FRAMEWORK FOR KPIs

1. Introduction

The document outlines a framework for Key Performance Indicators (KPIs) that will be reported to the Board of Trustees on an annual basis. The KPIs will be supported by Performance Indicators (PIs) that will be used for internal reporting and review by the relevant School Committees.

2. Performance Framework

2.1 Performance Indicators

It is proposed that Performance Indicators are developed by the relevant School Committees to track progress against the Strategy at a detailed level. Where possible, the indicators should be developed using the following principles:

- Aligned to the School's Strategy
- Data is available
- Ability to set target and track progress over time
- Mix of leading (forward-looking) and lagging (backward-looking) indicators
- Ability to cascade indicators down to Faculty and Department level, where relevant

In addition to reporting at the School level, student-related indicators should also be disaggregated where relevant to reflect widening participation factors, as required by the TEF.

It should be noted that there may be desired indicators for which data does not currently exist. In such cases the indicator should be noted as an "aspirational indicator" and actions identified to source the required data in the future.

2.2 Key Performance Indicators

While a number of detailed PIs will be reported at the Committee level, only a subset of these measures is reported to the Board of Trustees as Key Performance Indicators. This will enable the Board to focus its attention on those indicators seen as critical to the School's success.

A PI should have one or more of the following characteristics to elevate it to KPI status:

- Clear alignment to strategy
- Key element of external reporting (for example the TEF)
- External benchmark is available, and measure is easily understood
- Linked to School risks and/or other areas of interest or concern for the Board of Trustees
- External requirement for indicator to be reported at Board level (for example environmental indicators)

The KPIs should be reviewed annually and adjustments made as required – for example elevating some PIs to KPI status and downgrading other KPIs to PIs, as circumstances dictate.

2.3 Role of Committees

It is proposed that the relevant School Committees play an active role in the School's performance framework. The responsibilities of the Committees for PIs and KPIs include:

- Identifying a set of PIs to be used for internal reporting and reviewed
- Recommending any PIs to be elevated to KPIs for Board-level reporting
- Setting targets and monitoring performance of both PIs and KPIs
- Identifying and taking action, as required, to address variations in performance against targets
- Reporting KPI performance against target to Board of Trustees
- Reviewing PIs and KPIs on an annual basis and refining as required.

It is envisaged that the reporting of KPIs to the Board of Trustees by Committees will include accompanying contextual information, informed by the more detailed PIs.

3. Schedule of proposed KPIs

A schedule of 15 KPIs is provided in Annex A. It includes each KPI, a justification for including the indicator as a KPI at this time, and an identification of the lead Executive Board member and Committee for owning the KPI.

4. Next Steps

The following next steps will take place following the approval of the KPI framework:

- Develop and agree targets for the KPIs through the relevant Committees in the autumn to recommend to the Board of Trustees in November
- Identify supporting Performance Indicators through the Committees
- Develop a plan for implementing the measures in terms of data gathering and reporting.

Annexe A: Schedule of KPIs

KPIs	Reason for including as KPI	Lead EB Member; *Committee ownership of KPI and associated PIs*
1. Research income reported for the School to HESA	• Supports strategic aim of producing high quality research that shapes global scholarship and learning • Benchmark data available from HESA • Measures School's ability to attract income (but does not look at outcomes)	Pro-Director (Research and Enterprise) *Research and Enterprise Committee reporting to Academic Board*
2. Peer-reviewed publications: (a) Total number of peer-reviewed outputs; (b) Number of peer-reviewed publications that are judged "world-leading"	• Supports strategic aim of producing high quality research that shapes global scholarship and learning • Helps track progress towards the next REF • Tracks level of scholarly output which has been below the requirement in recent years, so preventing us being represented in Times Higher league tables	Pro-Director (Research and Enterprise) *Research and Enterprise Committee reporting to Academic Board*
3. Narrative on case studies and their impact	• Supports strategic aim of making an impact in the local and global communities with which we engage	Pro-Director (Research and Enterprise) *Research and Enterprise Committee reporting to Academic Board*
4. Percentage of target enrolment achieved in each of UG, PGT and PGR, Home, EU and International	• Helps demonstrate School's ability to attract students • Student enrolment makes a critical contribution to financial sustainability	Pro-Director (Teaching and Learning) *Executive Board*
5. a) Percentage of Young students from lower participation neighbourhoods (LPN) b) Percentage of Mature students from lower participation neighbourhoods (LPN)	• Supports Widening Participation agenda • Forms part of School's OFFA Access Agreement • Benchmark data available from HESA • Helps focus attention on LPN, where School's performance is currently lowest out of all of its WP indicators	Pro-Director (Teaching and Learning) *Executive Board*

KPIs	Reason for including as KPI	Lead EB Member; *Committee ownership of KPI and associated PIs*
6. NSS Assessment and Feedback	• Supports underpinning element of a unique and fulfilling student experience • Part of TEF in Year 2 • Area of poor performance for SOAS in the NSS, therefore requires particular focus • External benchmarks available • Easily understood	Pro-Director (Teaching and Learning) *Academic Development Committee reporting to Academic Board*
7. Undergraduate Non-Continuation Rates	• Supports underpinning element of a unique and fulfilling student experience • Part of TEF in Year 2 • Area of concern for SOAS • HESA benchmark data available • Easily understood	Pro-Director (Teaching and Learning) *Student Experience Committee reporting via Academic Development Committee to Academic Board*
8. Number and percentage of graduates in graduate-level jobs after 6 months - DLHE	• Supports strategic aim of developing well-rounded individuals who can make a difference in their communities and in the world • Part of TEF in Year 2 • External benchmarks available • Easily understood	Pro-Director (Teaching and Learning) *Academic Development Committee reporting to Academic Board*
9. Surplus as percentage of Total Income* * Pre FRS102 adjustment	• Aligns to targets outlined in Financial Sustainability Plans • HESA benchmark data available • Easily understood	Director of Finance and Planning *Resources and Planning Committee*
10. Adjusted operating cash flow	• Leading indicator for financial sustainability • Easily understood • Not affected by change in accounting policies (i.e. no change as a result of FRS 102)	Director of Finance and Planning *Resources and Planning Committee*
11. Staff costs as percentage of Total Income	• Area of concern for SOAS given comparative sector position • HESA benchmark data available • Easily understood	Director of Finance and Planning *Resources and Planning Committee*

KPIs	Reason for including as KPI	Lead EB Member; *Committee ownership of KPI and associated PIs*
12. Percentage Turnover of Permanent Staff	• Clear measure (range should be 2.5-5.0% per annum) • External benchmark data available • Easily understood • Can be analysed in relation to high performing groups (e.g. staff submitted to REF)	Director of Human Resources *Human Resources Committee reporting to Resources and Planning Committee*
13. a) Percentage of women in senior academic roles (Senior Lecturers, Readers, Professors) b) Percentage of BME staff in senior academic roles	• Supports School's commitment to Equality and Diversity • Contributes to School's work on obtaining external accreditation (Athena Swan and Race Equality Charter) • Helps track progress at SL and Reader level as future pipeline for Professorial roles • External benchmarks available	Dean of Faculty of Law and Social Sciences *Equality and Diversity Committee*
14. Bed spaces per student FTE	• Clear link to Strategy • Student accommodation is a key concern of BoT as it is critical to attracting students to SOAS	Registrar *Estates and Infrastructure Committee reporting to Resources and Planning Committee*
15. Percentage absolute reduction in carbon emissions (kg CO_2) against 2005/06 baseline	• Shows progress against SOAS above sector carbon reduction target of 48% by 2020 • Fulfils requirement to report environmental KPI at Board level	Registrar *Estates and Infrastructure Committee reporting to Resources and Planning Committee*