby emerging technologies are identified and applied.
- Designing, building, testing and introducing new services in accordance with demand and the overall strategy. This may include communicating changes and providing internal training.
- Running business as usual IT services such as network, application and server support and maintenance, data centre operations, running the service desk and providing IT support for students including on their own devices. Student IT support could include software downloads, account issues and assignment submission.
- Determining policies, principles and standards to keep the organisation secure and subsequently monitoring compliance. This involves identifying, evaluating and mitigating risks.
- Data and information management

Further design decisions required for Student Journey



IT INNOVATION AND TRANSFORMATION

The IT function will evolve over time so that in house capabilities in development are increased, supporting the change activity that will continue to more prevalent during this strategic period and beyond..



People

People - Capability model

People purpose...

Recruiting and developing a workforce that is fit for the future, whilst supporting our people to feel empowered and engaged to achieve their personal objectives and our long term strategy and goals, creating a culture that allows us to prosper as a Group.

This will be measured by the following KPIs...

[Placeholder for measures to be defined in line with emerging Strategy]

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People

People & HR Operations

HR Business Partnering

Reward & Talent Management

Recruitment & Talent Acquisition

Lambeth HR

HR Service Desk

Organisational Development

EDI

Wellbeing

Organisational Development

Learning & Development

Workforce Transformation

NEW
Strategic Workforce Planning

NEW
Change and Project Support

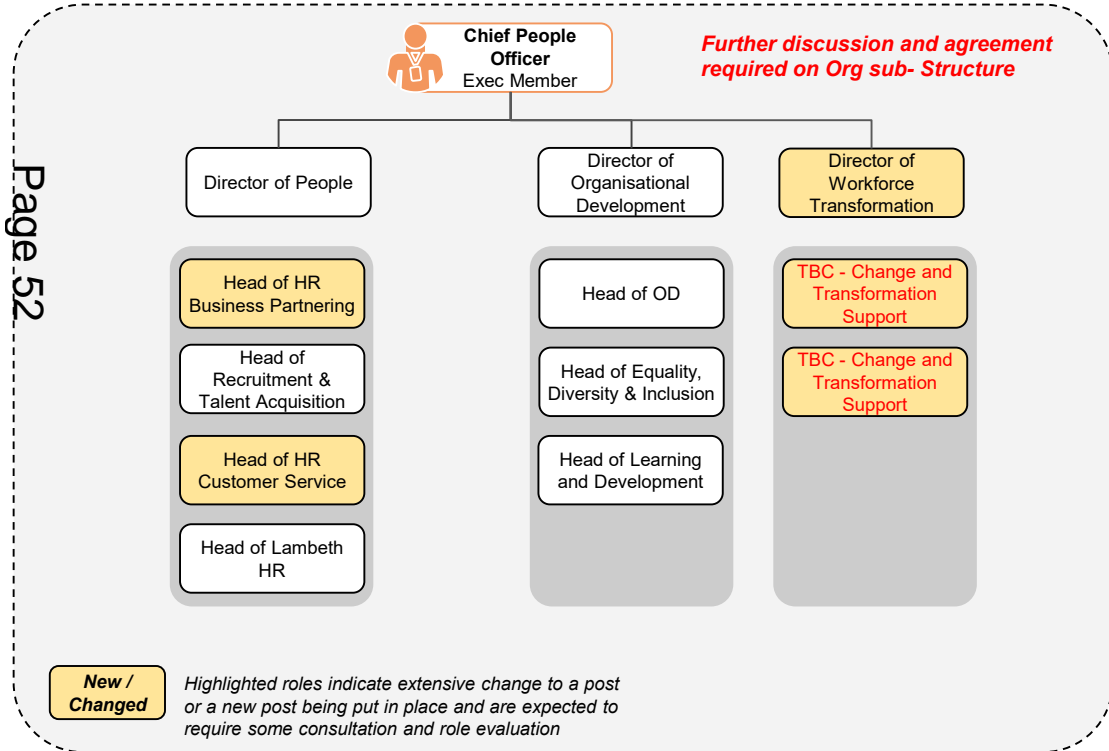
People provides the following to the Group...

- Workforce strategy and sets the direction for our people
- HR Business partnering support for operational HR matters and to support with business planning
- Strategic workforce planning capability to project future workforce requirements
- Performance management process and L&D opportunities that support our people to succeed and achieve their objectives, as well as Group goals

...and receives the following

- A view of future business requirements and skills required by each business unit, developed through the business planning cycle
- A clear view of the financial resources available for recruitment and retention
- Proposals for L&D requirements and why they are needed

People - Organisation structure



The draft organisational structure for the 'People' directorate is shown to the left.

Developing our existing people and recruiting to identified skills gaps is a priority, and therefore forming a strong People function is a core enabler to delivering our strategy.

The successful integration of the Group, implementation of the Target Operating Model, and delivery of LEAP will all require significant support from HR. It is therefore important to ensure there is sufficient capability and capacity within these teams to deliver.

It is proposed that a new Director of Workforce Transformation post is introduced. The post holder will be responsible for developing workforce strategy, identifying future workforce requirements and leading the People agenda on our transformation programmes. There is potential to grow this team going forward.

Health & Safety moves to Executive Office, Wellbeing activities retained within OD team.

Capability

HR Business Partnering

Lambeth HR

EDI

Organisational
Development

Learning & Development

Capability Descriptions

- Working with business units to plan future workforce requirements, input into business planning process, support reward and performance conversations, and provide strategic advice on HR matters
 - Providing advice and guidance on processes that line managers should follow when handling performance issues
 - Activities to develop Total Reward Strategy and reward and recognition approaches across all staff groups. Monitors cost of pay and non pay related Reward elements
-
- Manage local Lambeth HR requirements that need specialist input
-
- Develop equality, diversity and wellbeing strategy
 - Work closely with recruitment teams and business units to embed a culture of inclusion in our ways of working
-
- Evaluation, planning and management used to improve the overall effectiveness of the organisation by managing the behaviours and skills of its people with the aim of supporting strategic priorities and embedding change.
 - Setting and embedding a behavioural framework that supports the culture we want to achieve as a Group
 - Establish a performance management framework for employees that provides a clear link between Group strategy, business unit goals, and individual objectives, enabling our staff to understand how they contribute to success
-
- Identify L&D demands through consultation with business units
 - Develop and deliver L&D materials and courses in collaboration with SMEs
-

Capability

Recruitment & Talent
Acquisition

HR Service Desk

Page 54
Strategic Workforce
Planning

Change and Project
Support

Capability Descriptions

- Attracting prospective employees to the LSBU Group, advertising jobs, selecting appropriate candidates and preparing them to join by providing appropriate information
- First point of contact for staff on any HR related queries, issues of complaints
- Signpost staff to relevant support
- Escalate any issues as required
- Developing the people strategy to set the direction for people related activities aligned to the overall corporate strategy and business units activities.
- Identify future workforce requirements by working closely with the BI function to understand future demand and trends that will inform recruitment strategy
- Providing the required capability and capacity to transformation programmes that require HR support
- This may be advice and guidance, or more dedicated support depending on requirements

Further design decisions required for People



PERFORMANCE MANAGEMENT

Performance Management to be potentially moved into HR Customer Service team remit.

Talent Management Manager at Level Three to be considered, sitting within OD Team.

Consideration to be given to the different focus of Performance Management and Talent Management and interrelationship with HRBPs in supporting the management of performance (capability).



Finance

Finance - Capability model

Finance purpose...

Prioritising the investment of financial resources smartly and managing risk to enable the LSBU Group to operate effectively on a day to day basis and deliver value to its customers. Overseeing LEAP activity to ensure strategic alignment and fit.

This will be measured by the following KPIs...

[Placeholder for measures to be defined in line with emerging Strategy]

Finance

Group Finance & Procurement

Financial planning and reporting

Financial control & processing

Procurement & commercial

LEAP

LEAP Programme Office

Transformation Areas

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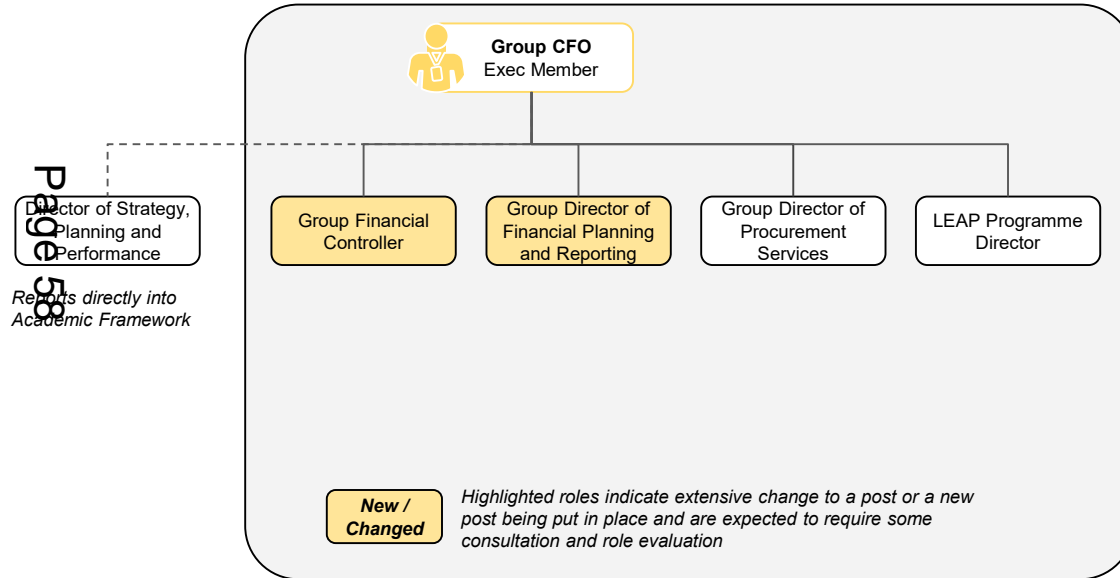
Finance provides the following to the Group...

- Strategic financial planning and forecasting, budgeting and planning, investment planning and costing and pricing activities
- Finance business partners
- External and internal audit capability
- Financial reports to enable business units to make informed decisions
- Financial control and processing, cashflow and treasury management
- Procurement policy and strategy and support on commercial matters
- Fees and bursaries administration, and enrolment / re-enrolment data capture
- Oversight and reporting of LEAP
- HESA / Regulatory reporting

...and receives the following services

- Agreed student numbers and profile to enable accurate income forecasting and reporting
- Strategy and business plans for alignment with budget
- Performance reports
- Risk management and reporting

Finance - Organisation structure



Some of the teams within the current “FMI” portfolio will be transitioning to new directorates within the Target Operating Model, including the ‘Planning, Performance and Assurance’ team and ‘Registry’. This means that a few roles within the ‘Finance’ team may change in their scope and remit moving forward.

The LEAP programme will report into the CFO and follow the current structure.

Capability

Financial planning and reporting

Financial control & processing

Procurement & commercial

LEAP Programme Office

Transformation Areas

Capability Descriptions

- Strategic financial planning and forecasting, budgeting and planning, investment planning and costing and pricing activities
- Finance business partners to support business units with these activities
- HESA / Regulatory reporting
- Financial reports to enable business units to make informed decisions
- Financial control and processing, cashflow and treasury management
- Fees and bursaries administration, and enrolment / re-enrolment data capture
- Internal and external audit management
- Financial accounting / statutory reporting
- Develop procurement policy and strategy and advise business units on procurement activities
- Advice and guidance on commercial matters
- Oversight and reporting of LEAP programme including progress updates, risks and issues, contract and supplier management activities and benefits management
- Delivery of the programme workstreams and agreed deliverables in order to achieve the LEAP vision and objectives
- These activities will be delivered through a combination of internal and external resource as required

Further design decisions required for Finance



STUDENT INCOME FORECASTING

With Registry transitioning to Student Journey, it will be important to design and embed a process and ways of working that enable student records and relevant income data to be passed across to the Finance team for accurate forecasting.



Academic Framework

Academic Framework - Capability model

Academic Framework purpose...

Sets the Group-wide standard for successful and distinctive educational and research delivery, monitors its provision against these standards and provides evidence and insight in order to facilitate improvement.

This will be measured by the following KPIs...

TBC

Page 62

Academic Framework

TQE

Quality Assurance and Enhancement

Centre for Research into Lifelong Learning

Research Framework

Research Office

International Research Centres

Strategy, Planning and Performance

Performance Analysis and Planning

Technology Enabled Insight

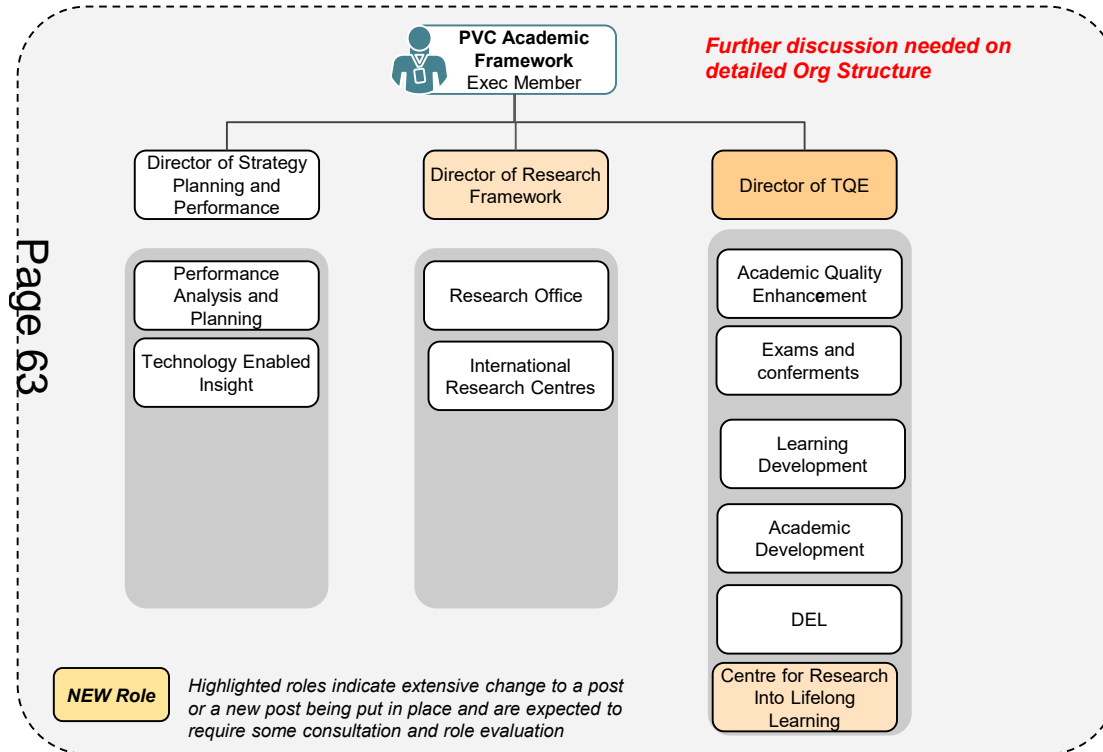
Academic Framework provides the following to the Group...

- Ideas and proposals for enhancing learning delivery across the Group
- A framework for conducting research that contributes to the overall success of the Group and the REF submission
- Performance reporting to drive effective management against KPIs
- Coordinate and lead business planning cycle
- Lead development of Group strategy and support business unit strategy

...and receives the following services

- Research plans from Research Centres and Groups
- Ideas and proposals for enhancing learning delivery
- Business plans from each business unit, in order to check alignment and coherence

Academic Framework - Organisation structure



The Tier 2 structure of the Academic Framework is clear. However, Tier 3 and below is still to be confirmed, and should be done so once Tier 2 are in place.

Specifically, there needs to a Tier 3 review of:

- the capability to provide services for the Group as a whole;
- the capability, along with OD, to support academic development through a PGCert; HEA, Academic Professional Apprenticeship and other offerings;
- the link between CRIT and CRILL
- the role of Head of Research Office relative to Director of Research Framework
- the link between Performance Analysis and Planning, and other teams that produce data on academic performance.

Decisions required for Academic Framework

With the completion of the Corporate Strategy and the appointment of PVC Academic Framework, the detail of the Level 2 model is complete. Academic Framework will drive changes across the Group to achieve the Corporate Strategy. However the key design decisions for Tier 3 that will be required can be seen below.



REMIT OF STRATEGY, PLANNING & PERFORMANCE

Page 64
A decision needs to be made to what extent will the Business intelligence unit support the whole organisation (i.e. a centrally-led data analysis team with consistent skills) or primarily focus on academic performance across the Group.



RESEARCH AND ENTERPRISE

The relationships between Academic Framework and Place & Impact need to be designed carefully as enterprise largely aims to commercialise the research conducted. Roles and responsibilities should be developed in collaboration.



OVERSIGHT OF RESEARCH AND RESEARCH CENTRES

Academic Framework produces the Research Framework and the Research Environment. The relationship with Research Centres and DORAs needs to be considered. A New Director of Research role needs development

2

Detailed Design Phase

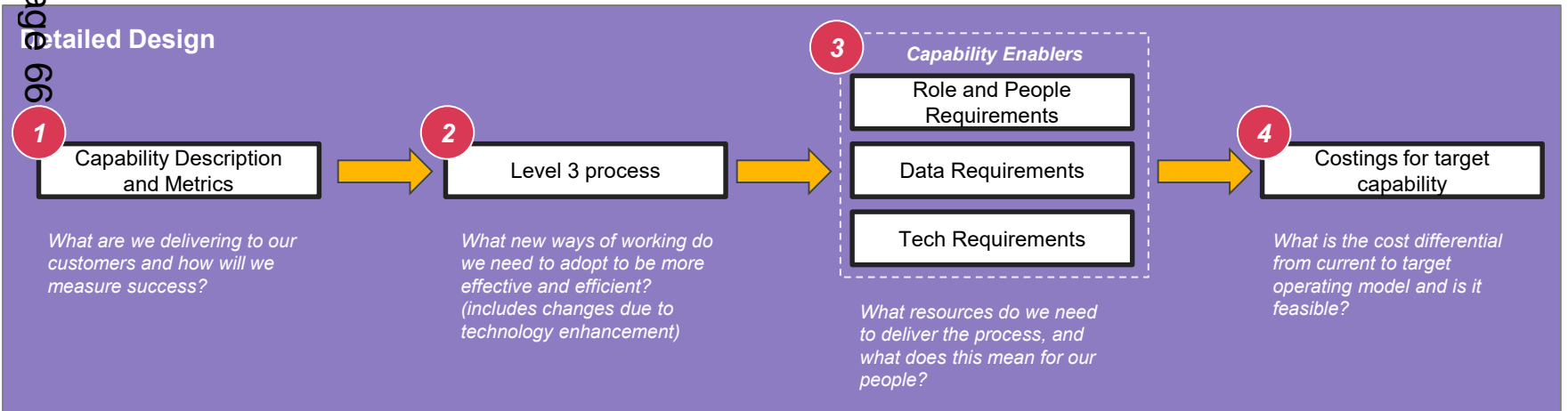
How we design at Level 3 and 4 of TOM

Detailed design phase

In order to implement the TOM and realise the benefits, a detailed design phase should be completed next. This will provide the information required to do an informed change impact assessment and move forward with any proposed changes.

This needs to be completed to cover **all capabilities** across **all Exec portfolios**.

The time required to complete this phase is dependent on the resource allocated to support the activities, and on the time available from key stakeholders in the organisation to engage effectively.



To be completed for each capability

Detailed design phase

The following design artefacts will need to be developed for each capability within the TOM.

| Design Artefact | Description | Value to the LSBU Group |
|--|--|--|
| Service Description & Metrics | A description of what the overall service should provide for its customers and the metrics that will be used to measure success | <ul style="list-style-type: none"> • Understand what good looks like and what everything else needs to support • Helps to clearly define new services which are being created • Clearly summarises the purpose, output and team involved in delivering each service |
| Level 3 Processes | The business process taxonomy required to deliver the capability, including descriptions and the enablers required for each process | <ul style="list-style-type: none"> • Identifies requirements for certain roles, skills, technology, data, and physical location to support new processes • Helps to standardise processes, drive greater efficiency and use of best practice • Helps to create training materials on new ways of working • Demonstrates how a function will work within a new operating model |
| Role and People Requirements | Sets out the key roles required and defines the key skills and behaviours required within each role. Includes RACI. | <ul style="list-style-type: none"> • Supports the development of detailed role descriptions and enables recruitment • Informs training needs analysis • Helps to develop overall organisation structures and total staffing requirements • Can help to standardise performance management by aligning with behaviours and outcomes defined in a performance or behavioural framework |
| Data Requirements | Sets out the data and information that teams will need access to in order to deliver the new processes effectively and efficiently | <ul style="list-style-type: none"> • Can inform more detailed costings, process designs and technology requirements • Prompts thinking around the skills and business capabilities that may be needed to manage data going forward |
| Technology Requirements | Defines the technology products and solutions that are needed to enable change | <ul style="list-style-type: none"> • Helps inform enterprise architecture, detailed tech costings and procurement of new technology solutions |
| Costing for Staff and Tech requirements | Cost breakdown of staffing or technology requirements. Clearly allocates costs to particular roles or technology products required to enable a TOM | <ul style="list-style-type: none"> • Helps to assess the feasibility of change, and can inform decision making about the timing of phases or releases within a change programme from a financial perspective |

3

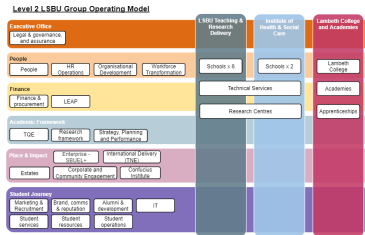
Appendix

The Operating Model has been designed following the high level steps below

Completed to Date

Jan-June

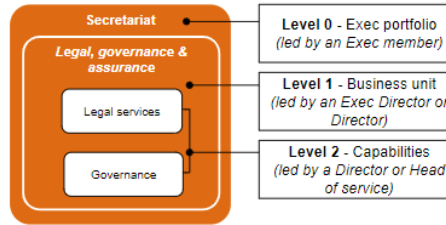
1. Level 1 TOM



- Initial conversations were held with Exec to inform the Level 1 TOM design
- The Exec structure was set out by the Vice Chancellor, including initial capabilities in these areas

Mostly Completed to Date conclusion 2020

2. Level 2 TOM



- Within the agreed parameters, Exec members designed their business units required to deliver the strategy
- These designs were considered holistically to ensure the model worked well in its entirety

November Onwards

3. Detailed Design and Implementation

Prioritised list of Capabilities:

1. Capability A
2. Capability B
3. Capability C
4. Capability D

Design

Construct

Implement

- Detailed capability design now needs to take place to understand the full extent of change
- This change will then be implemented following an agreed plan and approach

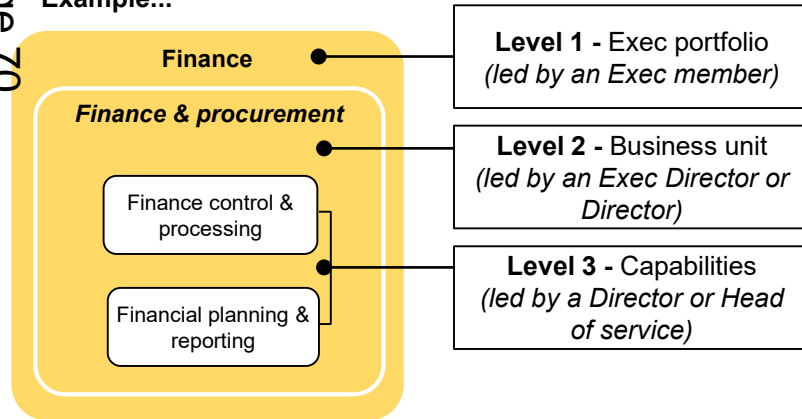
Capabilities form the basis of the operating model

Design levels

The operating model is developed by iteratively increasing the level of detail we are working with and defining, shown below.

Page 70

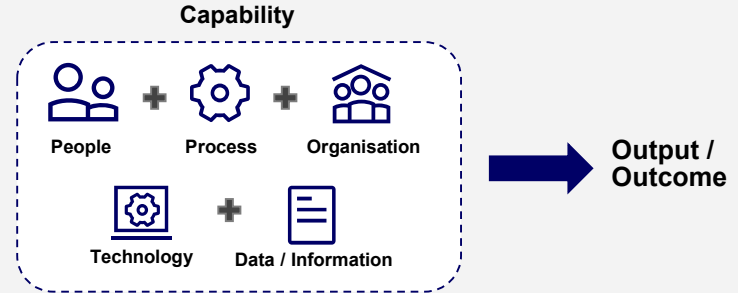
Example...



Capabilities

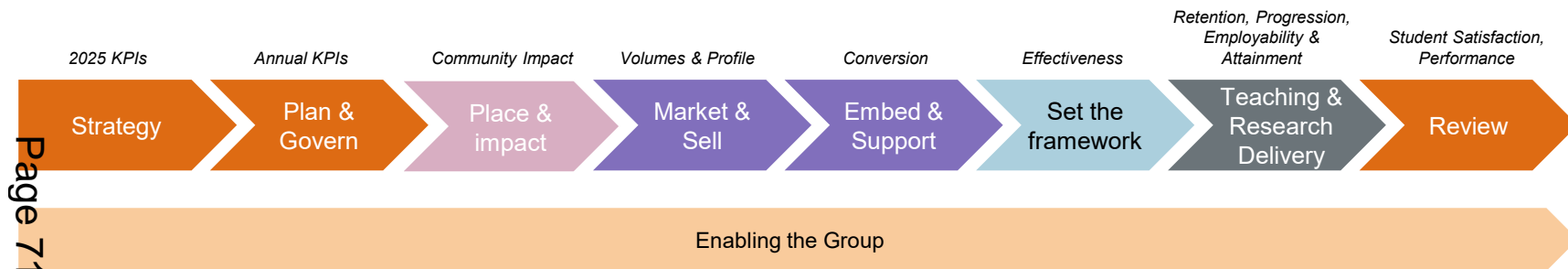
This pack starts to describe the Target Operating Model in terms of 'capabilities'. For clarity, this is described below.

A capability is a combination of people, skills, technology, information and processes that allows an organisation to deliver a service, and the intended outcome from that. Eg. 'Enquiry Management Capability'



The value chain has been used to drive the TOM

The value chain is the set of steps required to generate and deliver value to the end customer and has been used as a way of distributing accountability and leadership effectively and efficiently. This was used as a starting point for the Level 1 TOM.



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Rationale for using the value chain as the basis for the TOM

- **Outcome Driven** - Each step has a clearly defined set of outcomes, aligned to strategy, that it is accountable for delivering
- **Customer Focused** - The collective achievement of outcomes at each step should combine to deliver more value to students, employers and other partners
- **Accountable Leaders** - Aligning leaders to these steps also aligns them to outcomes, providing clarity on who is accountable for what
- **Reduced Complexity** - The value chain can be used to inform organisational structure. Aligning teams to a core process can mean less hand-offs and therefore reduced organisational complexity

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