

Their future: **your vision**

Information supporting the appointment
to the Audit and Risk Committee





We are striving to become the UK's foremost digital university and are currently seeking new members to join our Audit and Risk Committee. We are looking for dynamic, influential and values-driven people to drive the institution forward and be part of our success story.

Staffordshire University has achieved a great deal in the last five years and this is testament to our great students, staff and Board of Governors.

Governance has a vital role to play in the ongoing evolution of Staffordshire University. As you can see in the attached information, the University has gone from strength to strength in the last five years and we are now looking to strengthen the Audit and Risk Committee's expertise in order to continue this journey.

We need members who can be active on our committee, ensure the University's Executive Team is taking the right strategic direction and making sure we deliver on our promises.

We are also looking for visionary colleagues who will challenge and stretch the committee and our Executive Team to always go a step further for our students, staff and region. Higher education is an environment of great challenge and great opportunity, and we believe that together we can lead not only the UK but the world in technology-driven and value-based education.

If you are committed to making a difference to people's lives then we would welcome your interest.

Colin Hughes,
Chair of Board of Governors

Professor Liz Barnes,
Vice-Chancellor and
Chief Executive



The challenge

Staffordshire University is aiming to be the UK's foremost digital higher education institution. By 2030 we will lead the sector in hyper-personalised learning that will prepare students for the jobs that don't yet exist.

Achieving this pioneering vision requires a strong, progressive and dynamic Board of Governors to lead and shape our direction.

The pace of change in UK higher education is the greatest it has ever been. An increasingly competitive market - combined with changing student demographics, the new Office for Students as regulator, a more interventionist approach from central Government and the increasing glare of public scrutiny - makes higher education a challenging environment. We believe that an innovative university, taking a business-driven approach to its fundamental contribution to the economy and society, could lead the field in this new world. We aim to be that university.

Our opportunity

In 2016 we set out our Connected University strategy with a range of success measures including three ambitious KPIs which provided significant challenge given our position at the time:

- In the Top 50% in the UK League Tables
- Gold standard in the Teaching Excellence Framework
- Financially sustainable in accordance with our Strategic Financial Plan

We gave ourselves until 2021 to achieve our goals. In April 2019 we reached the top 50% of the main UK league tables, we achieved TEF Gold in June 2019 and are financially sustainable. Our rapid advancement means we are already considering our 2030 strategy, confident that our pace of transformation will continue and drive us to be the UK's foremost digital HE institution.

In 2019 we entered the THE World University rankings for the first time. We were the highest climber in the Complete University Guide 2019 and we rank above benchmarks for graduate prospects and employment. Our student experience is excellent, with an 85% student satisfaction rating in the National Student Survey of 2018 and we have been one of the top 10 institutions for teaching quality in the Sunday Times Good University Guide for the last two years.

But there's much more to us than goals and achievements. Staffordshire University is connected and digital. In September 2019 we opened Staffordshire University London, our first campus outside the Midlands, delivering cyber, AI, Esports and gaming courses. We're connected through our position as a civic and anchor institution, being of and for our region. We open opportunities for education to those who would never have considered university: many of our students are the first in their families to ever study a degree and our legacy is to support them, and their children and grandchildren, to have high aspirations. By joining us, that can be part of your legacy too.



Your contribution

The University is seeking to appoint an outstanding candidate from the public, private or voluntary sector with an audit and risk background to serve as a co-opted member on our Audit and Risk Committee (After a successful first year in post, our most recent appointment to this role has agreed to become a full member of the Board of Governors for August 2021; consequently we are now recruiting again).

In this voluntary position, we are particularly interested in skills and expertise in the above important areas, gained from operating at board and/or executive management level. Applications are particularly welcomed from individuals from groups currently under-represented on the Board, which include disabled, ethnic minority and female applicants.

We are seeking candidates who both share the ambition of, and can make an active contribution to, the University, and understand and are prepared to grasp the challenges and opportunities of working in a sector undergoing transformation. You will play an active and important role in the life of the University, supporting us in achieving our ambitions, together with safeguarding and enhancing the University's reputation, performance and sustainability.

The role is not salaried, but travel and similar expenses are reimbursed. As a co-opted member of the Audit and Risk Committee you would be required to attend four meetings per annum (Attendance for some of these could be online if necessary, but we actively encourage in-person engagement).

Our DNA

As an anchor institution in one of the most deprived areas of the UK we have a strong social and economic impact. Most of our students come from within one hour's travel of the University and more than 40% come from some of the poorest neighbourhoods in the country. 45% of our students are mature and we put significant effort in to our foundation and 'step up' programmes to ensure that those who have the ability to succeed in higher education, and to go on to higher-paid jobs as a result, also have the opportunity.

Many of our students are the first in their families to go to university. By supporting people to join us, we improve the quality of life of families across generations and boost social mobility as a whole. We provide higher education to students from all backgrounds and from all stages of life who go on to do amazing things, from running large multinational companies to delivering pioneering social change. As a Governor you can ensure that our work to improve society continues and reaches more people across all parts of society.

Staffordshire University has a heritage stretching back over 100 years when the first technical colleges for mining, ceramics and engineering were created in North Staffordshire. We became a university in 1992, being one of around 40 'modern' universities in the UK.

Our main campus is in Stoke-on-Trent with Centres of Healthcare Excellence in Stafford and Shrewsbury, and we have partner institutions teaching Staffordshire courses across the world.

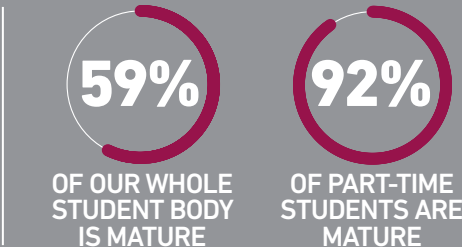
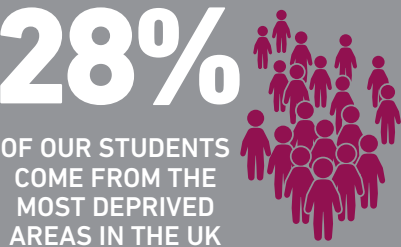
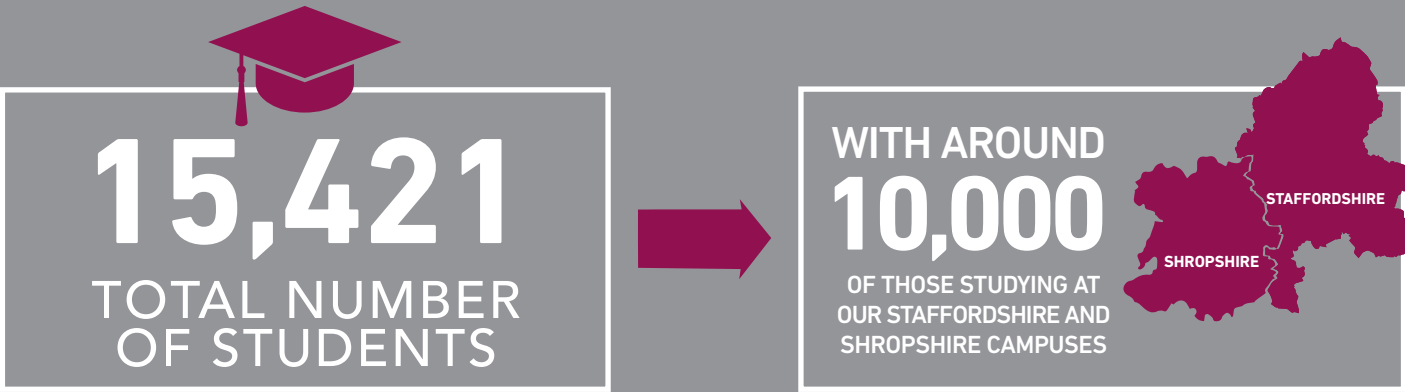
Our roll-call of Honorary graduates underlines our position as an anchor institution with awards recently being bestowed upon entrepreneur and investor Sarah Willingham, mental health campaigner Ruby Wax OBE and BBC journalist Clive Myrie.

Our upward trajectory

Our progress doesn't stop. In September 2019 we opened Staffordshire University London, our new campus in the heart of the European capital of technology, which will lead the world in the teaching of Esports, computer games design and cyber security. In 2021, we have approved the further expansion of our London campus, effectively doubling its size. In Stoke, 2021 will see the launch of the Catalyst Building, our £40m apprenticeships and digital skills hub, which will deliver 6,500 new apprenticeships by 2030, as well as our Centre for Health Innovation at Stafford.

Our new AI coach for students, Beacon, leads the sector in using technology to support studies, encouraging participation in extra-curricular activities and helping people to stay at university during life's ups and downs. Over the next 10 years we want to push the boundaries of the technological learning revolution, ensuring that our students, and our wider community, are able to compete and thrive in the modern world.

STUDENT NUMBERS



PARTNERSHIPS

WE HAVE PARTNERSHIPS WITH COLLEGES AND UNIVERSITIES ACROSS THE WORLD INCLUDING IN THE MIDDLE EAST, USA (ALABAMA), SRI LANKA, VIETNAM, MALAYSIA, HONG KONG AND CHINA.



OUR LEARNING AND TEACHING

75TH

**IN THE COMPLETE
UNIVERSITY GUIDE (2021)**

55TH

**GUARDIAN UNIVERSITY
GUIDE 2021**

76TH

**IN THE TIMES AND SUNDAY
TIMES GUIDE 2021**

TOP 15

FOR TEACHING QUALITY

The Times and The Sunday Times
Good University Guide 2021

**TECHINICIAN
COMMITMENT
AWARDED 2020**

SCIENCE COUNCIL

16%

**OF COURSES WITH 100%
OVERALL SATISFACTION IN
THE NSS (2020)**

Role Profile

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This is a unique opportunity for an exceptional individual to help the Audit and Risk Committee to support the delivery of the University's strategic vision. The committees of the Board of Governors play a key role in relation to the success and ongoing strength of our University and as a co-opted member of the Committee you will provide advice, insight and challenge to the University in pursuit of its vision and values.

Governance and Conduct

As a co-opted member of the Audit and Risk Committee you would be expected to:

- Promote the highest standards of corporate governance in accordance with the University's Code of Conduct for Governors and the CUC Governance Code of Practice and General Principles.
- Ensure that financial and quality controls and systems of risk management and governance are robust and implemented.
- To act in accordance with and observe the seven Nolan Principles of Public Life, which include ensuring and demonstrating integrity and objectivity in the transaction of the University's business.
- To act in accordance with the Office for Students' definition of a "fit and proper person".
- To act fairly and impartially at all times, using independent judgement and maintaining confidentiality as appropriate.
- Safeguard the good name and reputation of the University.

Term of Office

This appointment will be for an initial one-year term from 1 August 2021 to 31 July 2022, which on completion may then be converted to a three-year term (to 31 July 2024), with agreement on both sides.

N.B. After a successful first year in post, our most recent appointment to this role has agreed to become a full member of the Board of Governors from August 2021; consequently we are now recruiting again.



THE
CONNECTED
UNIVERSITY

How to Apply

The closing date for this role is Friday 28 May 2021. In order to apply, please submit a curriculum vitae along with a covering letter, setting out your interest in the role and details of how you match the required criteria.

All candidates are requested to complete the Equal Opportunities Monitoring Form which can be found at the end of this pack. This will assist Staffordshire University in monitoring selection decisions to assess whether equality of opportunity is being achieved. Any information collated from the Equal Opportunities Monitoring forms will not be used as part of the selection process and will be treated as strictly confidential. All shortlisted candidates will be required to complete a Register of Interest form and a Fit and Proper Declaration.

Please email your application to Lauren Rooke (lauren.rooke@staffs.ac.uk), Assistant Clerk to the Board of Governors.



THE
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EQUALITY, DIVERSION AND INCLUSION POLICY

The University's Equality, Diversity & Inclusion Policy was formally approved by the Board of Governors' Employment and Finance Committee at its meeting held on 13th November 2013.

CONFIDENTIAL – STATISTICAL MONITORING FORM

This form will only be used for monitoring purposes and will be treated as confidential by the Clerk to the Board of Governors. This information may also be disclosed to Higher Education Statistics Agency and other bodies for statistical monitoring but no individual will ever be identified.

1. PERSONAL DETAILS

Given names and preferred title			
Date of birth		Gender	

2. ETHNICITY

Please check the category which you feel best describes your ethnic origin.

<input type="checkbox"/> White	<input type="checkbox"/> Gypsy or Traveller	<input type="checkbox"/> Arab
<input type="checkbox"/> Black/Black British Caribbean	<input type="checkbox"/> Black/Black British African	<input type="checkbox"/> Other Black background
<input type="checkbox"/> Asian/Asian British Indian	<input type="checkbox"/> Asian/Asian British Pakistani	<input type="checkbox"/> Asian/Asian British Bangladeshi
<input type="checkbox"/> Chinese	<input type="checkbox"/> Other Asian background	<input type="checkbox"/> Mixed – White & Black Caribbean
<input type="checkbox"/> Mixed – White & Black African	<input type="checkbox"/> Mixed – White & Asian	<input type="checkbox"/> Other mixed background
<input type="checkbox"/> Other ethnic background	<input type="checkbox"/> Not known	<input type="checkbox"/> Do not wish to declare

3. DISABILITY

Do you consider that you have a disability, as defined by the Equality Act 2010? (Please indicate yes or no)

Do you have an impairment, health condition or learning difference that has a substantial or long-term impact on your ability to carry out day-to-day activities? (Please check all that apply)

<input type="checkbox"/> Specific learning disability (such as dyslexia, dyspraxia or AD(H)D)	<input type="checkbox"/> Physical impairment or mobility issues (such as difficulty using arms or using a wheelchair or crutches)
<input type="checkbox"/> General learning disability (such as Down's Syndrome)	<input type="checkbox"/> Deaf or have a hearing impairment
<input type="checkbox"/> Social/communication impairment such as Asperger's Syndrome/other autistic spectrum disorder	<input type="checkbox"/> Mental health condition (such as depression, schizophrenia or anxiety disorder)
<input type="checkbox"/> Long-standing illness or health condition (such as cancer, HIV, diabetes, chronic heart disease or epilepsy)	<input type="checkbox"/> Blind or have a visual impairment uncorrected by glasses
<input type="checkbox"/> An impairment, health condition or learning difference that is not listed above (specify on a separate page if you wish)	<input type="checkbox"/> Do not wish to declare

4. SEXUAL ORIENTATION

Please check the category which you feel best describes your sexual orientation.

- | | |
|--|---|
| <input type="checkbox"/> Bisexual | <input type="checkbox"/> Heterosexual/straight |
| <input type="checkbox"/> Gay man | <input type="checkbox"/> Other |
| <input type="checkbox"/> Gay woman/lesbian | <input type="checkbox"/> Do not wish to declare |

5. GENDER IDENTITY

Is your gender identity the same as the gender you were originally assigned at birth?

- | | | |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Do not wish to declare |
|------------------------------|-----------------------------|---|

6. RELIGION OR BELIEF

Do you regard yourself as belonging to any particular religion or belief system? If yes, which of the following (please check):

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Christian | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Any other religion or belief |
| <input type="checkbox"/> Jewish | <input type="checkbox"/> No religion or belief |
| <input type="checkbox"/> Spiritual | <input type="checkbox"/> Do not wish to declare |

7. CARING RESPONSIBILITIES

Do you have any caring responsibilities? (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Primary carer of a child or children (under 18 years) |
| <input type="checkbox"/> Primary carer of a disabled child or children | <input type="checkbox"/> Primary carer or assistant for a disabled adult (18 years and over) |
| <input type="checkbox"/> Primary carer or assistant for an older person (65 years and over) | <input type="checkbox"/> Secondary carer (another person carries out main caring role) |
| <input type="checkbox"/> Prefer not to say | |

8. DATA PROTECTION

Information provided will be retained by the Clerk to the Board of Governors on behalf of the Board. Information concerning your gender, race, nationality, disability, age, sexual orientation, religion/belief and caring responsibilities may be processed for the purpose of statistical monitoring and disclosed to Higher Education Statistics Agency and other bodies for statistical monitoring but no individual will ever be identified.

I give my consent to this information being used as indicated above:

Signed

Date

To help us monitor and improve how we promote our vacancies, please indicate how or where you heard about this role: