The Role of the OLC Directorate

The Senior Leadership Team

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[Added reference on page 1 and 2 to OLCGB, London Campus Director and OLC Accountant]

This document is prepared by Dr Chris Bamber as a guidance document for the OLC Directorate. This guidance document complements a "Workshop in the role of Director delivered to the Directorate" which is part of the OLC Organisational Excellence strategy and the OLC Continuing Professional Development plan. This document will act as a guide to the Directorate, in their role that they play, in driving an organisational wide team effort to achieve the strategic intent of OLC.

This OLC Guidance is aimed at the OLC Senior Leadership Team/Directorate

1.0 Introduction

OLC (Europe) incorporating OLC College is a highly successful Higher Education Institute that has a magnificent heritage and expertise in Business Improvement and driving Organisational Excellence. Your role as a member of the Senior Leadership Team and Directorate (SLT) will build on this pedigree. Knowing what is crucial for delivering Education Sustainability will become the essentially cornerstone for Planning, Controlling and Improving the profound Social Impact of our College. As a member of the SLT your leadership will drive an organisational wide team while reporting directly to the Governing Board of OLC (OLCGB) .

Our role as a college is to increase our profound impact on society. We do this by educating learners that come to us through a non-traditional route and normally would not get the chance for higher education. This means that we have and will continue to recruit students that are from Black and Minority Ethnic Groups and deprived areas of the country.

The promulgation of The Role of Our College is being driven by an increased understanding of our Impact on Society. We are driving our College Systems, our Processes, our People and our Activities to reach a Destination.

That destination is a profound "Positive Impact on Society." The Impact on Society, I_s can be expressed as:

$$I_s = \sum E_1 \times \sum E_2 \times \sum E_3 \times \quad C_p$$

Where, E_1 is positive engagements with all our stakeholders; E_2 is the evaluation of all our engagements and; E_3 is the enhancements made as a result of our evaluations. While, C_p is the drive for a constancy of purpose that must be determined by our marketing of sustainable education programmes and resilience to maintain a strategically intended path, despite the influence of stakeholders, regulatory framework and competitors. Focus on these four factors, 3 E s and C_p, will ensure our performance is excellent.

1.1 Clarification of the OLC Leadership Teams (abbreviations)

- The Governing Body of OLC is made up of the Director (MD); Principal (P); and external appointments as well as the student president.
- The Senior Leadership Team (SLT) is also known as the Directorate comprising; Managing Director (MD); Principal (P); Director of Education, Teaching, Learning and Assessment (DoTLA); Director of Marketing, MIS and infrastructure (DoMMISI); Director of London Campus and The OLC Accountant.

- The Senior Management Team (SMT) comprises the SLT, Heads of Departments (HoD), Heads of School (HoS), Managers (Mgr) and the Academic Programme Managers (PMs).

Ask yourself these five questions:

You are a Senior Leader at the college so would you recommend the college for my daughter/son/partner?

Will she/he be well looked after, enjoy their time there, pass the assessments and go on to a good job or university?

How do you know that's true? What evidence do you have to show it? And how would you rate the college?

The Senior Leadership Team (Directorate) report to the Board of Directors (BoD), so a key role of the SLT is to Plan, Control and Improve (P, C, I) the overall performance of the College and present performance metrics to the BoD; not only to be able to recommend it to friends and family or local employers, but also because directing the quality and development of the College is an important element of the SLTs purpose.

1.2 Information for Decision Making

The Managing Director (Chair of the SLT) should ensure that the BoD receives appropriate, timely, and high quality information in a form that allows it to monitor and scrutinise the College's activities effectively, and to challenge performance where required.

The SLT is therefore expected to deliver the College quality policy, improvement policy and risk management efforts to ensure that each year the College assesses its performance and produces a self assessment report with an action plan for further improvement.

The College is also inspected by external agencies such as the British Accreditation Council, Pearson Education, LRQA for the International Standards for Quality Management, Partner HEIs and other validating bodies. The College SLT should know how well the College is performing against the criteria of these external agencies so that the results of such inspections do not come as a surprise.
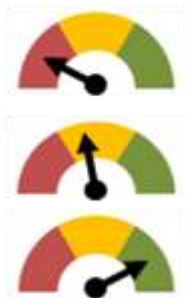
The most successful colleges, like OLC, are built on a partnership between the SLT, the Principal (P) and the Senior Management Team (SMT), where the SLT display an appropriate balance of support and challenge, to operational staff, to ensure that the College is continuously improving on its performance against a set of key performance indicators. To be able to direct resources, quickly and appropriately, the status of KPIs is often expressed in terms of Red, Amber or Green (RAG) facilitating identification of target areas for improvement (Red and Amber).

1.3 The Interface with the Board of Directors

What aspects of college performance does the Board of Directors (BoD) monitor and what information and data do they expect from me?

As a Leader and as part of the Directorate and SLT, what performance data do I need to provide to the BoD?

While the BoD and executive advisors decide how much performance information is needed by them to monitor effectively, the College SLT direct the SMT which manages day to day operational detail.

The BoD identify Key Performance Indicators (KPIs) and the SLT shall provide metrics, with a summary of data provided through a dashboard report of KPIs often with a Red, Amber or Green (RAG) rating, to highlight successful performance and areas where action is needed.

The annual College improvement plan identifies improvement projects which will also include targets for performance that are agreed with the BoD against which performance is measured. The OLC Business Risk Register provides targeted actions from assessment of legal and regulatory requirements of the College, as well as business risk assessments.

Such performance targets will include comparative data from probably the past three years to look at improving or declining trends. Trends help OLC leaders understanding the College trajectory, resilience, strengths and weaknesses. Managing sustainability and business continuity demands decisions based on (honesty, accuracy, precise and timely) fact.

2.0 Establishing and Monitoring the OLC Strategic Direction
The BoD with the SLT is responsible for establishing and monitoring:
- The College's mission
- Educational character and the College cultural developments
- Values and ethos
- Planning for the future strategic positioning including cooperation with other providers and strategic mergers
- Establishing KPIs and relevant objectives for improvement and targets to achieve.

3.0 The SLT shall provide the status of Key Performance Indicators (KPIs)
The College BoD will decide with the College SLT what KPIs are required to enable the BoD effectively to monitor the overall performance of the College. The Board of Directors meet monthly so, monthly reporting is essential.

The presentation of KPI data to the BoD uses a series of OLC KPI Dashboards. These well-designed executive dashboards summarise the College complex data points into easily digestible snippets that translate into clear actions for our entire enterprise.

As a Leader and as part of the Directorate and SLT, what KPI metrics do I need to provide?

Do KPIs monitor the expected college performance for Learners; Staff; Finances; Resources; Risk Management and; External Requirements?

These KPIs are likely to include some or all of the following data.

3.1 KPIs Relating to Learners

OLC is a college that has a unique and sustainable student focus, we believe through student engagement our positive Impact on Society will grow. The quality and success of the College come from the experiences and performance of its learners, which must be measured through (honesty, accuracy, precise and timely) information.

Learner Key Performance Indicator	#	Metric
Applications converted into enrolments	L1	Number of enrolments as a percentage of applications
Number of enrolments per programme	L2	Enrolments trend year on year targets and actual enrolments
Social Impact: Are they the right programmes?	L3	Market research completed annually for each programme delivered
Attendance patterns	L4	Monthly Attendance % per programme per cohort
Retention of students	L5	Number of students enrolled compared to current number of students per cohort
Assessment Submission rates	L6	Number of submissions received compared to number of submissions expected
Attainment of students grades	L7	Grade achievement of students per cohort
Student satisfaction: Unit feedback	L8	Student unit satisfaction measures
Student feedback analysis efficiency	L9	Student feedback session responded to on time
Progression Destinations	L10	Learners gaining graduate level employment and/or entered higher education. Six months after leaving

3.2 KPIs Relating to Staff

A vital element of the College performance is the motivated performance of all of the staff, which is often described as 'the key resource' and is our greatest asset. As members of the SLT and Directorate many staff report to you and they are at the heart of the College and must remain at all times student centric.

The role of our human resource function is not only to ensure compliance to Human Resource laws and regulations but, to provide motivation of all staff and ensure effective training and personal development leads to improved enterprise wide performance.

Staff Key Performance Indicator	#	Typical Metric
Framework of remuneration and terms and conditions	R1	Percentage of signed contracts in electronic file and hardcopy folders for all tutors
	R2	Percentage of signed contracts in electronic files and hard copy folders for all services PAYE staff
Qualifications including teaching and assessment qualifications	R3	Percentage of tutoring staff at postgraduate level qualification
	R4	Percentage of staff working toward their next level qualification, or working on publishable research
Staff development	R5	Performance against CPD strategic excellence plan. Training delivered on time.
Results of teaching and learning observations	R6	Number of Peer Reviews carried out per term as percentage of planned Peer Reviews
	R7	Number of tutors observed per term as a percentage of tutors employed during the term
Annual appraisals and performance reviews	R8	Number of appraisals carried out within the academic year as a percentage of all staff employed during the same year
Performance of the Senior Leadership Team	R9	Number of outstanding actions one week after the initial deadline set at the SLT Meeting
	R10	Number of outstanding actions one week after the initial deadline set at the Academic Support Meeting

3.3 KPIs Relating to Finances

The BoD has a role in monitoring the resources of the College to ensure 'value for money' and to ensure the College remains solvent. Educational Sustainability and Business Continuity of OLC come from an improving positive Impact on Society that must be the focus of the SLT.

The College must therefore present the correct balance between financial prudence and entrepreneurial activity. Multiple sources of income will provide continuity, while management and understanding of cash flow will provide predictability and the ability to budget and fund effectively the strategic intent of the College.

Financial metrics and key performance indicators include:

Financial Key Performance Indicator	#	Typical Metric	Presentation
Income robustness through diversity	F1	Number of discrete sources of income	Pie chart of Monthly Invoice Sources
Financial Planning including three year projections, capital expense budget and staff costing plans	F2	Three Year Projection	Three year plan
	F3	Staff resourcing plan against actual resource	Monthly report
	F4	Capital spend against Infrastructure expense budget	Monthly report
Management Accounts: Budgeting income and expenditure	F4	Known income against Annual Financial Forecast	12 month forecast

3.4 KPIs Relating to Infrastructure Resources

The College infrastructure includes buildings maintenance, IT structures, social media platforms, aspects of the Environment, Health and Safety as well as cleaning of premises. Our teaching and learning environments must be student oriented and provide the best learning environments we possibly can.

Infrastructure Key Performance Indicator	#	Typical Metric
Student applicants through the website	B1	Number of applications through website
Website accuracy and up to date-ness	B2	Monthly check and reporting number of errors by DoMMISI
Social Media Likes, Shares and Followers	B3	LinkedIn likes, share, visitors, comments and followers. Use LinkedIn analytics monthly
	B4	Facebook Likes, recommendations, comments, shares and followers. Use Facebook analytics monthly
	B5	Instagram followers and engagements. Use Instagram analytics monthly
	B6	Twitter tweets, engagements and followers. Use Twitter analytics monthly
Buildings development % maintenance	B7	Performance against Maintenance monthly plan
Functioning PCs in each campus	B8	Fully functioning PCs availability per student population
Environment, Health and Safety	B9	Number of outstanding actions one week after the initial deadline set at the H&S Meeting
	B10	Number of H&S Risk Assessments completed on time as percent of those planned

3.5 KPIs Relating to External Requirements

Whilst monitoring the College performance is primarily focussed on the internal activities of the College, the BoD and SLT also need to monitor the external perceptions, reputation and performance of the College. These include:

External Requirements KPI	#	Typical Metric
Public awareness of key HEI partnerships	E1	Number of community champions actively and positively interfacing with the College
Engagement with Community Champions	E2	Performance against targets for each community champion
Reputation and perceptions of the College Strategy	E3	Number of presentations delivered of corporate strategic intent and presentation of Impact on Society
Results and status of QAA monitoring and assessments	E4	Successful results of assessment and monitoring visit
Results and status of LRQA management system assessments	E5	Successful results certification visits, recertification, number of non-conformances
Results and status of British Accreditation Council visits	E7	Successful results inspection visits, recertification, number of actions required
Results and status of EE visits against each Academic Programme	E8	Successful report and continuance through live Academic Programmes

4.0 Implementing Effective Internal Audit and Enterprise Risk Management

The SLT is responsible for ensuring internal quality audits are undertaken and for monitoring the College's risks and the action plans to deal with identified risks. Internal audits will be planned and implemented in accordance with risks in achieving the strategic intent of the College. A detailed and comprehensive enterprise risk assessment methodology shall drive business continuity and enterprise sustainability through continuance of OLC education provision. The SLT are responsible for planning, controlling and improving (P, C, I) the following strategic business tools:-

- Meetings Calendar and meeting remits
- The Three Monthly CPD and Organisational Excellence Schedule
- The Monthly Maintenance and Buildings Repair Schedule
- Annual Quality Audit Schedule and the Quality Reminder sheet
- Annual Risk Assessment Schedule and the H&S Reminder sheet
- Annual Review of Policies and;
- The Monthly Enterprise Wide Risk Assessment and Legal Compliance Matrix with RAG analysis: **Legal compliance and business risk categories are identified as:-**
    - Finance
    - Business Structure
    - Environmental, Health and Safety
    - Employees
    - Product Related
    - Government Education Frameworks
    - Education Accreditation/Professional Protocols
    - Partner Agreements and Memorandums
    - Course Delivery centre Status and Course Designations
    - Student centred
    - ICT Disaster Recovery Plans.

5.0 Expectations of the Senior Leadership Team

Monitoring the activities of Planning, Control and Improvement and the overall performance of the College demands, that the SLT identify ways of scrutinising the KPI measures and strategic tools presented in this guidance document. The SLT should often exercise their role by asking appropriate, insightful and challenging questions.

As a Leader and as part of the Directorate and SLT, am I driving a high performance culture through appropriate organisational metrics?

Have we deployed organisational objectives, so that our people provide honest data to populate our high level KPIs?

5.1 The Questions of Integrity the SLT should ask of themselves

Are, the OLC, KPIs the right ones and telling the real story?

Are the reports and data we receive timely, accurate and at the right level of detail for us to make judgments on performance?

Do the dashboard of high level summaries we present to the BoD and the RAG ratings enable them and us to be confident that we know accurately the performance of the college?

Are we confident that the college's self assessment report and its grading of performance are robust and honest so that if we think we are outstanding in parts of the college our judgment would be verified by external inspectors, assessors and examiners?

Do we know the areas of strength and areas where improvement is needed?

Are the relationships between the BoD, the SLT, the SMT and our Partner HEIs open and transparent so that we have mutual trust and confidence in the data we receive and the judgments we make?

When I recommend the college do I have the necessary evidence to be confident that what I say is accurate?

5.2 The Deployment of KPIs throughout OLC

The SLT must deploy appropriate KPIs to ensure that accurate, precise, honest and timely measures of performance are presented to the Board of Directors (BoD). As leaders you will not always tell people what they want to hear. However unpleasant the issue, leaders will not be afraid to raise it with their staff nor will they fear presenting bad news to the BoD. By doing so, OLC leaders can challenge everyone to be different and stand out from the crowd. This will require leaders to insist that everyone is to be open and honest with each other at every level and every interaction.

The Programme Managers, unit leads, tutors and Student Service staff must align with the strategic direction of the College and provide information and data that populates the KPI Dashboards honestly and in a timely manner. They shall have their own Dashboards that you must ensure are contributing to their efficiency and effectiveness and contributing to the higher level Dashboards expected of the SLT.

We all must remember that the four most important output metrics that support our impact on society are Recruitment, Attendance, Attainment and Progression. Success in these output metrics demonstrates student focus.

…………………………………..The end of the guidance, the start of success……………………………………..