MINUTES

STRATEGY AND PERFORMANCE COMMITTEE, SP-23

Date:	Wednesday 5 March 2025		Time:	1500
Location:	CA 306 Catalyst, Leek Road			

Members		
Precious Ogbein	Student Governor (President, Students' Union)	P
Professor Chris Headleand	Staff Governor (Academic staff)	P
Colin Hughes	External Member	P
Professor Martin Jones	Vice Chancellor	P
Juliet Oosthuysen (Chair)	External Member	P
Martin Pugh (Deputy Chair)	External Member	P
Josie Morris	External Member	P
In attendance		
Ian Blachford	Chief Operating Officer and Clerk to the Board of Governors	P
Sally McGill	Chief Financial Officer & Deputy Chief Executive	P
Raheel Nawaz	Pro Vice Chancellor – Education & Research	P

P = Present; A = Apologies; Ab = Absent; L = Late; IA = In Attendance

1 MEETING MANAGEMENT	
454	**Apologies for absence** – there were no apologies for absence.
455	**Declarations of interest** – there were no additional declarations of interest.
456	The **Minutes of the last meeting of the Committee**, 6 November 2024 SP/23/01 were agreed as true and accurate record.
457	**Matters arising:** • **Minute 438 – Terms of Reference** – these had been approved by the board of Governors on 26th November 2024. • **Minute 441 – KPI Scorecard** – the student demographic paper was listed elsewhere on the agenda. • **Minute 448 – Research Performance** – the Board of Governors on 26th November 2024 had approved the changes to the two KPIs regarding research performance.
458	*Overview of annual business 2024-2025* SP/23/02 was noted.
2	**FOR DISCUSSION AND/OR APPROVAL (marked below accordingly)**
459	The **Terms of Reference for the Committee 2024-2025** SP/23/03 was noted.
460	The **Strategic Context for HE landscape and Direction of Travel** SP/23/04 was introduced by the Vice Chancellor, highlighting the following points: • The Government's long-awaited English Devolution White Paper, titled 'Power and Partnership: Foundations for Growth' was published on 16th December 2024. This is a significant statement by Labour – a 'Devolution Revolution' that, at least in rhetoric, seeks to transfer power from Whitehall back into local communities, also replacing two-tier local government with unitary authorities and a preferred mayoral option.

- The implications of the 'Devo White Paper' for Staffordshire and Stoke-on-Trent are discussed. A series of complexity scenarios are unpacked. Because the education function of local authorities presides with the unitary authorities, this is an important civic relationship for our pipeline student recruitment strategy. County-wide reach connotations of our name and brand proposition, from Staffordshire University to University **of** Staffordshire, makes this geography terrain important to watch and influence where possible.
- Key March and November 2025 dates are flagged. From a civic engagement 'patch' and brand position of University of Staffordshire, county-wide stability of Staffordshire 'Strategic Authority' territorial entities is advocated as the preferred position, also recognising the status of Stoke-on-Trent—expanded via a 'North Staffordshire' or 'Greater Stoke' unitary authority. In the context of devolution and identity, the paper flags the danger of a 'regressive sense of place' developing for the operating environment of University of Staffordshire.

Members commented as follows:

- Martin Jones highlighted that the briefing paper was important because it had a direct impact on the University brand and in a sense of identity and placemaking. The Vice Chancellor was involved in these discussions noting that this was a delicate position. A final submission would be made to MCHLG in November 2025.

The report was noted.

461	**Student Recruitment End of Cycle Performance Report** SP/23/05 was introduced by the Chief Operating Officer, who outlined the undergraduate and postgraduate recruitment performance for home and international students as of October 2024. Enrolment figures have been updated to include the latest position as of 25 October 2024. The paper reflected undergraduate home main cycle and then clearing, the same for international, and then the postgraduate performance by home and international reach. Members commented as follows: - It was noted that the University was operating in a challenging market, however, the reduction in applications was clearly as issue that needed addressing. It was explained that the pattern of a decline in applications was a feature of the current cycle and the following report, and that this indicated a number of actions that were underway to try and stabilise the position. It was further discussed that clearing had been difficult by both application volume levels and conversion metrics and as such a reliance on clearing to make good the earlier part of the cycle could not be relied upon.
462	The **Undergraduate Student Recruitment Performance in Cycle** SP/23/06, was introduced by the Chief Operating Officer who noted that the paper outlines the performance of the current undergraduate recruitment cycle, for Autumn 2025 entry, now that it has passed the January deadline date. ██

- It was noted that the report showed that conversion had remained strong throughout this cycle, although Ian Blachford explained that there was more improvements that could be made as part of the 'marginal gains' piece of work that had been shared at the strategy day, focusing on differential conversion performance at subject level.
- A discussion ensued on the interconnectivity of the student recruitment papers and the academic portfolio papers, that were elsewhere on the agenda.

There were no further comments and the report was noted.

| 463 | The **Academic Portfolio – Size and Shape** SP/23/07 was introduced by the Pro Vice Chancellor Education and Research, who outlined the following main points: |

- The last academic portfolio review took place in 2022, against the predictions of a higher education marketplace that was in perpetual growth. This is not the reality, and a comprehensive portfolio review is needed to inform the University's future portfolio development strategy.
- We have conducted comprehensive performance analysis at the subject level, examining the external market, competitor performance, and our own internal performance trend data.
- This paper focuses on home undergraduate and home postgraduate. This accounts for more than two-thirds of our overall new intake by headcount and represents 41% of our total income last year. The areas of partnership strategy, apprenticeship strategy and international recruitment strategy (undergraduate and postgraduate) are being developed separately.
- Please note that this paper's sole focus is to assess the current portfolio, to share understanding, and act as a launchpad for the separate paper on future developments.

Home Undergraduate

Members commented as follows:

- Martin Pugh highlighted that he was pleased with the analysis of the portfolio and that this would assist the University's understanding of its strength and weaknesses to inform future developments. It was noted that the analysis was based on student numbers, not level of contribution, but it was noted that the University was not at this position. It was stated that there were some subjects that were in jeopardy and would need to be further reviews. However, he stated that a simple view of portfolio now and the portfolio of the future on one page would be helpful, so that it could be easily understood on a macro level.
- Martin Jones explained the contribution and cost model was aligned to school level and was not sophisticated enough to be reflected at course level. However, further developments were planned with the cost model to inform decision making. This was noted, and that the current priority was to drive volume.

	• Chris Headleand stated that the analysis had been helpful, but had reflected regional competitors rather than national competitors which did apply to some courses. It was noted that the competitor set had been approached in a consistent manner in order to inform the analysis, but noting that Games and to some extent computing had a national footprint. The report was noted.
464	The **Academic Portfolio – Future Direction** SP/23/08 was introduced by the Pro Vice Chancellor Education and Research, who outlined he following main points: • The previous paper outlined the strengths and fragilities of the home undergraduate and home postgraduate academic portfolio. This paper presents the future portfolio development approach, with detailed focus on portfolio product development to defend and grow our market share under unprecedented market conditions of intensifying competition. Product positioning will be addressed in marketing and recruitment strategies, and the forthcoming international recruitment strategy will focus on the international undergraduate/postgraduate markets. • Building on the analysis from the previous paper, we articulate the portfolio development approach for each of the 19 key undergraduate and 12 postgraduate subjects, along with short- and medium-term product interventions, i.e., the focus is on the finalised course developments for the 2025/26 intake and the 2026/27 intake, and articulation of course developments already identified for the 2027/28 intake (noting that further identification of course developments for the 2027/28 intake is ongoing work). • We have established product development principles to bridge identified portfolio gaps by launching new courses and pivoting/refreshing existing courses where required, and to balance course closures with introduction of new courses to mitigate against income loss over the next 3 intake cycles. This will result in 15 new undergraduate course developments alongside 4 course exits, and 17 new postgraduate course developments against 6 course exits (detailed in Tables 2 and 3). Members commented as follows: • The analysis provided in the report was welcomed. It was highlighted by Juliet Oousthuysen that the University then needed to consider to whom the courses were be targeted and then how this would be reflected in subsequent marketing campaigns and conversion strategies. • Chris Headleand asked if a summary of the paper would be available to the Heads of Department, of which it was confirmed that this would occur post the meeting. Chris Headleand asked about the course approval process. It was highlighted that this process would be reviewed as well as a resource match would take place with UEB on 17th March 2025. • Josie Morris asked about whether the recent attraction of film and media to the region may result in a boost in student numbers. This would be kept under review. Josie Morris welcomed the paper as this provided the opportunity to focus on the areas of development. The report was noted.

465	The **OfS Indicators for Assessing Compliance (B3 Conditions)** SP/23/09 was introduced by the Pro Vice Chancellor Education and Research, who outlined the following main points:
	
	• The Office for Students (OfS) B3 regulations state that providers must deliver positive outcomes for students on its higher education courses. The OfS regulate these conditions by using four-year aggregate data for Continuation, Completion and Progression (split by multiple factors) compared to a minimum numerical threshold, which are published annually in the summer.
	• The OfS use these outcome metrics to inform their risk-based approach to monitoring by considering the number of indicators breached, the size of populations in those breaches, the distance from the benchmark, and their priority list for split indicators (which currently include first degree with integrated foundation year, partnership arrangements, and the subject of Business and Management).
	• According to the current OfS data (last updated in July 2024), the University is below or close to threshold in:
	     o 3 out of 48 high-level indicators with small populations in all 3 of these indicators
	     o 91 out of 1,000 split indicators with small populations in 85 of these indicators
	• Based on our current performance against the B3 thresholds, we are not likely to be considered high risk by OfS.
	• Since the OfS B3 calculations involve lagged data, once the dashboard is updated, there is no opportunity left to influence reported position. Therefore, we have recently started to use predictive modelling to identify at-risk areas and implement mitigations to reduce the likelihood of key indicators breaching thresholds.
	
	Members commented as follows:
	
	• Colin Hughes welcomed the report and the promise that this would move to a predictive model. Colin Hughes commented upon how we would be managing CECOS, and indeed other private providers. Raheel Nawaz commented that he was now meeting with their senior management regularly. Their aim was to register independently and be registered with the OfS. In that sense, we had the ability to work with them on the quality of their provision, as this would be a prerequisite for the OfS registration.

	• Martin Pugh asked about relationship leadership and management with CECOS. The Head of Collaborative Academic Partnerships and team was explained, the role of quality assurance and the schools, through the academic link tutors. The report was noted.
466	The **KPI Scorecard** SP/23/10 was introduced the Chief Operating Officer and was noted.
467	The **Student Employability Report** SP/23/11 was introduced by the Pro Vice Chancellor Education and Research outlined the following main points: • This is a regular report highlighting key employability activities and their positive impact on student experience and KPIs. New initiatives include micro placements funded by the Access and Participation Plan, an employability elective module with guaranteed placements for Business students and a rebranded EDGE Skills Award endorsed by employers. • Key Performance Indicators (KPIs) demonstrated that 75% of graduates in graduate-level roles (currently at 74% in the Times and 78% in the Guardian) and 20% graduate retention in Staffordshire (currently at 22%). Members commented as follows: • Juliet Oousthuysen asked about the marketing of these central messages. Ian Blachford explained that this area was now being addressed. The brand piece had been helpful but the underlying campaign approach was missing, and the content strategy sitting beneath this lacked clarity, purpose and a distinctive, enduring message. This was now the central focus. • Colin Hughes asked if the University may wish to revisit the KPI and see if this is challenging enough and if we determined not to revisit, then the University should be judged on performance by the lower result. There were no further comments and the report was noted.
468	The **Graduate Outcomes Survey Annual Report** SP/23/12 was introduced by the Pro Vice Chancellor Education and Research, who highlighted that the report outlines the key metrics and analyses the progress towards the University's employability KPIs for the year 2024 (Class of 2022), noting the following: • The Graduate Outcomes scores have shown significant improvement, exceeding interim targets and bringing us closer to the strategic targets set for 2027. • The recent increase in graduate outcomes scores have positively influenced the University's position in the UK Graduate Outcomes ranking moving 10 places up in the Guardian (75th out of 122) and 18 places in The Times (79th out of 130 institutions). • The Graduate Outcomes scores have also positively influenced the University's overall position in league tables as it climbed five places in the Guardian and Daily Mail rankings, and secured 1st place in the UK and 5th place in Europe in the GAMEducation ranking, which recognises universities with the highest employability rates. A 24-place jump in the UK University Social Mobility Index ranking has brought us on top 20 position. Members commented as follows: • Colin Hughes asked if the University may wish to revisit the KPI and see if this is challenging enough and if we determined not to revisit, then the University should be judged on performance by the lower result. There were no further comments and the report was noted.
469	The **Staffing Demographic Profile Report** SP/23/13 was introduced by the Chief Operating Officer noting that the University is making good progress towards the increasing presence of ethnic minority staff within the workforce, to bring this in line with the regional data and outlined the following: • University of Staffordshire's staff profile data shows that in February 2025 we employed 1,262 staff (excluding part-time lecturers). Of the 1,262 staff employed, 85% declared they were from a White background, 12.4% declared they were from an Ethnic Minority background. Our current target is to ensure 17% of staff employed across the organisation are from an ethnic minority background. • Modelling our current recruitment, selection, and staff turnover rates, we are likely to reach our internal target of 17% ethnic minority staff by 2026-2027. • The overall ethnic minority figures are pleasing; however, we are aware these mask issues of under representation on a school and service basis. To address this, along with the impact the Target Operating Model may have on the ethnic minority profile per school and service area (positive, neutral or negative), we are proactively monitoring the staff ethnic data as a part of our equality commitments. The ethnicity data is monitored at the University of Staffordshire Inclusion Group meetings and with the Deans and Directors at their Senior Leadership Team meetings. Should any disparities be identified, these will be addressed via the on-going delivery of the inclusive recruitment and selection, and the consciously inclusive thinking and behaviours programme.

	Members commented as follows:
	• Martin Pugh welcomed the report and stated that the TOM implementation would allow a fresh opportunity for those functions under benchmark to further consider their diversity moving forwards. This was agreed.
	The report was noted.
470	The **Student Demographic Report** SP/23/14 was introduced by the Chief Operating Officer noting the following:
	• The University has a KPI for student demography - student demographic profile that mirrors the post 92 Sector norms, which was to have a particular focus upon ethnicity, at full time undergraduate level, as this was an area of further development, which had previously been identified.
	• The baseline position in 2021-2022 when the KPI was established was that we comprised a BAME student profile 18.2% of students. The following trajectory was established as part of the KPI setting: 2022-2023: 19.5%, 2023-2024: 22%, 2024-2025: 23.5%, 2025-2026: 25% and 2026-2027: 27%
	• Following the in-year milestones being set, more up to date external data was procured which allowed us to focus upon the post 92 part of the sector and at a subject group level. This would allow a more informed KPI, annual milestones and a focus on subject groupings to inform more specific interventions.
	• As a consequence, the KPI annual milestones have been upwardly amended to reflect this new data set, as follows: 2022-2023: 19.5%, 2023-2024: 22%, 2024-2025: 28.9%, 2025-2026: 29.5% and 2026-2027: 30.8%
	• For the current year we are required to meet or exceed the annual milestone of 28.9%. The University's performance is currently at 31%.
	• From this analysis it can be seen that eight subject groupings have failed to achieve the percentage in year benchmark for their subject area. Whilst psychology is narrowly behind this figure, the remaining seven areas need to undertake remedial actions to ensure that access to these subject areas is as diverse and inclusive as it can be, in order to both hit this KPI, but more importantly to aid our recruitment efforts.
	Members commented as follows:
	• The report was welcomed as this was the first report on the student demographic solely focused on ethnicity and now tailored with a revised upward benchmark. It was noted that whilst the overall results were pleasing, there needed to be further work undertaken at a subject level to encourage access to under represented courses and subject areas. This would need to be addressed in a number of ways, and through in particular, the Access and Participation Plan (APP).
	The report was noted.
471	The **League Table Performance Report** SP/23/15 was introduced by the Vice Chancellor, who outlined the following main points:
	• There have been no further UK league tables produced since the Committee's last report in November 2024. This report provides a detailed analysis of our performance in two international rankings: THE World University Rankings 2025 and the QS World University Rankings: Sustainability 2025. It also provides a briefing on our performance in The English Social Mobility Index 2024 and a briefing on the results of the inaugural THE Online Learning Rankings 2024.
	• The University has seen a fall in its overall ranking in the THE World University Rankings 2025 published on 9th October 2024. We have fallen from the band rank of 1001-1200 out of 1904 institutions) last year to the band rank of 1201-1500 (out of 2092 institutions) this year. The Academic Reputation Survey continues to account for 33% of the overall ranking results (15% teaching, 18% research) and therefore to see any significant change in our position, we must start being recognised within that survey. Actions being taken to improve our performance in the THE and QS Academic Reputation surveys are outlined in the report's recommendations below.
	• The University of Staffordshire was ranked for the first time in the 2025 QS World University Rankings: Sustainability published on 10th December 2024. The University was ranked 911-920 out of 1743 in the world, and 75th out of 98 in the UK. This year there were 351 new entrants into the rankings. The challenges to improving our performance in this ranking together with actions being undertaken to improve our performance in future rankings, are outlined in the report.
	• The University ranked 16th out of 101 institutions (Specialist institutions have been excluded) in the English Social Mobility Index 2024. The University has risen 24 places from 40th last year. The University's improved access and Graduate Outcome Survey metrics, together with the introduction of Graduate Outcomes median salary weightings by region, appear to be the main drivers of our improved performance in the rankings.
	• Only three UK universities featured in the first publication of THE Online Learning Rankings 2024. The University did not participate in the data collection for these rankings.
	• The University has a number of actions underway to improve our performance in the THE World University Rankings, QS World University Rankings, QS World University Sustainability rankings and THE Impact rankings.
	• The university will struggle to meet its overall KPI of achieving top 50% in the three major UK league tables.
	The report was noted.

472	The **Apprenticeships Performance Report** SP/23/16 was introduced by the Pro Vice Chancellor Education and Research outlined the following main points: • The Apprenticeships Recruitment Strategy aims to recruit 7,000 apprentices by 2026/27 while diversifying from an overreliance on policing apprenticeships. Priority growth areas include health, engineering, and digital sectors. • Portfolio expansion efforts have been bolstered by the OfS-funded (circa £1 million) development project, leading to new and refreshed standards. • The sector faces significant changes, especially the review of Level 7 funding. To mitigate this, we are proactively advancing innovative, employer-funded alternatives and targeting early starts for cohorts likely to be affected by policy shifts. • Recruitment: 532 starts recorded to date for 2024/25 and 150 in the pipeline, projected year-end starts stand at 682. Compared with the 555 new starts in 2023/24, we are projecting a 23% growth. • Financial Performance: 2024/25 income is forecasted at £15.6m, an estimated £0.8m shortfall against the budgeted target of £16.4m. While the withdrawal of West Midlands Police from the PCDA programme will impact future income, growth from new and existing standards, including a £3.8m contract extension for the MoD Chartered Manager Degree Apprenticeship, will provide a foundation for recovery and growth. • Apprenticeship Accountability Framework (AAF): The University's apprenticeship provision continues to exceed/meet the Apprenticeship Accountability Framework (AAF) thresholds, with an Ofsted 'Good' rating and a Qualification Achievement Rate (QAR) of 77.8% against the AAF requires-improvement threshold of 60%. • ESFA Audit: As part of their routine work, ESFA are conducting an assurance review (ie, a financial audit) of the University's entire apprenticeships provision since 2015. The audit commenced on 3 Feb and is likely to conclude by mid-March. • While we will continue to develop our provision in line with the current strategy, our focus will be on driving recruitment especially in the national levy market. Members commented as follows: • Colin Hughes asked about the scope of the ESFA audit. Martin Jones clarified that this was for the full scope of apprenticeship provision since 2018. It was noted that the final figure was not known at this stage. The report was noted.
473	The **Research Performance Report** SP/23/17 was introduced by the Pro Vice Chancellor Education and Research, who outlined the following main points: • This paper provides an update on progress towards the university's revised research KPIs, as approved by Board of Governors in November 2024. • Research performance is on track in the current financial year and key interventions are underway to support their delivery and ensure we are well-prepared for the 2029 Research Excellence Framework (REF) assessment. The report was noted.
474	The **Staffordshire University Academies Trust Annual Report** SP/23/18 was introduced by the Vice Chancellor who outlined the following main points: • The Ofsted outcomes from inspections over the last twelve months are strong and a high quality connected CPD programme for all SUAT academies is in place and demonstrating impact. • In the school year 2023-2024, 10 SUAT Ofsted Inspections were completed, with the vast majority of these having a 'GOOD' outcome. Where a school has received a 'Requires Improvement' outcome, this has reflected an improved position from where the school was prior to joining SUAT in grade or feedback given. All 21 schools within the Trust continue to make progress and have received considerable finance, estate, and school improvement support where necessary alongside a robust program of continued professional development. • Since September 2024, there have been a further 5 inspections with all schools receiving 'Good' or above outcomes and one school has received 'Outstanding' in all areas with no recommendations for improvement. This is the first SUAT school to receive the highest grade possible. A well-deserved outcome and proud milestone for SUAT and University of Staffordshire as sponsor. The report was welcomed and noted.
475	**Module Evaluation Report – Semester One** SP/23/19 was introduced by the Pro Vice Chancellor Education and Research outlining the following main points: • Our current student satisfaction processes for on-campus provision consist of two main components: Mid-Module Feedback (MMF) during semester 1 only and End-Module Feedback (EMF) at the end of each semester. • UG EMF is our current lead indicator for the National Student Survey (NSS), in particular EMF at Level 6, and PGT EMF is the lead indicator for the Postgraduate Taught Experience Survey (PTES). • Partnership provision have their own mechanisms to measure student satisfaction which are integrated into our Annual Partner Review process.

	- NSS 2025 runs from 6 February 2025 until end of April 2025.
	- MMF was run for the first time in October 2024 to provide an early indication of student satisfaction enabling in-year action to address issues arising. This inaugural UG MMF achieved an overall positivity rate of 88.3%; insights were used to inform our Autumn risk-based course monitoring and action planning.
	- EMF results indicate improved positivity in all NSS thematic areas and across all years of UG study: overall positivity rate was 90.4% (+5.5pp compared to 2023/24) on a response rate of 24.0%. Looking to Level 6 specifically as an NSS lead indicator, overall positivity was 89.9% (+5.1pp compared to 2023/24). PGT EMF also saw an increase in overall positivity to 86.4% (+1.8pp compared to 2023/24).
	- However, caution should be exercised in overinterpreting EMF data due to changes in survey design (limiting year-on-year comparability) and low response rates or limited data from large student groups in 'at risk' areas – particularly Policing, where historic data indicates continued low student positivity notwithstanding small improvements, plus the teach-out of the sizeable West Midlands Police cohort limits our influence on outcomes – which means the views of students not currently captured via EMF are likely to act as a 'drag factor' on NSS.
	- It should also be noted that partner institutions are currently out of scope of EMF, including CECOS whose students will complete NSS for the first time in 2025 (so we lack historic data on likely performance).
	- We targeted specific areas of underperformance identified using the EMF to ensure actions were taken and 'closing of the feedback loop' was completed prior to the opening of NSS 2025.
	- Ahead of NSS 2026 we will have a redesigned student feedback framework which will align mechanisms across all departments and partners – the latter being of increasing importance as our partner student population grows and hence has more influence on our overall NSS outcomes – to reduce data gaps as well as focus on urgency and locality of feedback loop closure.
	Members commented as follows:
	- Juliet Oosthuysen asked about the response rates to the module feedback. Raheel Nawaz explained that the response rates would be doubled for the mid module and end module feedback. This was welcomed by the committee.
	The report was noted.
476	The **Access and Participation Plan Performance Report** SP/23/20 was introduced by the Pro Vice Chancellor Education and Research outlining the following main points: - Access and Participation Plans (APP) are four-year plans which set out how higher education providers plan to address key risks to equality of opportunity. Our current APP is for 2024/25-2027/28. In this report we provide an update on our performance in relation to APP data released in July 2024 (i.e., providing an updated baseline for the delivery of our 2024-28 APP). We summarise mid-year progress on implementing our 2024-28 APP. We also strategically reflect on our plan, articulating our approach to negotiating a plan variation with the Office for Students (OfS). - A full list of RAG-rated interventions and targets are presented in the report. While our interventions are broadly on track (with mitigations planned where required), the latest baseline data from OfS indicates that in some areas we now have a greater distance to travel to reach our targets. - We have started to identify areas within our current APP targets, intervention strands, and evaluation commitments that we want to negotiate with OfS as part of a variation process. The forthcoming KPMG internal audit on APP will also inform our approach to variation negotiations. - It is important to note that OfS expect APP targets to be aspirational and challenging, and they are unlikely to approve any variation requests which are seen to reduce our ambition for our students. Therefore, any case for variation will have to be statistically robust as well as qualitatively convincing. - However, as APP targets are intended to be challenging, OfS take a different approach to monitoring APP than that deployed for B3 metrics (which are minimum thresholds rather than 'stretch' targets). For APP their current focus is on ensuring that institutions conduct and publish their evaluations in a timely manner to support the development of a robust sector evidence base for 'what works' in access and participation. Therefore, timely completion and publication of our evaluations will remain a high priority, and the planned variation request will enable us better to evaluate progress against targets internally by reducing overreliance on lagged OfS data. The report was noted.
3	**FOR INFORMATION**
477	**Update on HE Sector Consultations** SP/23/21 was introduced by Ian Blachford, Chief Operating Officer, for noting.
4	**ADDITIONAL MATTERS**
478	**Any additional matters** There were no additional matters.

479	**Items to be referred to Board of Governors**
	
	APPROVAL:
	   a) Minute 461 - **Student Recruitment – End of Cycle Report** SP/23/05
	   b) Minute 462 - **Undergraduate Student Recruitment Performance in Cycle** SP/23/06
	   c) Minute 463 - **Academic Portfolio – Size and Shape** SP/23/07

	d) Minute 464 - **Academic Portfolio – Future Direction** SP/23/08 **FOR INFORMATION:** a) Minute 466 - **KPI Scorecard** SP/23/10
480	**Next meeting:** Weds 4 June 2025, CA 306 Catalyst, Leek Road