



SUMS
Consulting

Annual Review: Learning through Lockdown

2020/21



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SUMS is a not-for-profit specialist higher education consultancy. We work for universities and are owned by universities.

SUMS Consulting is part of the SUMS Group, whose collective reach extends beyond 50% of the UK Higher Education sector. A membership organisation dedicated to sharing best practice to benefit the sector, our Consulting members include a wide range of teaching focused institutions as well as some of the most renowned research-intensive universities in the world.

SUMS understands universities and works across all areas of professional support, strategy and change. Our in-depth knowledge of universities sets us apart from other consultancies. We know how to engage positively with academic areas and bring together their needs with those of professional services.

We understand how all areas of a university must work together and be strategically aligned if the institution is to deliver on its strategic goals and enhance the student experience and research.

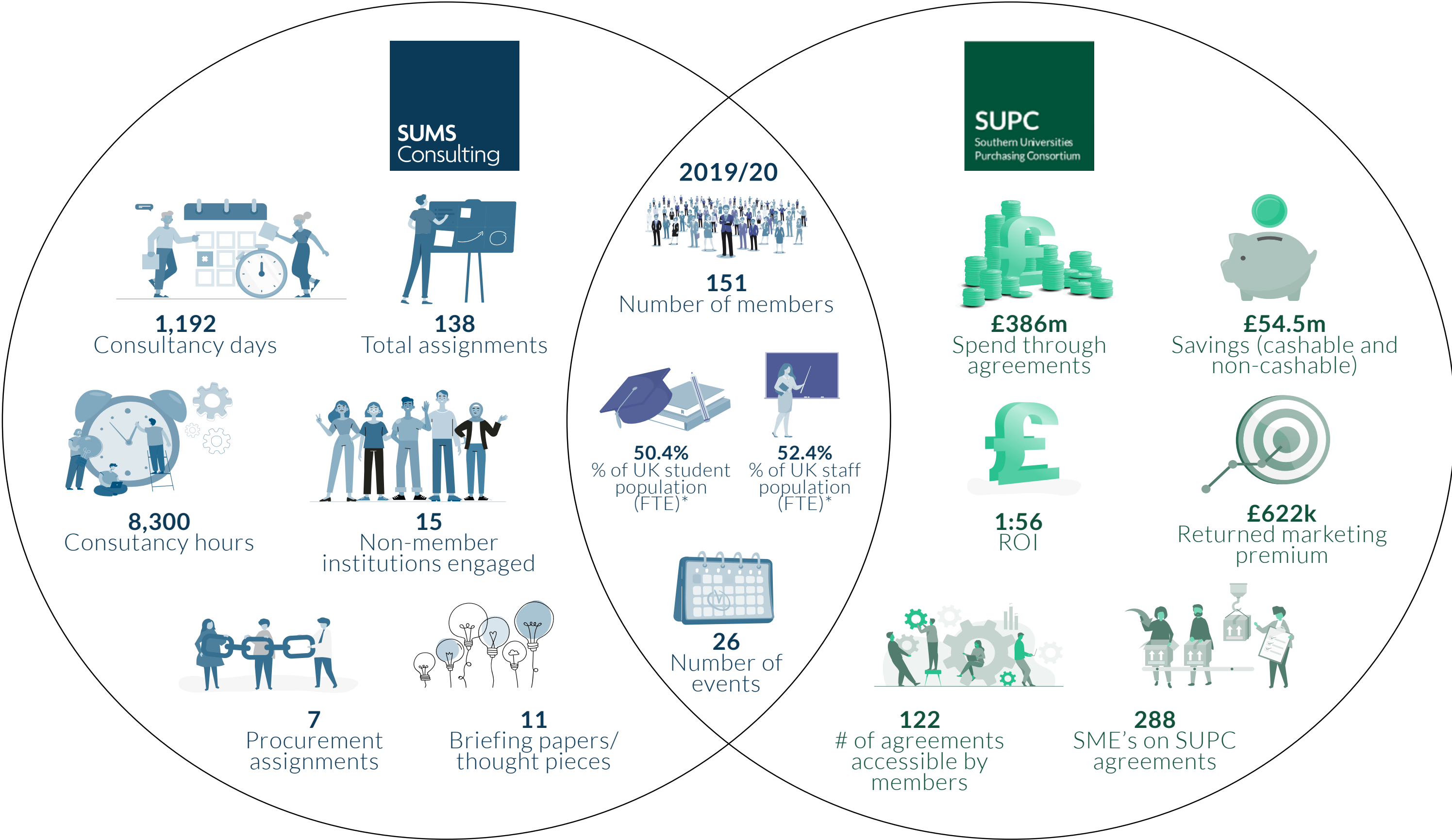
We've been helping our university members and clients to solve complex problems for the past 50 years.

Our Areas of Expertise

- > Efficiencies, transformation & change, including procurement services
- > Digital transformation
- > Marketing and student recruitment
- > Teaching and learning
- > Student services and the student journey
- > Mental health service provision
- > Research and enterprise
- > Space management and timetabling
- > Coaching and professional development
- > Finance, HR and professional service functions







*HESA data 2018/19



Our unique membership model offers great value-for-money. SUMS members benefit from:

- > Member-specific consultancy assignments, tailored to individual institutions' needs
- > Participation in collaborative assignments that tackle topical issues and provide insight for the sector on trends and activities
- > Support from our expert staff, who have extensive experience and knowledge of the HE sector
- > Access to our accumulated experience and knowledge of higher education institutions and developments over 30 years
- > Access to our member base of universities across the UK, representing the breadth of UK mission groups, for networking and knowledge sharing
- > Free member events including an annual conference, seminars and workshops to learn about the latest insights from SUMS' membership and beyond
- > Community of Practice Groups to discuss discipline-specific issues in a collaborative and supportive environment with like-minded colleagues
- > Professional development support to help senior leaders operate at peak performance within new or evolving roles
- > Knowledge exchange through a series of free publications including briefing papers, best practice guides and case studies
- > Flexible membership options and preferential consultancy rates for any work completed once an institution has used its full complement of membership days.



Bernarde Hyde

GROUP CEO

Bernarde has over 20 years' experience working in partnership with universities to help them make meaningful and impactful changes. Her HE sector knowledge overlays expert consulting skills and commercial awareness gained from working in the retail sector with Debenhams plc and in manufacturing.



Joel Arber

GROUP MANAGING DIRECTOR

Joel brings expertise in business engagement and client services, along with an extensive background in marketing and communications, to help members raise their local, national and international profiles. Joel has more than a decade of higher education senior management experience to the role with a portfolio including brand, PR, communications, B2B marketing and student recruitment through Director of Marketing and Communications and Pro Vice-Chancellor roles.



David Becker

MANAGING CONSULTANT

David specialises in university transformation, combining his expertise in cost efficiency, business design and process improvement with culture change and staff development to encourage modern, effective and value for money professional services. Previously Director of Operations at one of the UK's largest universities, he led a directorate of 200 staff across the areas of campus administration, strategic projects and change.



Claire Taylor MBE

MANAGING CONSULTANT

With expertise in stakeholder engagement, participative process review, quantitative and qualitative benchmarking and activity analysis, Claire translates multifaceted problems into achievable work plans. She has worked in the HE sector for 12 years and has experience across the breadth of professional and administrative activity within UK universities.



Helen Baird

PRINCIPAL CONSULTANT

Helen specialises in strategy and operating model development and review at sector, organisation, functional and departmental levels. Her expertise spans applied research and evaluation of national policy and of institutional programmes and projects. She has a strong background in strategy design and evaluation of areas such as student safeguarding and mental health and wellbeing, and has led studies in these areas for several universities, along with the Office for Students and Universities UK.



Fola Ikpehai

PRINCIPAL CONSULTANT

Fola specialises in process improvement, organisational and business change, training development and delivery, programme and project management, and leadership. She combines her expertise as a coach and mentor with strong analytical skills and a practical understanding of the challenges of implementing benefits-led change in complex organisations. She brings expertise from a varied career in academics and research, local government, management consultancy and transformational change.



Jeannette Strachan

PRINCIPAL CONSULTANT

Jeannette is an expert in strategic-led change and enhancing the performance of complex university service areas. She specialises in academic registry, student services, university governance and agile resilience planning. Jeannette's expertise in strategic-led change has enhanced the performance of complex university services.

We also work with a network of over 50 carefully selected associate consultants, so that we can draw on specialist expertise that is relevant for each specific assignment. You can trust that we choose only to work with associates who understand the HE sector and the challenges and opportunities you face.



Efficiency and Effectiveness

Against a backdrop of changing student and stakeholder needs, many universities are looking hard at the question of what the right size and shape of infrastructure for them is. There are many different operating models, but at SUMS we encourage universities to consider their people, processes, systems and strategy holistically. This rounded approach recognises the complexity of institutions.

Where many universities had started to refine or refocus their strategies pre-Covid-19, they are often now looking to test those strategies and benchmark how they can be implemented. They want to find exciting, innovative solutions to ensure their sustainability for the future. Our 3-step model of diagnosis, developing design principles and recommended options enables them to bring together:

- > the best of what they are already doing
- > and best practice examples from the UK, internationally and outside the HE sector.

We work with universities at a range of points on their own data-driven decisions journeys – some need our help to improve the quality of their own internal data, others look to us for help

in identifying exciting solutions, based on what their data is already telling them. The evidence and data help institutions to take decisions about where and why they invest. They look at how to make the most efficient use of their resources for their desired outcomes.

SUMS also works with credible partners where their services add value to our members.

Effective Transformation and Change

Transformation and change are hard. But they are necessary for universities to achieve continued success in a future environment that looks very different. SUMS consultants work with institutions to support the development of robust and evidence-based cases for the change they need, identify clear benefits to realise through change. At a time of opportunity and threat, institutions

need operating models that are modern, effective and sustainable, supported by the best people, processes and systems.

Assignments include:

Professional services operating model – City, University of London

SUMS consultants worked alongside the internal change support team to identify

options for the Professional Services operating model needed to support delivery of City's strategic objectives. After looking at the current situation and developing design principles, our consultants made detailed suggestions for the way forward. They included models from other universities to enable benchmarking and help decision-making.

Benchmarking of target operating models – University of Surrey

SUMS consultants researched the operating models and resource allocation models employed elsewhere in the HE sector, including UK and international examples. This exercise was a first step for the university leadership in exploring the design of a new framework that would deliver for their institution's ambitions.

Procurement transformation – University of Aberystwyth

SUMS consultants conducted an opportunity assessment to identify

What we do

- > Work alongside internal teams or individuals and guide you in the use of mechanisms that accelerate transformation and progress
- > Carry out diagnostic activities, and provide quantitative and qualitative data reports
- > Analyse data and recommend ways forward for you to achieve your desired outcomes
- > Support implementation, directly and/or indirectly

areas for focus and a high-level target-operating model, including resource options, to deliver the savings. Following that, SUMS worked with our client to undertake a more detailed assessment of opportunities by spend category and develop an outline business case including target savings by category, estimated costs and a high-level implementation plan.

Impact of our work

- > Confidence in data that enables better internal conversations and agile data-led decisions
- > Clarity on where to invest your resources most effectively
- > Identification of exciting, innovative solutions for your future
- > Metrics that are most relevant to your strategy, such as cashable savings, improved student satisfaction and support for your academic structures

Robust Business Strategy and Process

An essential ingredient for successful transformation is a clear vision and strategy, underpinned by efficient processes. Universities are complex institutions, with multiple strands of work that need to be drawn together. Our work at SUMS often builds on previous reviews carried out by a university or runs in parallel with other connected programmes.

SUMS process reviews and action plans drive delivery of the university strategy by:

- > Optimising service delivery to students
- > Supporting academic activities
- > Maximising efficiency and financial sustainability

Assignments include:

Student journey process reviews – University of Wolverhampton

SUMS consultants were involved in a

review to identify the main processes that have a direct impact on the student experience (from admission through to graduation), map these processes and develop action plans for improvement. They engaged with students and staff to ascertain their needs and then assisted with the future design. This work dovetailed as one strand of a high-level change agenda.

Impact of our work

- > Removal or simplification of onerous, inefficient processes
- > Identification of efficient processes that support the university's future ambitions
- > Joined up processes and programmes, drawing together complex, multiple strands of work
- > Improved data quality for use in strategic decision-making

Implementation of contract management – Oxford Brookes University

The university wanted to improve contract management, looking for bottom line cash and savings improvements. SUMS was asked to identify quick wins, as well as highlight strategic drivers for investment and provide comments on the operating model. The consultants reviewed the contract lifecycle management activities and made action-oriented recommendations, including factors from the recently issued Green Paper on Transforming Public Procurement.

What we do

- > Identify and map touchpoints and connected or overlapping processes
- > Carry out internal and external research and data-gathering
- > Develop recommendations and action plans for improvement
- > Upskill your staff in business process review so that you can build a continuous improvement culture



Professional Services Efficiencies – Financial Benchmarking

The challenge

A SUMS member recognised the need to ensure high levels of maturity in its operating model for professional services. In particular, they needed to demonstrate an optimal staffing structure and an appropriate cost base in line with sector norms, and suitable to achieve its strategic ambitions.

This was especially important given the fluid and rapidly changing policy landscape in the sector and the likely implications for student recruitment for the University over the coming period.

On the face of things, the University was in good health with positive student recruitment trends - amongst the leaders in the sector - and a healthy operating surplus close to its KPI target of 5%. However, the University was acting strategically, taking a proactive

approach that rightly recognised the impact of rising recurrent costs from its staffing base outstripping growth in its primary income stream. In essence, the University was seeking to address financial challenges before they impacted on the business.

What happened?

SUMS carried out sophisticated, in-depth benchmarking and diagnostic analysis of the professional services staffing cohort, running the rule over the University in comparison to its regional competitors and sector best practice.

We held initial sessions with internal stakeholders who had access to key data sets in order to assess what data was available and to understand any existing analysis. SUMS then combined its analysis with both quantitative and qualitative intelligence from elsewhere in the sector to





create a bespoke benchmarking model. This generated a set of specific insights into areas of maximum opportunity.

Following our analysis, SUMS hosted workshop sessions with the professional services leadership team and Vice-Chancellor’s group where findings were shared and top-level target operating model design principles were explored and agreed. We concluded this diagnostic phase of work with detailed recommendations for how the University could adopt best practice in key areas of professional service delivery whilst significantly reducing the cost footprint.

The outcome

SUMS identified a clear and evidence-based need for the University to reconfigure its operating model for professional services in pursuit of modern, customer-focused services that are delivered at a far lower cost than was currently the case.

SUMS also identified professional service areas that were disproportionately staffed in comparison with similar institutions and made recommendations for reconfiguring the operating base. This provided a pathway to both greater efficiency and future-proofing provision.

The Vice Chancellor’s Group agreed a set of design principles for reconfiguring the target operating model across professional services. Key to this was the agreement to retain faculty-based professional services functions rather than move to full centralisation; align all non-academic posts to professional services groupings and line management structure, regardless of their physical location; and refocus service delivery based on the convenience and benefit to the customer, be that student, colleague or external stakeholder. The outcomes helped to shape a second phase of work where service areas were prioritised for in-depth target operating model development.

Skilled, Resilient People: Doing the Right Work in the Right Way

An essential ingredient for successful transformation is having people in the right roles, with the relevant skills and attitudes to carry out the activities that will deliver your strategy. SUMS consultants have been involved in assignments to identify what is currently happening and what is required for the future. We provide support to leaders in decision-making and wider professional development. The Covid-19 crisis has favoured the resilient and agile – and these skills are now essential in ensuring university

leaders are poised to take their institutions forward. SUMS provides 1-to-1 and group support, helping individuals and teams achieve their goals.

We are also seeing more universities recognising the crucial importance of diversity and inclusion and taking a whole institution approach to ensure that all their people feel genuinely valued and included. Staff and students are keen to see universities taking concrete actions to be anti-racist and dismantle the racist systems and structures within

the sector. In 2020 SUMS hosted a successful event to bring institutions together to learn and continue the difficult conversation.

Assignments have included:

Student administration review – University of Hertfordshire

SUMS consultants supported an internal review of student administration across the university's 9 schools. They acted as a critical friend on the review design and provided benchmarking information



LYNNE HIRSCH
Divisional Registrar and Head
of Administration, Humanities
Division, University of Oxford

SUMS has been a crucial partner in staff development for the professional staff in the Oxford Humanities Division. Its tailored service has been highly effective... the individualised but flexible coaching framework has worked well and provided excellent value for money.





JULIE KELLY
Academic Registrar,
University of
Hertfordshire

I have found my coaching sessions through SUMS incredibly beneficial during this time of extreme stress. My coach has helped me work through some sensitive issues and has enabled me to move forward with some long-standing and thorny issues within my institution. I have felt very supported throughout the experience and couldn't recommend the experience or my coach highly enough for those in leadership positions looking to make a positive impact.

on student administration at other universities. The internal review and SUMS' input led to the SMT accepting all recommendations. The University has asked SUMS to remain involved during implementation and post-implementation.

Leadership transition workshops – University of Leeds

The university has a strategic aim to provide accessible, inclusive and inspirational digital education opportunities for all students. This has led to growth in the Digital Education Service and a need to build capacity at strategic leadership level. SUMS supported the facilitation of four transition workshops to prepare the new management team

to lead during the forthcoming period of change.

Annual professional development support – University of Oxford

SUMS has supported the Humanities Division within the University of Oxford since 2015 to empower senior leaders through 1-to-1 attention and support. Each year, this year included, several senior leaders are invited to participate in the coaching to help them excel within their roles and maximise their impact.

Professional development coaching – University of Hertfordshire

A SUMS consultant provided a series of 1-to-1 coaching sessions for administrative staff leaders within the Academic Registry. The programme

empowered the individuals to build their own development plan. Participants reported increased confidence, improved performance, and amplified impact of their work and stakeholder relationships.

Impact of our work

- > A clearer understanding of the roles, people and skills you need to deliver your strategy
- > Increased confidence in the people structures at your university, based on input from a wide range of internal and external best practice
- > Leaders and teams with the skills and attitudes to carry out the activities that will deliver your strategy



What we do

- > Review your current position, people and activities
- > Provide insight into people-related activities at other universities
- > Make recommendations and provide practical action plans
- > Facilitate opportunities for professional development, such as webinars and coaching

#ChangeStartsNow: making HEIs racially inclusive

During 2020, many universities issued statements supporting the Black Lives Matter movement. Staff and students were keen to see concrete actions, not just promises. With statistics such as UK universities employing just 25 black women as professors (Rollock,

February 2019), SUMS recognised that institutions needed practical ideas to bring about change. We therefore hosted a well-attended webinar as an opportunity to learn from other institutions. The panel was made up of experts who had already successfully driven tangible change. Find out more on our [website](#)

Our team includes equality, diversity and inclusion experts who have seen how universities work from the inside. We have worked hard this year to ensure our staff are aware of the risks of unconscious bias and how to avoid these. This year we have offered training to members across our divisions and supported universities in making meaningful change in this area.

Learn more about our experts in this area:

Ellie Highwood
Associate Consultant

Ellie uses a combination of diversity and inclusion expertise and academic leadership experience to help clients within HE develop meaningful Diversity and Inclusion strategies and action plans. An accredited facilitator and professionally certified coach, she can provide both desk-based research (quantitative and qualitative based) and more interactive strategy development sessions.

Alison Price
Associate Consultant

Alison thrives on understanding the problems of clients, developing

strong long-standing relationships and networks and finding creative solutions. Alison is a qualified coach and provides support to senior managers across the sector including a long-standing programme with the Humanities Division at the University of Oxford.

Felicity Gasparro
Associate Consultant

Through her specialist agency, Oyster Outcomes, Felicity works with our clients across a spectrum of briefs, to identify and unlock outcomes which meet individual or organisational needs. Most recently, she has expanded to deliver Mental Health Aware and First Aid Training (Adult and Youth), to SUMS members, offering further value through membership.

The opportunity to include an external perspective during the review of our Race and Ethnicity Strategy has been hugely valuable. The externality of SUMS as a critical friend enabled us to gain clearer understanding of the wider picture of what we were working to achieve. Working collaboratively with Ellie and Fola, drawing on their expertise and guidance, helped and challenged us to make the most of this review process. The involvement of SUMS in this work has been a huge contributor to its success.



VANESSA HO
Dean for Equality, Diversity and Inclusion, St George's, University of London

Student Journey and Experience

To build a sustainable future, universities need to present themselves in ways that showcase their continued relevance to the future needs of society. Changes including the global Covid-19 pandemic, Brexit and newer, disruptive teaching models all impact on the student experience. This has accelerated the need for institutions to focus on that experience and review their ways of working.

At SUMS we work alongside universities to look at how their students and potential students want to engage at

every point of their journey with them. Armed with this knowledge, we support them to take decisions about how they best meet those demands. This includes:

- > Interactions before students select a university to attend
- > Students' experiences of teaching and learning
- > The support available for students' mental health and wellbeing needs

Institutions are able to learn lessons from other universities' change programmes, thanks to our wide membership base and experience both within and beyond the sector.



FIONA PARSONS
Director of Student
and Academic Services,
University of Wolverhampton

Our SUMS consultant was highly knowledgeable about the sector and our university, realistic about what was achievable and able to equate general observations with accuracy to our context.



Reviewing Student Administration at the University of Hertfordshire

The challenge

Historically, the University of Hertfordshire’s nine schools were each running student administration in different ways. This created potential issues for data quality and service consistency. With student administration becoming ever more complex, staff were covering a growing range of services. As a result, staff felt overloaded by the range of services they had to deliver.

What happened?

The University decided to review its approach to student administration. Gill Sadler, who led the project, used an engagement-led approach that involved stakeholders in every aspect of the review, from diagnosing issues to designing solutions. SUMS helped by assessing the approach used for the review and by running a session on student administration best

practice. This research gave details of how other institutions manage student administration, against which Hertfordshire could compare their emerging findings. SUMS also drew out insights from University staff who had worked in other institutions. Throughout the review, SUMS consultant Claire Taylor acted as a critical friend. She provided an objective view and posed pertinent questions to ensure the team’s analysis was robust.

The outcome

SUMS was critical to ensuring the

University completed the review efficiently and effectively. The sector benchmarking allowed Hertfordshire to pick different elements of various models to create a bespoke solution that met their needs. This will consolidate student administration into a single service, delivered through three new student-facing hubs situated across the University. The work is helping to ensure the right people are delivering the right activities to best meet student needs. SUMS’ work was helpful for the Senior Management Team (SMT),

who accepted the review recommendations in full. The SMT was impressed by the thorough investigation and analysis that SUMS support had enabled. SUMS has since conducted a post implementation review of the engagement-led approach to design the new structure and proposed a framework for the review of the implementation phase. SUMS continues to support the new service, working with the Service Director and her management team.

Running a review can be very intense and you are often too close to the subject to see everything clearly. It was invaluable to have someone like Claire, who knows HE inside out, to challenge our thinking. Articulating to her how we reached our conclusions helped us later sell the proposals to senior management. This process and the work involved has been incredibly important as it will ultimately help us make sure our staff are best positioned to provide an optimal service to our students.



GILL SADLER
Head of Planning
and Strategic Support,
University of Hertfordshire

High Quality Marketing & Recruitment

One of the top priorities for many university marketing departments is to maximise the probability of converting enquiries into students. In the context of a competitive environment and financial constraints, demonstrating ROI from marketing activities has never been more important. SUMS consultants work with institutions to create the highest-quality experiences for anyone making contact. This requires efficient and agile ways of working to deliver the kind of service students now expect at all stages of their university journey.

Assignments include:

Enquiry management review – University of Leicester

The university wanted to improve conversion from 18-25% in the next three years by improving the customer experience. Following high-level in-house research, the university invited SUMS consultants to perform a deeper dive with the intention to appropriately frame the case for change. They provided tactical quick

wins, as well as highlighting cultural and team development change opportunities.

Brand evolution – University of Reading

Like many universities, the University of Reading was going through a period of significant change. Changing leadership and strategy presented an excellent opportunity to redefine the University brand for the next five-year period, ensuring it was developed and endorsed by staff – those living it. SUMS supported the Director of Marketing, Communication and Engagement to distil and crystalise the new, emerging strategy into a revised brand proposition framework that staff can fully get behind

What we do

- > Carry out reviews of your university’s activity
- > Bring in learning from other UK and international universities
- > Provide quick wins and longer-term recommendations and action plans



and which will resonate with existing and prospective students.

Clearing and confirmation review – University of Hull

Having already undertaken a rapid overhaul of its clearing and confirmation processes in 2019, which yielded positive outcomes, the University now sought to improve the applicant journey. Specifically, they wanted to optimise resource and effort, including improve processes, such as offer-making and communication, at all touchpoints of the applicant journey. SUMS was asked to conduct an independent review of the existing clearing and confirmation processes and propose improvements for the September 2020 intake. Through the course of our research, we identified several tactical quick wins as well as deeper cultural and team development change opportunities to support the Head of Admission & Applicant Services’ objectives.

International student marketing - University of London Institute in Paris (ULIP) Strategically, ULIP was seen as a core asset of the University of London – something that would grow in relevance and significance in a post-Brexit landscape.



However, it has been financially reliant on UK student recruitment. Increasing international student recruitment across the existing programme portfolio, and developing new provision was key to ULIP’s long-term future. SUMS worked with ULIP to focus in on three core areas of its marketing activity

- messaging, processes and resources – to bolster and further professionalise its marketing function. SUMS supported ULIP to drive up revenue and enhance its reputation, with appropriate focus on targeted awareness raising/attraction and systematic, methodical conversion.

Impact of our work

- > An improved customer experience at enquiry stage that maximises the probability of converting to students
- > Efficient processes that align well with financial requirements and other student-related business processes
- > Demonstrably higher ROI from marketing activities

Brand Evolution at the University of Reading

The challenge

The University of Reading appointed a new Vice-Chancellor with strong values and a clear strategic vision, committed to genuine consultation and collaboration with all sections of the University community. At the outset of the Vice-Chancellor’s tenure a wide-reaching consultation took place with staff, students, alumni and external stakeholders to help the University define its new strategy. While this approach was enthusiastically embraced, it was recognised that it was a University community both fatigued by change, but wanting further change.

One of the key strands of feedback from the strategy consultation was that the existing brand proposition and assets did not resonate with the University community. There was a disconnect between the positioning and the people delivering and experiencing the brand. Evidence from the marketing and student recruitment teams also indicated that it had

diminishing market traction. In short, it was no longer fit for purpose.

Motivated by the outcomes of the strategy development work and this feedback, the University identified the need to define better, and more authentically, its brand proposition, with the aim to more clearly position Reading in a turbulent, uncertain and ever more competitive HE market.

The University sought SUMS’ help to support a review of the University of Reading brand. The aims of the review were to distil or translate the new, emerging

strategy into a revised brand proposition framework, recognising that the strategy outlines the University’s corporate aims (what they were trying to achieve) whereas the brand articulates who they are, what they stand for, and how they go about delivering the strategy.

What happened?

A Brand Review Working Group was established, bringing together representatives from across the University community, including colleagues from Schools and Functions, from the Teaching and Learning and Research communities,

from the Students’ Union and Student Services and from representative groups at the institution, such as the Staff Forum and Diversity and Inclusion Team. Academic experts from relevant disciplines, including Typography and the Henley Business School were also included.

The sessions were led by the University’s Director of Marketing, Communications and Engagement, Fiona Blair, and facilitated by SUMS. SUMS brought a combination of a deep understanding of the University together with the objectivity of external eyes to the project, along with

Working with SUMS on this project was invaluable both in providing unbiased co-leadership of the work and in providing challenge and supportive critique of thoughts and ideas. The community-led approach that SUMS helped to achieve led to great buy-in and has been cited internally as a model of engagement for future institution-wide change programmes.



FIONA BLAIR
Director of Marketing,
Communication and Engagement,
University of Reading

significant expertise in brand identity and planning.

The five workshops enabled deep discussion and co-creation around core themes including exploring the defining values that make the University of Reading unique and special; personality traits; tone-of-voice; along with a brand positioning statement or ‘essence’ that distilled the spirit of the University of Reading into a single phrase.

The work created by the group was then debated and tested for veracity, with proof-points used to evidence the authentic nature of the brand. Having been reviewed and revised, the new positioning was then brought to life in graphic design by the University’s marketing team, enabling the group to review whether it was an accurate reflection of the University positioning.

The outcome

The workshop discussions were lively, passionate and wide-ranging, but consistent themes emerged from the outset and ran as a golden thread throughout the sessions – themes that make the University of Reading stand out and genuinely motivate its staff and

students to want to work and study there. The brand framework created as part of the project represents just the beginning of the brand review journey. The Working Group defined the brand, but it is not static: work remains ongoing to keep uncovering and articulating the key proof-points that are the substance on which the brand is founded.

On a practical level, an accessible and usable set of brand guidelines, tools and templates for colleagues to use in their everyday work has been created to help ensure consistency. However, more impactful to the growth of their brand than aligned words and images, is ensuring the University of Reading community live up to the brand and, more importantly,

are proud ambassadors of it. The Working Group continued their involvement beyond the project close, with members sharing and presenting it with their teams and networks. Through facilitated co-creation, the University now has an authentic brand positioning that staff are proud of, believe in, and strive to deliver its promise.



Student Journey Excellence

Students' experiences throughout their time with a university make a difference to how they perform, whether they stay and how they talk about their university. And student expectations are changing.

Universities are increasingly recognising the need to have a clear, strategic vision for the digital learning opportunities they want to offer their students.

Most have already been providing a mix of digital options, often developed locally in schools and faculties. Now is the time to introduce a consistent approach to gain a competitive edge in the sector, especially in the wake of the Covid-19 pandemic.

At SUMS we support institutions to review and improve in this area by bringing together:

- > Strategic leadership for overall student journey decision-making
- > Operational processes and systems that deliver a seamless, easy-to-navigate experience

In addition to our consultancy work, we run the Academic Registrars and Student Support Directors community of practice. This group is about sharing practical advice to implement strategy day-to-day. Members learn from each other about dealing with

What we do

- > Workshops and interviews with internal stakeholders and comparator institutions, in the UK and internationally
- > Desk-based research
- > Build on any work or research that you have already carried out
- > Provide reports and recommendations to aid decision-making
- > Provide briefing papers on different visions and approaches within the sector
- > Support and facilitate workshops and other leadership and team development activities
- > Analyse data and insights to identify best practice and areas for change

topical challenges, such as lockdown support for students and staff mental health concerns.

Assignments include:

Student journey mapping – University of Wolverhampton

The university wanted to find areas with the potential for improvement. They asked SUMS to look at the experiences of non-completers against specific touch points. By creating UG and PG student personas, the consultants mapped their journey and identified their expectations at each stage. This led to recommended opportunities for improvement.

Extenuating circumstances review – University of Reading

The university asked SUMS consultants to investigate the ways in which other universities approach extenuating circumstances. In particular, they were keen to identify what changes had been made in recent years and how those changes had improved performance. The consultants set out examples of best practice and proposed a set of key performance

indicators for Extenuating Circumstances Policies and Procedures.

Review of student enrolment – UCL

With the stated aim that “All aspects of the student experience at UCL should be truly outstanding”, it was essential that the c.25,000 new students each year quickly felt welcome and part of the community. SUMS

Impact of our work

- > Students feel welcome and part of the university community at every stage
- > A joined-up experience for students, improving their time at university and how they talk about it with others
- > Improved, efficient business processes connected to each stage of the students’ journey
- > Provision of better-quality digital education opportunities for all students
- > Improved competitiveness in the sector, especially in the wake of the Covid-19 pandemic
- > Higher quality decision-making based on insights from sector best practice
- > More effective change programmes for a digital future



consultants carried out a desk-based review and interviews at UCL and with comparator institutions. They reviewed current operations and considered performance

improvements. They recommended more focus on student experience, improving IT systems and pulling enrolment together holistically across the whole institution.

Staff and Student Mental Health and Wellbeing Support Services

When it comes to mental health and wellbeing support services, universities are facing a number of challenges:

- > increasing student and staff demand and expectations regarding the sorts of provision offered

- > growth in the numbers of students declaring a mental health illness or disability prior to or once they begin their studies
- > increasing numbers of students whose mental health difficulties are impacting on their ability to continue to study
- > financial constraints within institutions which affect the service provision they are able to fund, and the corresponding need to identify potential alternative delivery models
- > the need to strengthen interfaces and enhance partnership working between universities and local NHS services
- > a growing need for supporting preventative and earlier intervention work

- to support student and staff mental health and wellbeing, including consideration of contributing cultural and structural factors, such as the way the curriculum is organised
- > changing policy context and institutional leadership/governing body focus on this area
- > growing media focus on student mental health, and more generally on mental ill health and the risk of suicide in the context of the pandemic.

To address these challenges, universities need to see mental health and wellbeing as foundational to all aspects of university life, for all students and all staff. At SUMS

we work with institutions to assess what strategic, practical and cultural improvements could be made and then help them to find ways to implement such change.

We draw on our experience and knowledge of effective and innovative practice in the sector to inform our support for universities. Our approach includes making use of the Universities UK Stepchange: Mentally Healthy Universities framework to help institutions review their current practice and develop a ‘whole university’ approach to staff and student mental health and wellbeing. This includes in Wales, where we are supporting several universities to meet the mandate from HEFCW to use

Impact of our work

- > The chance to come together for facilitated, cross-organisational conversations about this topic that impacts on all parts of an institution
- > Design and support for the implementation of strategic, whole institution approaches, rather than ad hoc initiatives
- > Access to SUMS consultants’ knowledge and experience, including of emerging innovative and effective practice in this important and highly topical area
- > Access to SUMS’ consultants who combine HE, strategic review, new operating model design and evaluation experience with experience of NHS clinical practice

We wanted to appoint external consultants to ensure that we had an objective viewpoint on the work we do to support staff and student wellbeing. The SUMS team have helped us to challenge our assumptions, identify opportunities for improvement and, most importantly in my view, enabled us to engage with staff and students from across the university in order to gather the widest range of opinions. I have no doubt this will get us to a better place than we would have reached if we had attempted to do this work alone.



KIRSTY PALMER
Director of Student Services, Cardiff Metropolitan University

the Stepchange framework to support student and staff mental health and wellbeing.

Assignments include:

Strategic review of mental health provision and services – University of Cambridge

The University is undertaking a strategic review of its mental health provision and services, to enable the collegiate University to define its role in relation to the mental health of its students, and to structure and deliver appropriate support. SUMS is supporting the University between January and September 2021 to assess existing provision and services through extensive data analysis and consultation, and then to design a new operating model for student mental health and wellbeing provision.

Assessment against UUK's stepchange framework and design of a strategic approach to supporting mental health and wellbeing – Cardiff Metropolitan University

SUMS' consultants undertook an impartial assessment of the University's current

approach to supporting staff and student emotional wellbeing and mental health (using UUK's Stepchange framework and companion assessment tool), considered the structural and organisational factors impacting on mental health and wellbeing, and advised on its future approach. This included recommendations for the University on how to take a more strategic 'whole university' approach to supporting staff and student mental health and wellbeing. SUMS is now supporting the University with aspects of the implementation of the review, including new ways of working for the Wellbeing team and on taking a more strategic whole-university approach to risks around student mental health and wellbeing.

What we do

- > Wide-ranging projects such as a design of an institution's new safeguarding and wellbeing provision, as well as more focussed projects, such as reviewing counselling, mental health or disability service provision
- > Create action-oriented change plans for you to implement
- > Help you analyse your data to understand current position and enable comparison with peers



UUK Stepchange framework review – Bangor University

SUMS’s consultants are supporting the University with an impartial assessment of its current approach to supporting student and staff mental health and wellbeing against the UUK Stepchange framework. This work includes an audit of existing policies and extensive consultation across the University, which will culminate in a report advising the University on a more strategic approach to supporting student and staff mental health and wellbeing, and priorities for action.

outcomes for students. The project aims to develop an integrated ‘whole community’ approach to mental health and wellbeing for students studying in FE and HE in North Staffordshire. SUMS has been providing ongoing independent expert input and ‘critical friend’ support to the project over the past two years, particularly in supporting programme planning, partnership working and for the formative and summative aspects of the evaluation. Learn more about our specialists in this area who combine in-depth understanding of universities with clinical mental health experience:

and evaluation of national policy and of institutional programmes and projects. She has a strong background in strategy design and evaluation of areas such as student safeguarding and mental health and wellbeing, and has led studies in these areas for several universities, along with the Office for Students and Universities UK.

Dr Alison Oldam
Associate Consultant

Alison specialises in student services, mental health, disability, counselling, and academic registry. She was a Consultant Clinical Psychologist in the NHS for 12 years prior to working in HE, where she was director of student services for two universities. Alison has a thorough understanding of mental health and what impacts positively and negatively on an individual’s mental health. She also has an excellent understanding of

NHS and university mental health services and the interface between the two.

Jeannette Strachan
Principal Consultant

Jeannette has had strategic responsibility for the Student Services function, including Mental Health, in her leadership roles at universities across the sector. She has led a number of strategic reviews since joining SUMS, including supporting the University of Wolverhampton with a Target Operating Model review of Student Services and the review of Bangor University’s approach to supporting staff and student emotional wellbeing and mental health.

Professor Mike Thomas
Associate Consultant

Professor Mike Thomas has nearly forty years’ experience in the NHS and HE sector having worked in senior clinical and management roles. In the NHS, Mike was a Mental Health Clinical Specialist and Psychotherapist specialising in Eating Disorders, Differential Diagnosis, and Trauma work with military veterans. Mike is currently Chair of an NHS Trust providing Acute and Community provision and Co-founder and lead for the NW NHS Chairs Forum.

Formative and summative evaluation of Start to Success mental health project – Keele University

The University of Keele is the lead partner of one of ten regional Office for Students funded collaborative projects intended to achieve a step change in mental health

Helen Baird
Principal Consultant

Helen specialises in strategy and operating model development and review at sector, organisation, functional and departmental levels. Her expertise spans applied research



HELEN BAIRD
Principal Consultant

Universities are not health providers, but they are health settings. Concerns arising from increasing student demand for support, media interest and national policy focus, have all contributed to moving student mental health and wellbeing higher up the agenda within universities. It has come to the attention of senior leaders and increasingly governing bodies, as it is now perceived as an area of significant risk. NHS data shows that the rate of mental health disorders in children and young people has risen in the past five years. So, we can assume that demand for student mental health and wellbeing services and therefore costs for universities are likely to continue to increase as they try to support their students. Universities need to develop more coherent, ‘whole university’ preventative and responsive strategies to support their students and staff.

Improving Mental Health Services for Students

The challenge

Universities are under increasing pressure to support students and staff dealing with mental health challenges – this has only been amplified by the Covid-19 crisis. Among some of the concerns facing our members and clients are:

- > Increasing demand for and cost of mental health services
- > A lack of clarity about the purpose of therapeutic support and modes of delivery
- > The need to ensure students know how to access the right support
- > The increasing demand for more specialist services
- > Inadequate management information and data to inform strategic decision making
- > The need for more joined-up services and collaborative working with NHS services.

Even those universities that have heavily invested in mental health training, mental health first aid and other support services now want to review the structural and

organisational factors which may have an impact on the emotional wellbeing and mental health of its community. Universities have approached SUMS to provide independent reviews and to consider a strategic approach that will be fit – not just for the next few years – but for the decade to come.

What happened?

Working with a wide range of universities across the UK, including post-92 and Russell Group institutions, SUMS has led strategic reviews and designed new ways of working for universities to ensure their mental health provision is fit to meet the evolving needs of students.

Our specialists, Principal Consultant Helen Baird and Associate Consultant Dr Alison Oldam facilitated a range of consultative discussions with stakeholder groups within our client and member universities and their NHS partners. They gathered insight via data analysis and qualitative interviews and group



discussions to support the review and feed into the development of new strategies and action plans.

Using this feedback and by examining the structures, processes and services already in place, our consultants provided recommendations to make tangible improvements for students and staff.

The outcome

SUMS’ work has supported universities to design new strategies and operating models for staff and student mental health and wellbeing services. We have conducted robust and impartial assessments using UUK’s Stepchange Framework: Mentally Healthy Universities, complemented by our knowledge of innovative and effective practice and what works across the sector.

Our reviews identified priorities for action and made recommendations on how to take a more strategic ‘whole university’ approach to supporting staff and student mental health and wellbeing. We supported universities in reformulating their student support services particularly through partnership

working, including enhanced partnership working with the NHS - a key to success.

We have also helped universities adjust their focus with more attention given to transitions, prevention and early intervention – helping to

reduce the long-term crisis support required down the line. Within the sector, there is a need for the emerging field of ‘wellbeing analytics’ to identify and provide early intervention and support to at risk students – this is an area in which we encourage our

members and clients to invest. Through our holistic approach and comprehensive assessment, universities are getting objective insight from mental health and HE sector experts to make lasting changes that will improve outcomes for students and staff.



Evolving Teaching and Learning

Future society will require different skills and knowledge, applied in new ways. As student needs and expectations change, the learning experiences offered by universities must also evolve. At SUMS we work alongside members to identify practical ways for university communities to work together and deliver a more personalised, future-focussed approach. Shared vision, collaborative culture and strategic leadership are vital.

We support institutions, not only in developing their digital strategies but also in recognising the implications of digital learning models for their overall teaching and operating models, including pedagogy and assessment. As well as looking internally, we show them case-studies and highlight approaches elsewhere. In 2020 we ran webinars looking at online delivery in the US (find out more [here](#))

Assignments include:

Enhancing learning and teaching – University of the West of England

The University has a new 10-year strategy, which includes an ambition for all programmes to be practice-led and personalised. SUMS consultants carried out a review of current use of the university’s existing Enhancement Framework tool, identified areas of good practice and made recommendations to step up the impact of the framework. They also provided information from benchmark universities to assist in decision-making.

Digital learning comparative study – City, University of London

The university was keen to grow and develop its digital learning offering and needed a clear vision to bring a consistent approach across all schools and departments. To inform City’s change programme, SUMS was asked to provide a briefing paper on the different visions and approaches within the sector. Comparators included members of



SUMS community of practice groups.

Curriculum hub and change management support – Trinity College Dublin (TCD)

As part of ambitious plans to innovate its teaching and learning practices, TCD sought to develop a curriculum hub which would draw from expertise across

Impact of our work

- > Clarity of vision for your teaching and learning activities
- > Translating your strategy into practice
- > Identified ways to work together on a common purpose

the institution to enhance teaching and learning and curriculum development across all disciplines. SUMS provided expert advice and consultancy support for development of the hub which would provide, among other things, support, resources and expert advice to Schools on curriculum development, digitalisation of the curriculum, assessment, pedagogy, quality assurance and enhancement.

What we do

- > Carry out reviews of your university’s activity
- > Bring in learning from other UK and international universities
- > Provide quick wins and longer-term recommendations and action plans

Within the project, the SUMS team identified potential models and comparators and developed a suggested delivery model.

Apprenticeship support

There has been significant growth in the number of HEIs delivering apprenticeships in recent years. With this comes a need for greater understanding of how they can be

delivered, and the complexities involved. Over the last year, SUMS has worked with the Universities of Westminster, London and the West of England on initiating and developing apprenticeship programmes. Claire Taylor MBE, SUMS Managing Consultant, shared learnings on recent work on Apprenticeships for the University of West England in her briefing paper on Understanding the Apprentice Lifecycle in Universities.

Apprentice Lifecycle

Key

EPAO

Employer

Apprentice

Main Provider

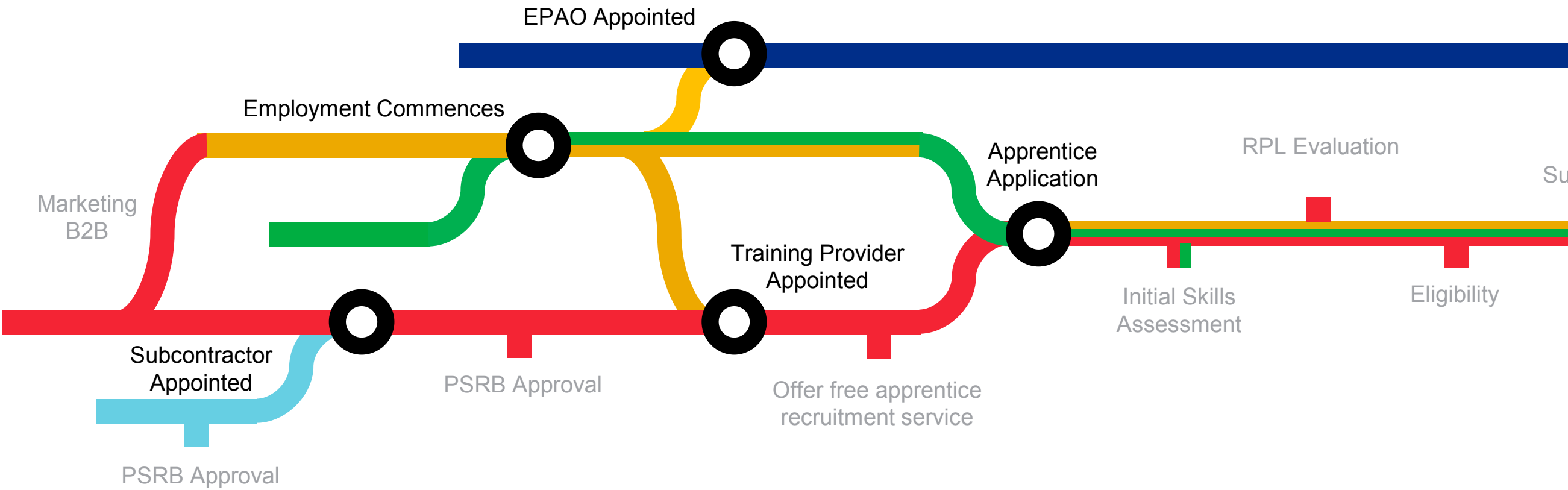
Subcontractor

Administration

Singular Milestone

Tasks

Repeated Milestone



Research, Enterprise and Innovation Excellence

Research, enterprise and innovation (REI) are central to most university strategies, but as a consequence of Brexit, Covid-19 and their impact upon funding sources, and the delay to REF

2021, delivering REI strategic aims has been over the past couple of years hugely difficult. In addition to submitting their REF2021 returns, universities have had to focus upon the immediate need of migrating to on-line teaching and addressing the short-fall in tuition fees. Other areas by necessity have been disrupted. SUMS has been helping universities focus and understand better where to invest, exploring strategies and business models and comparing them to the best within the UK and internationally.

Fit-for-purpose support for research and enterprise is a critical if universities are to achieve their strategic research aims and deliver desired outcomes in terms of research performance and impact. At SUMS we work with universities, to help identify the best operating model: agile, consistent, streamlined and simplified, for full lifecycle research support that fits a university’s culture and ambitions.

Assignments have included:

Research services organisational design – University of Oxford

Research Services has a remit to support researchers across the research lifecycle and had instigated a review of its organisational structure. SUMS provided independent advice and consultancy

support, for the review and redesign with the aim of creating a more efficient business unit able to respond with agility to the future needs of the University. We worked with the Director and his team, over three phases, from consultation, to co-development of the future organisational design and the creation of a Transition Plan.



Impact of our work

- > Clarity about opportunities and focus for investment in the areas of research and enterprise that will have the most impact on strategic ambitions
- > Improved outcomes and impact, due to a better-quality support experience for researchers
- > Improved early career experiences that will influence longer-term career progression
- > Better, more consistent, with less duplication, support for research and enterprise across the university
- > Enhanced engagement with academic departments

Support for PGR students and early-stage researchers – Queen Mary University of London

The university wanted to enhance their support for Postgraduate Research Students and Early-Stage Researchers and asked SUMS to inform their review by undertaking a comparator study of competitors in the UK and beyond. We focused on structures, delivery model and quality of service and set out options for improvement that the QMUL Postgraduate Review Governance Group considered in the context of best fit with the university’s culture.

What we do

- > Undertake reviews that provide implementable recommendations for improvement
- > Inform decision-making and policy-setting
- > Work in partnership with you, building on any work that has already been undertaken and/or existing data

Research processes implementation support –Newcastle University

The university initiated a project to develop and implement a more consistent, streamlined and simplified operating model for research support. A high-level outline structure had been developed to create greater consistency for full lifecycle research support. SUMS’ external expertise was used to complement internal expertise in process mapping and developing the future operating model.

Research and enterprise division model – University of Leicester

The university was in the process of developing a new Research and Enterprise Strategy, building on recent successes in research performance and with specific ambitions for the future and wanted to ensure that the Research and Enterprise Division’s model was fit for purpose and sustainable. SUMS undertook a comparator study of the operating models of other universities, to inform policy development and aid decision-making and to help ensure that investment is made in the right areas.



Fit-for-purpose Research Processes and Structures

Support for researchers is a critical part of the academic activities of any institution. Their experiences are interlinked with university outcomes in terms of research performance and impact. Many institutions are moving towards a more consistent, streamlined and simplified operating model for full lifecycle research support. At SUMS we

Impact of our work

- > Improved outcomes and impact of research due to a better-quality support experience for researchers
- > Improved early career experiences that may influence longer-term career progression
- > Better consistency and reduced duplication in support across the institution as a whole
- > Internal decision-making based on wide-ranging internal and external input and benchmarking data

work with institutions to identify the best model for their culture and ambitions.

Assignments include:

Research support structure benchmarking – QMUL

The university wanted to benchmark their provision for Postgraduate Research Students and Early Stage Researchers against leading competitors in the UK and beyond. They asked SUMS consultants to focus on structures, delivery model and quality of service and set out recommendations for improvement. The QMUL PGR Review Governance Group then made decisions based on best fit for the university’s culture.

Research processes implementation support – Newcastle University

The university initiated a project to develop and implement a more consistent, streamlined and simplified operating model for research support. A high-level

outline structure had been developed to create greater consistency for full lifecycle research support. They used SUMS’ external expertise to complement internal expertise in process mapping and developing the future operating model.

What we do

- > Build on any work that the university has already undertaken and/or data that has already been gathered
- > Carry out reviews and provide practical recommendations for improvement
- > Helps you to implement proposals for an improved approach to research support

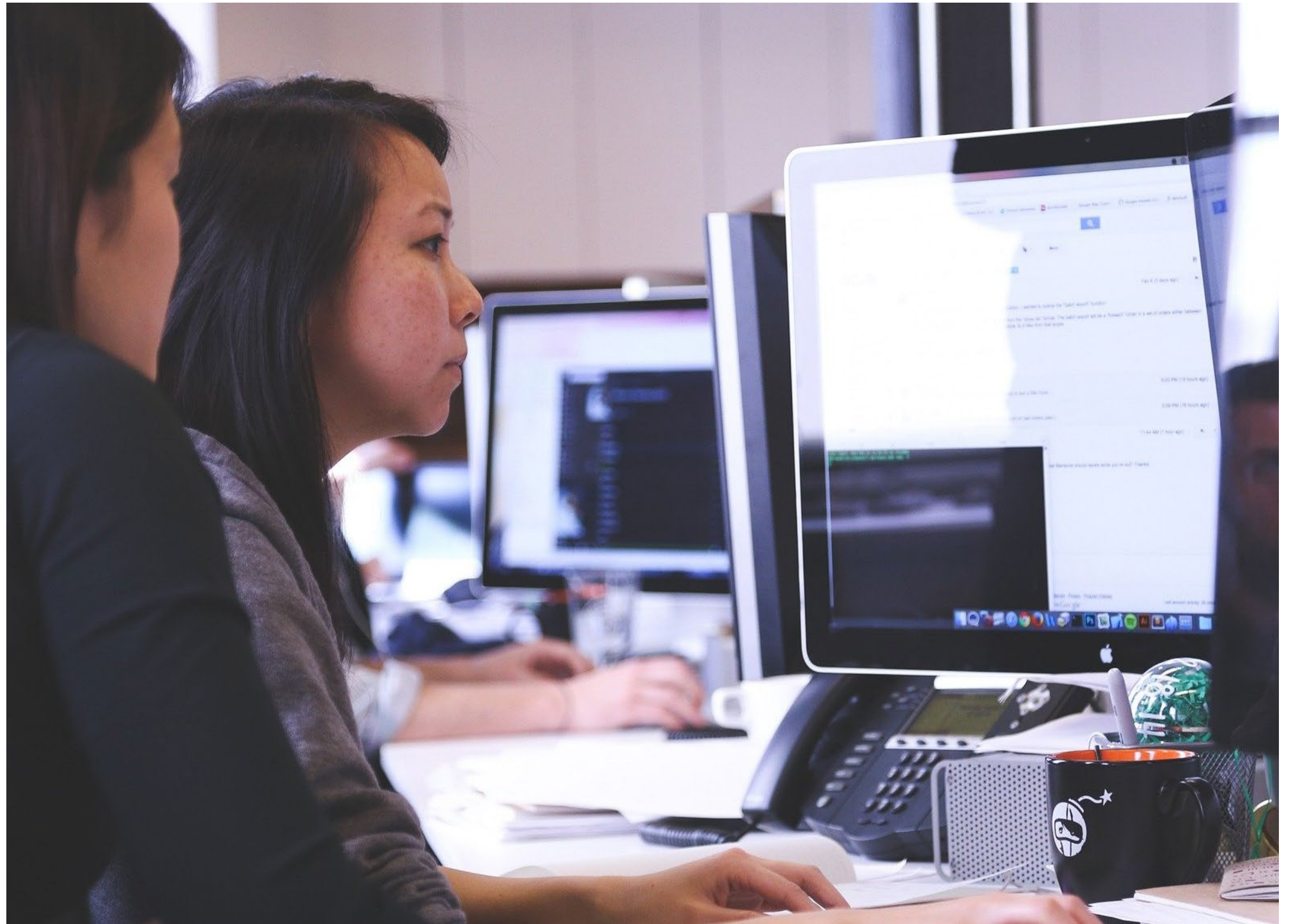


Professional Services

The way that universities operate and are governed has never been under more scrutiny. Many universities are facing external pressures and risks rising from factors such as:

- > reduced funding and rising costs
- > the pace of technological change
- > changing student numbers and learning models
- > uncertainties resulting from Brexit and the Covid-19 pandemic

At SUMS we work alongside institutions to ensure your professional services are fit for purpose and support your short- and long-term strategic ambitions. These areas are often complex and intersect with other structures, activities and policies. We introduce you to case-studies to help you benchmark and learn from best practice within and beyond the sector.



Fit-for-purpose Timetabling and Space Management

Institutions were already starting to look at the implications of changes to future student numbers on their timetables and physical space. The Covid-19 pandemic and subsequent safety measures have only intensified the need for a clearer picture of requirements to drive decision-making and policies. This is a complex area with many intersecting variables. The use of physical space also goes beyond

teaching activities, to include research, office and leisure environments. At SUMS we work with institutions to analyse their data and make decisions based on the story that tells.

Assignments include:

Space implications analysis – Trinity College Dublin

As a result of the Covid-19 pandemic, universities across the world are having to make decisions on when teaching will start, what modes of delivery will be used, and which activities will be timetabled in the normal fashion. Trinity wanted to understand the impact of social distancing on the timetable for the academic year 2020/21 and to use this data to inform decision making. SUMS consultants supported their own internal working group, analysing the supply and demand data.

Teaching space use diagnostic – City, University of London

The university asked SUMS to undertake

analysis and benchmarking of their teaching space. The consultants looked at the complexities involved, including the intersection between teaching space, timetabling and curriculum development and student attendance. They also provided case-study examples to learn from other UK and international institutions.

Teaching and space needs analysis – University of Reading

The university had made their own predictions of changing student numbers over future years. The Strategy and Space Management Department wanted to use available data about student numbers, teaching activities and space availability to explore the impact of student recruitment on teaching space demand. SUMS consultants’ analysis led to recommendations on space allocation for larger cohorts, improving data quality and general timetabling policy.

What we do

- > Support institutions’ own internal working groups
- > Analyse and interpret your data
- > Provide case-study examples so you can learn from other institutions, including internationally
- > Recommend practical ways to build on best practice and drive improvements

Impact of our work

- > Improved understanding of the implications of different facilities needed for different types of teaching depending on pedagogy
- > Understanding of the impact of social distancing and other post-pandemic measures on the timetable and space requirements
- > Opportunity for better quality, strategic decision-making based on data analysis



Robust and Compliant Governance in a Regulated Market

Situations that pose a risk require tough decisions to be made, often at speed. Universities need to ensure that their governance structures and processes are robust, but do not become a barrier due to lack of speed or over-complication. The necessities of Covid-19 showed that is it possible for HE decision-making to be quicker. Now is the time for institutions to review and

maintain the best parts of governance from that time and we are working alongside members to do that.

At SUMS we also encourage learning from the structures and processes of others within and beyond the sector. We have access to practitioners who work in this field in local government, further education, fire, police and health services, as well as our own membership and other UK institutions.

Among the challenges for new entrants wishing to establish themselves within the HE market, is getting to grips with the Office for Students as a new regulator. Registration can be a high-risk activity with significant implications for both governors and university leaders. In addition, new providers to the market need to ensure they are compliant with UK Visa and Immigration requirements and that they are registered with bodies such as QAA. It's a complicated a

Impact of our work

- > Confidence in your compliance with all appropriate regulatory codes and registrations
- > Ability to take tough decisions quickly with appropriate governance that doesn't become a barrier
- > Able to provide continuing, quality opportunities for students, staff and other stakeholders
- > Successful navigation of complex but critical processes



landscape, but one that SUMS is helping providers navigate.

Assignments include:

Review of audit, risk and assurance committee – Newcastle University

In May 2020 the Committee of University Chairs (CUC) issued a new Higher Education Audit Committee Code of Practice. The university wanted an external review to test the work and ways of working of the committee against the standards set out in the regulatory codes and best practice elsewhere. SUMS carried out a forward looking and developmental review with the emphasis on how the

committee can continue to enhance its effectiveness.

Council Governance effectiveness review – University of Surrey

The HE sector has been through a period of rapid and ongoing change and uncertainty. Institutions and their governing bodies are now operating in a fluctuating context with an increased range of areas to oversee and advise on. Within this context, the University of Surrey approached SUMS to undertake an external review of its governance effectiveness, including assessing

compliance with the forthcoming CUC HE Code of Governance and regulatory requirements. SUMS worked with the University to ensure effective oversight was taking place, that the University’s legal and statutory duties were being met, and to identify areas for continuous improvement of its governance.

Supporting the development of a new branch campus in London – S P Jain School of Global Management
S P Jain is a private business school with campuses in Sydney, Mumbai, Singapore and Dubai. The school offers

undergraduate, postgraduate, doctoral and professional technology courses in business and in the context of a global education market, was seeking to offer quality educational experiences to students in the UK. SUMS is helping SP Jain and other organisations to effectively navigate the complex Office for Students registration process, something which even large, established universities have found challenging. We provide support throughout the process, from submission through to implementation.

What we do

- > Carry out reviews, analyse data and make recommendations for improvement
- > Provide support to complete complex processes and create business cases
- > Use our connections to organisations within and beyond the sector to provide comparisons and inspiration for you



List of Assignments

In 2019/20 SUMS helped members and clients with close to 140 different assignments, delivering just under 2000 consultancy days. Our work covers a broad range of strategic areas across the full breadth of professional services. While this is not a definitive list, here are some examples of the assignments we have delivered.

Self-Assessment Against UUK Stepchange Framework
Cardiff Metropolitan University

Digital Learning Comparative Study
City, University of London

Organisation Model Design
City, University of London

Teaching Space Use Diagnostic
City, University of London

International Student Recruitment Review
KAUST

Evaluation of Start to Success Mental Health Project
Keele University

Comparative Study of Transformational Change
King’s College London

Lessons learned from Covid
King’s College London

Student Financial Support
Middlesex University

Access & Participation Plan
New College Swindon

Audit and Risk Review
Newcastle University

Faculty of Medical Sciences Target Operating Model
Newcastle University

Academic Quality Framework Review
Nottingham Trent University

Support to Planning Review
Nottingham Trent University

Contract Management
Oxford Brookes University

Recruitment and Admissions
Queen Mary University of London

Research Support Structure
Queen Mary University of London

Hub Fit-Out Procurement Support
Rosalind Franklin Institute

Review and Development of Race and Ethnicity Strategy
St George’s University of London

Cumulative Course Changes
St George’s University of London

Contracts Review and Procurement Transformation Project Support
Swansea University

Timetabling Options Appraisal for shared modules
Trinity College Dublin

Curriculum Hub and Change Management Support
Trinity College Dublin

Teaching Space Modelling
Trinity College Dublin

Timetabling Support
Trinity College Dublin

Timetabling Support

University College London

Enrolment Review

University College London

Procurement Business Case Support

University of Aberystwyth

Procurement Transformation

Implementation Support

Univesity of Aberystwyth

Guild (Students’ Union) Business Review

University of Birmingham

Engagement and Attendance Monitoring

University of Bristol

Research Institutes and

Strategic Research Fund

University of Bristol

Senior Responsible Officer and Sponsor

Development Programme

University of Bristol

Strategic Review of Mental Health

Provision and Services

University of Cambridge

Timetabling

University of Central Lancashire

Efficiencies and Transformation

University of Derby

Overseas Conversion Rates

University of Dundee

Timetabling Space Diagnostic

University of East London

Coaching for Service Delivery

University of Hertfordshire

Post-Implementation Review: Student

Administration Review

University of Hertfordshire

Resource Allocation Pilot

Critical Friend Support

University of Hertfordshire

Review of Academic Quality

University of Hertfordshire

Student Onboarding Review

University of Hertfordshire

Clearing and Confirmation Review

University of Hull

Review of Strategic Planning

University of Hull

Academic Workload Management

University of Law

Business School Strategy Development

University of Leeds

Digital Education Service

– Transition Workshops

University of Leeds

Library Services: Review of

Customer Services

University of Leeds

Life Sciences Opportunity Analysis

University of Leeds

Re-Use and Re-Purposing of

Digital Education Assets

University of Leeds

Research and Enterprise Division Review

University of Leicester

Tender Management Support

University of Lincoln

Review of VAT Processes

in Capital Projects

University of Oxford

Professional Development Support for

Humanities Department

University of Oxford

Research Services Organisation

Structure Support

University of Oxford

Review of Estates Sickness Policy

University of Oxford

Student Welfare Services Review Support

University of Oxford

Brand Evolution

University of Reading

Market Research for CPD in the Food

Manufacturing Industry

University of Reading

Extenuating Circumstances
University of Reading

Research Impact
University of Reading

Teaching Space Needs Analysis
University of Reading

Website Insight and User Experience
University of Reading

Finance and HR Organisation Review
University of Surrey

University Council Effectiveness Review
University of Surrey

Surrey Target Operating Model and Resource Allocation Benchmarking
University of Surrey

Apprenticeships: Operations, Benchmarking and the Case for Change
University of the West of England, Bristol

Academic Quality Enhancement
University of the West of England, Bristol

Digital Audit
University of Westminster

Marketing Operations Transition Planning
University of Westminster

Marketing and Communications Target Operating Model
University of Westminster

Support to the Director of Marketing
University of Westminster

Review of Technicians, Teaching Associates & Academic Coaches
University of Wolverhampton

Student Journey Mapping and Business Process Review
University of Wolverhampton

Professional Services Target Operating Model
Various

Procurement Maturity Assessment
Various



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