

North Herts College: Building a fairer and stronger relationship with its community

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North Hertfordshire College

• Overview

- a Further Education College in England
- approximately 15,000 learners aged 16 plus
- employs 900 staff
- turnover of £35 million
- diverse range of courses including:
 - A levels
 - NVQ Vocational Qualifications
 - Higher Education degrees
 - Apprenticeships
 - Executive training



• Challenges

- an organisational structure that had developed to meet the needs of multiple funding streams, rather than the needs of learners or the community
 - E.g. lack of awareness of resources or access to funding
- reduced funding levels from public sources
- recession reduced revenue from executive training

• Aspirations

- provide a more consistently high quality of 'customer service' for learners
- reduce their fixed cost base

What if...

- ...the college was a *retailer* of education and training serving the needs of its local community?
- ...the institution was designed from the perspective of the learner?
- New jobs and skills
 - Merchandising manager
 - Customer service representative
 - Account manager
 - Marketing manager
- New approach and culture

New approach

	Merchandise	Account Manager	Customer Service Representative	Marketing Manager
	A requirement to meet <i>profitability</i> (not just revenue) targets.	A focus on the highest value customers	A holistic approach ('one stop shop') to enhancing the learner experience	A focus on revenue as opposed to just profile
Aim	<ul style="list-style-type: none"> • align curriculum with the market, to achieve financial sustainability for courses 	<ul style="list-style-type: none"> • Drive revenue from local businesses 	<ul style="list-style-type: none"> • Enhance the learner experience whilst at institution 	<ul style="list-style-type: none"> • Recruit new learners (16-19, adults, local business employees) to institution to meet revenue targets
Inspiration	<ul style="list-style-type: none"> • fast moving consumer goods 	<ul style="list-style-type: none"> • BT account directors 	<ul style="list-style-type: none"> • Hospitality sector 	<ul style="list-style-type: none"> • BT marketing
Organisational fit	<ul style="list-style-type: none"> • within academic faculties (former curriculum development role) 	<ul style="list-style-type: none"> • within Sales & Marketing 	<ul style="list-style-type: none"> • within Customer Service division 	<ul style="list-style-type: none"> • within Sales & Marketing
Role spec	<ul style="list-style-type: none"> • identify market demand • specify course functionality/needs • determine price point 	<ul style="list-style-type: none"> • manage relationship with large local employers • sell executive training and other training programmes to meet business needs 	<ul style="list-style-type: none"> • be first point of contact for any learners' needs • facilitate access to college resources, including welfare fund • support learners' personal development 	<ul style="list-style-type: none"> • generate sales leads • support account management team • manage the college brand • manage internal communications

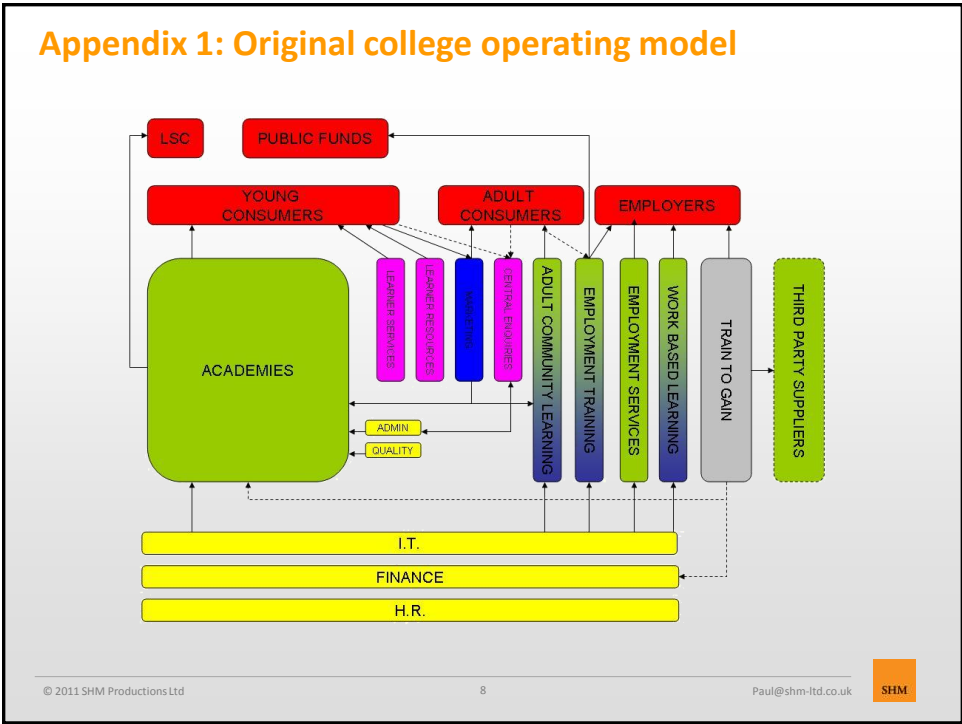
A stronger and fairer community

- Increased net revenues in year 1 by 8% (£3 million)
- Reduced fixed cost base by 20%
- Improved skills base of the local economy
 - Doubled participation by adults in the community: *developing essential numeracy and literacy skills*
 - Doubled apprenticeships: *increasing local skills supply for critical sectors e.g. engineering and health and social care*
 - Increased training to local employers: *upskilling relatively low skilled staff*
- “[The project] has allowed this College to transform its vision and structure into one that is now focused on delivering the right solutions for our customers and the community.”
Fintan Donohue, Principal, North Hertfordshire College

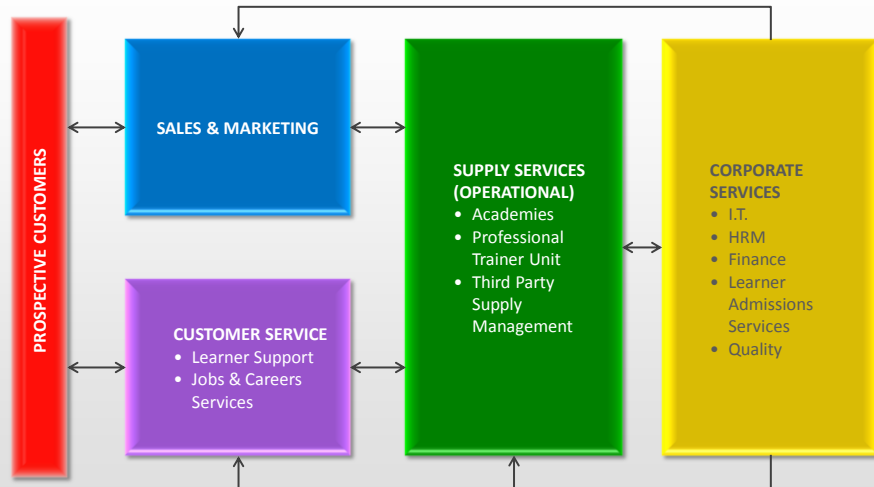
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Appendices



Appendix 2: New college operating model



Appendix 3: Borrowing from retail

Retail sector characteristics	Implications for North Herts College
Commercial organisations have clear commercial objectives – profitability, sales revenues and costs	Set revenue & profit targets, and allocate these down throughout the college
Sales and marketing are key functions	Recognise these skills as strategically important & given equal prominence with teaching within the organisation
Sales and supply are separated	Create a distinct sales function & no longer ask teaching staff to try & sell training
Product supply is determined by market demand	Offer courses & curriculum offers that reflect popularity (or likely future demand)
Supply chain management is designed to ensure a more cost effective and flexible supply of products and services	View teaching resource as supply chain issue with reference to third party supplier
Performance of key activities within an organisation are measured	Determine revenue target levels & measure performance
Performance management is supported through appropriate employee compensation packages	Reward appropriate staff financially, based on their performance of meeting revenue targets
Emphasis on customer service across all units within an organisation	Treat the learner as a customer who has needs the college is seeking to meet