

# Policy Directions and Challenges in UK Higher Education

**FOUNDED ON  
VALUES, CENTRED  
ON STUDENTS,  
FOCUSED ON  
LEARNING**

STRATEGIC PLAN 2017-2022



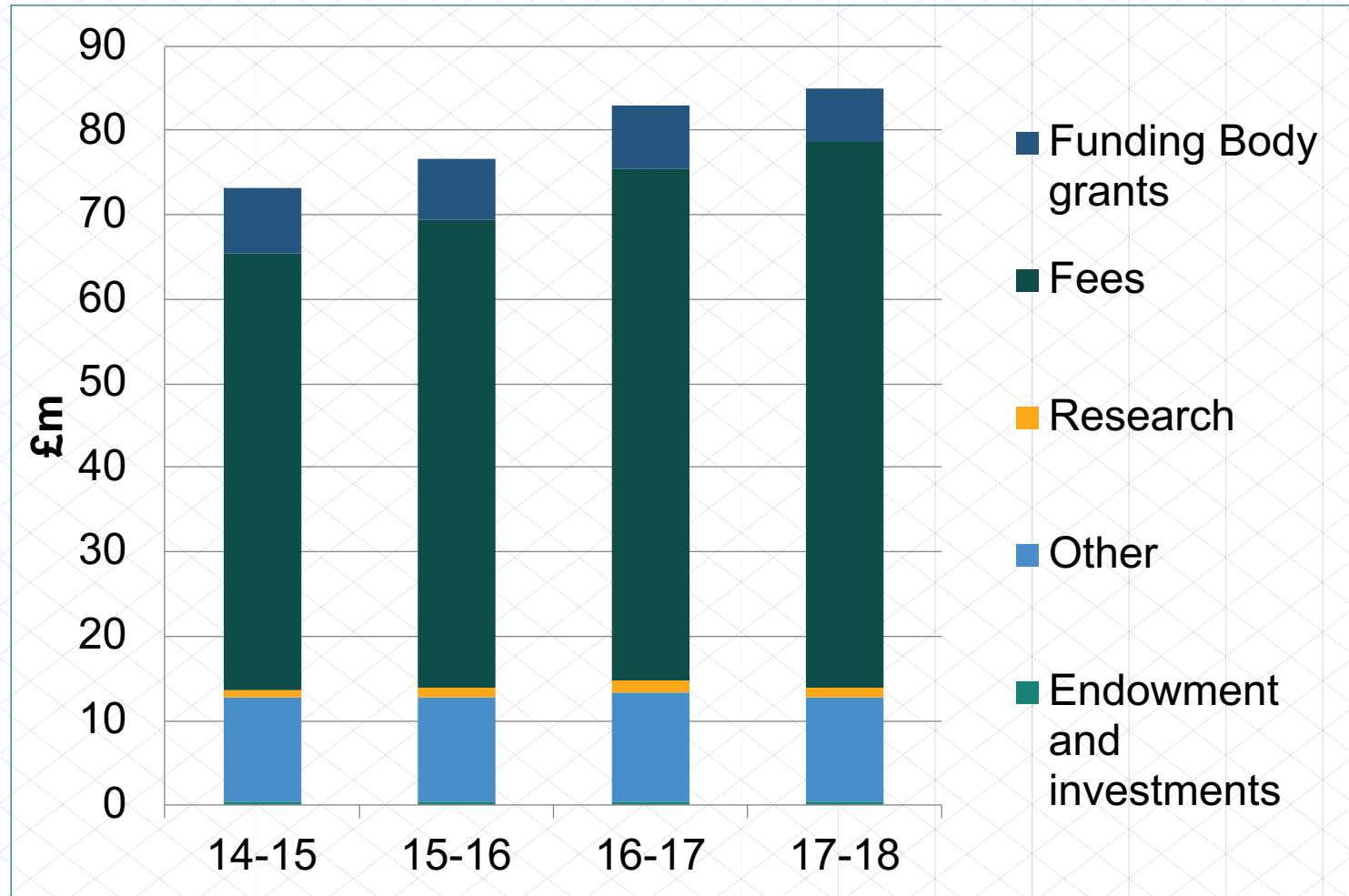
# University of Gloucestershire

- Gained University status 2001
- Roots in Gloucestershire: 1830s Mechanics Institutes and 1847 Cheltenham Training College
- Teaching led, student centred
- Commitment to widening access and participation for students
- Selective, prioritized research
- 2 campuses in Cheltenham, 1 in Gloucester
- Subject range: public services, social sciences, business, technology, humanities, arts and media
- 25% of intake from Gloucestershire, 25% South West, 50% rest of UK/overseas

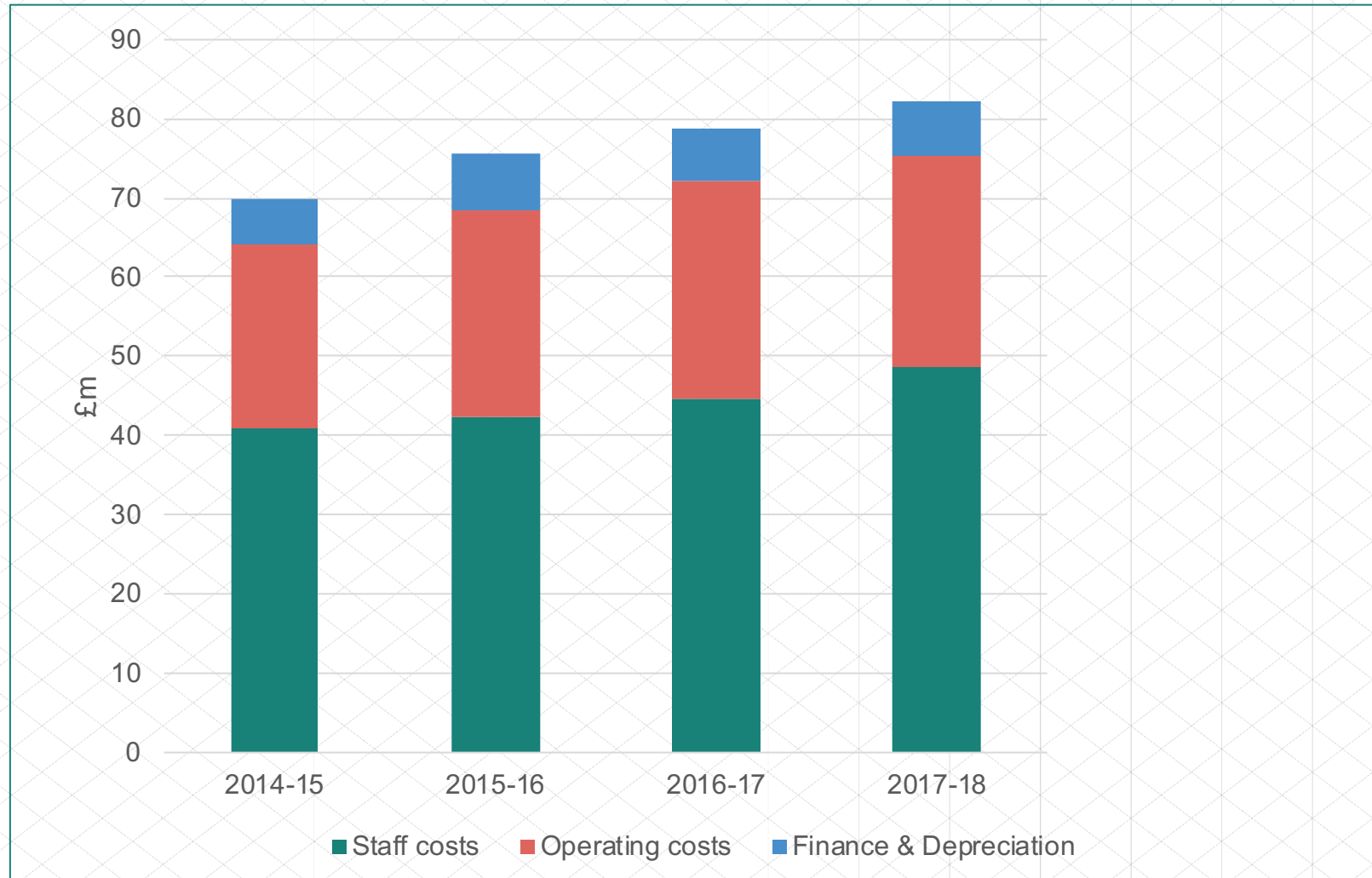
# University of Gloucestershire in numbers

|                             |              |
|-----------------------------|--------------|
| Budget 2018/19              | £85.5m       |
| o/w fees and grants         | £65.0m (76%) |
| Students in Gloucestershire | 8,823        |
| o/w postgraduates           | 1,882 (21%)  |
| o/w part-time               | 1,617 (18%)  |
| o/w overseas                | 482 (6%)     |
| Staff                       | 872 FTE      |

# Income Analysis



# Expenditure Analysis



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## Our four strategic goals:

- To provide a breadth and richness of experience that enables all our students to reach their full potential
- To provide teaching and support for learning of the highest quality
- To undertake research and professional practice which enriches students' learning and creates impact and benefit for others
- To build partnerships which create opportunity, innovation and mutual benefit for the communities we serve

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# Evolution of HE policy

- 1980s: expansion from elite to mass system of HE
- 1990s: polytechnics and other HE colleges become universities
- 1998 Act: introduction of £1,000 student fees
- 2004 Act: fees raised to £3,000
- 2008: financial crash
- 2010: undergraduate fees raised to £9,000 from 2012 [second most expensive after US], supported by generous student loan and repayment system [taxpayer meets over 40% of costs]
- 2014: cap on student numbers removed - any university can recruit as many UG students as they wish
- 2017: HE and Research Act abolished the Funding Council and replaced with Office for Students

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# The new Higher Education agencies

- Higher Education and Research Act became law May 2017
- From April 2018 set up:
  - Office for Students
  - UK Research and Innovation
- Abolished HEFCE
- OfS registration process with 25 conditions
- Some familiar conditions, some new:
  - student protection plans, student transfer plans, governance and freedom of speech, etc



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## Current Government policy assumptions

- Higher education should be a competitive market with informed customers purchasing the service they want
- New market entrants, and “market exit”, encouraged
- Publication of information to support student choice:
  - Teaching Excellence and Student Outcomes Framework (TEF) creating new quality ratings
- OfS as champion of student interests, protecting against self-interest of Universities
- Universities failing to innovate in HE supply
- Primary economic role of HE: providing research and skilled workers:
  - therefore job outcomes key performance measure
- Apprenticeships as valuable as University education

## GET A GLOBAL ACCOUNTANCY QUALIFICATION

LEA

### Several UK universities are in such financial difficulties that they are close to bankruptcy, former government adviser warns

- Nick Hillman, head of higher education think-tank, made warning last night
- Claimed insiders said some universities are closer to wall than ever before
- Possible solutions could be mergers or takeovers by stronger institutions

By ELEANOR HARDING EDUCATION EDITOR FOR THE DAILY MAIL

PUBLISHED: 00:58, 7 March 2019 | UPDATED: 00:58, 7 March 2019



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Several universities are in such financial difficulties that they are 'close to the wall', a former government adviser warned last night.

# Business

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|                              |                               |                              |                             |                               |                               |                            |
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|------------------------------|-------------------------------|------------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|

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Business

## Our over-funded universities are spawning a nation of educated paupers

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## When did university degrees go from worthwhile to worthless?

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ZOE STRIMPEL



3 FEBRUARY 2019 • 6:00AM



   
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## Education



by  
**Richard  
Vaughan**

18 hours

Tuesday February 12th 2019

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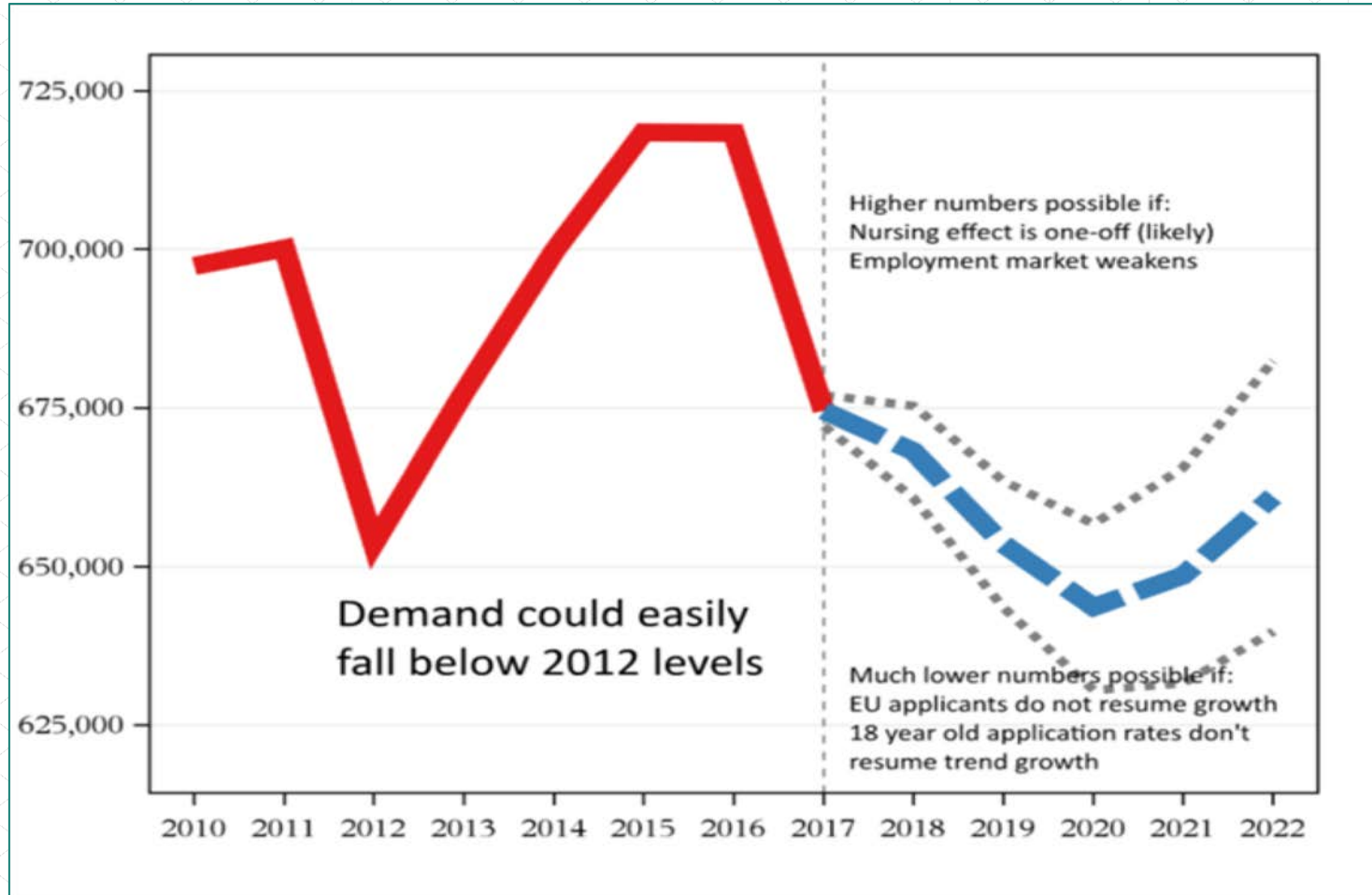
# Universities forced to cut staff as financial crisis in higher education deepens

Universities minister Chris Skidmore told MPs that he expected some institutions to go bust as a result of 'strong competition'



Universities are slashing staff to make savings [Getty Images]

# Demographic outlook



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# Government Policy on future funding for HE

- Augar report: “shortly”
- Government response: Autumn Budget or general election
- Possible components:
  - Regulated fee £7,500
  - Top up grant in selected areas
  - Priority for STEM/technical skills
  - Priority for FE Colleges
  - Minimum entry requirement (3 Ds at A level)?
  - Link to employment and salary outcomes?
  - Willingness to see some Universities go bust?
- Access to earmarked Industrial Strategy funds for research and business support

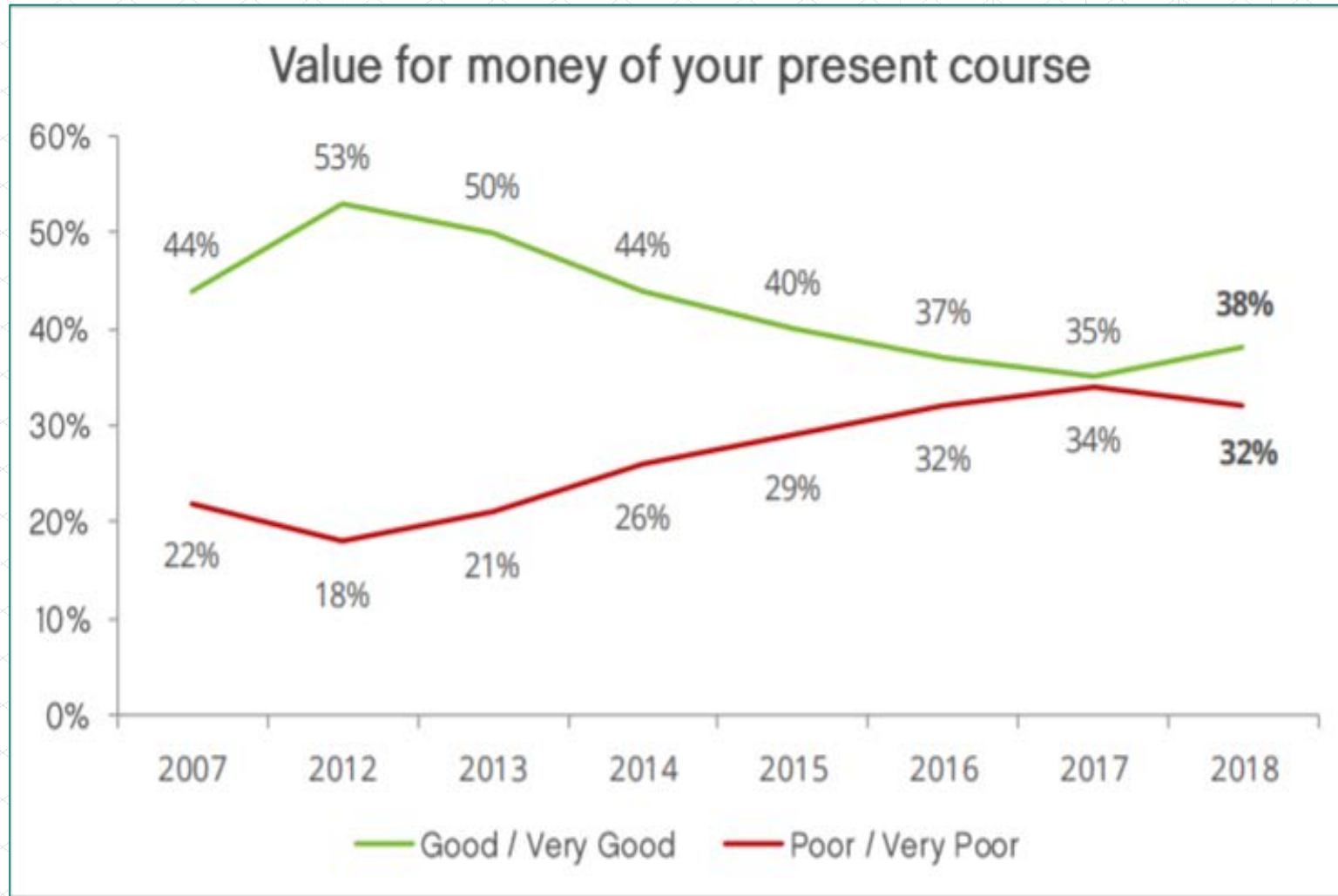
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## How students are reacting

- Power of University brands, based on research excellence
- Cost of HE is driving caution and risk aversion in choices
- Students concerned with value for money (contact hours) and consumer rights
- Risk of information overload: TEF and LEO are not [yet] driving choice



# 2018 HEPI survey of student views



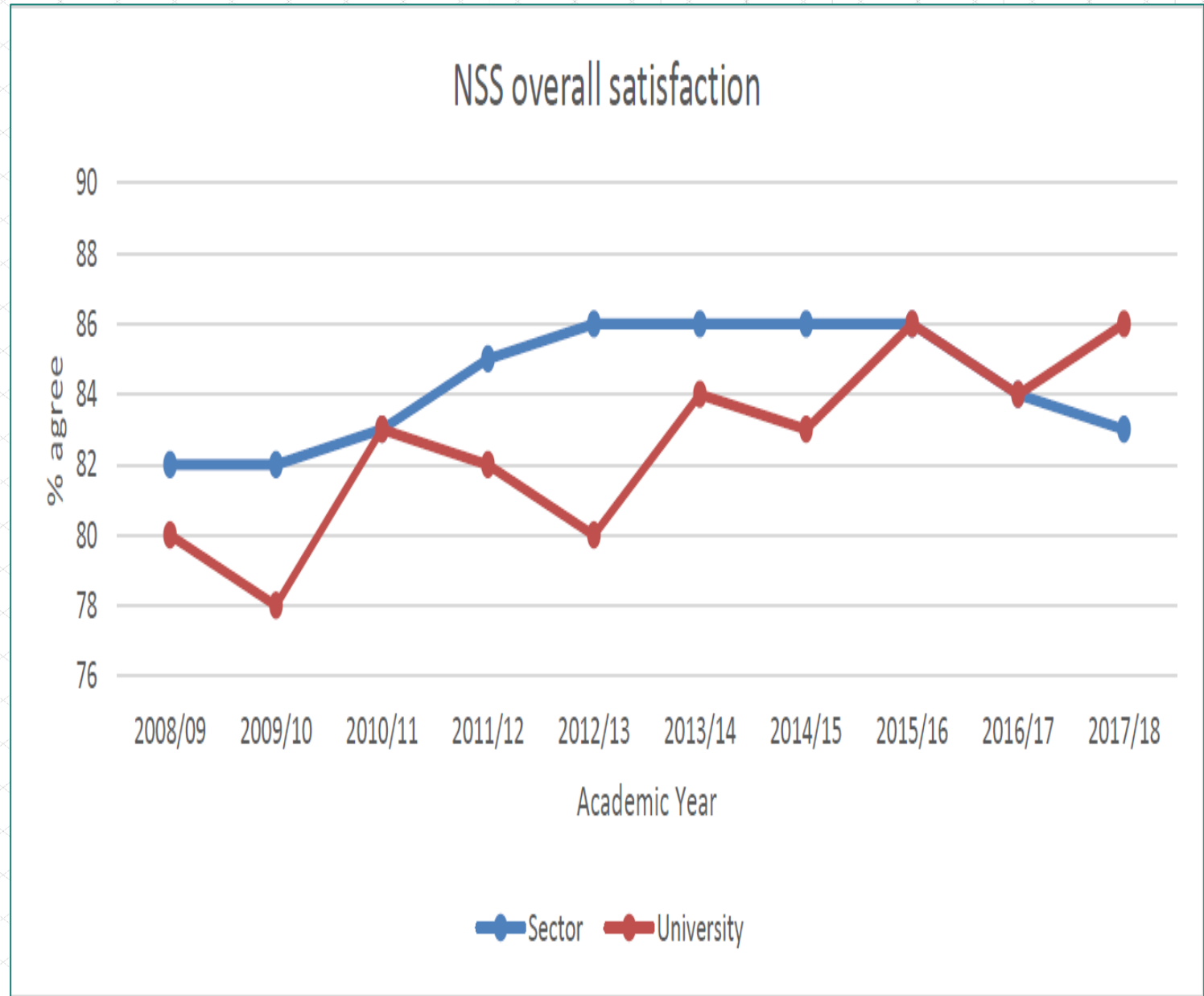
# How Universities are reacting

- Fierce competition for recruitment:
  - Fee income per head is fixed while costs are rising – so imperative for growth in numbers
  - Demographic decline in number of 18 year olds, and public/political questioning of value of university degree
- Strong brands are winning – even if teaching quality is questionable
- Focus on short-term competitive market positioning:
  - Increased spending on marketing, especially social media
  - Offer incentives – scholarships, ipads, gym memberships
  - Creation of relationship with applicant through 18 month cycle
  - Changes in “offer making”
- Combined with increased attention to raising the quality of student experience as best route to long-term sustainability:
  - Using student satisfaction survey to identify improvements
  - Not just about teaching – wider experience, job outcomes, student accommodation
- Investment in buildings and facilities

# TEF dashboard

|                                            | Core metrics                            |                    |                    |                       |         |      | Year† |    |   | Splits differ? |
|--------------------------------------------|-----------------------------------------|--------------------|--------------------|-----------------------|---------|------|-------|----|---|----------------|
|                                            | Denominator                             | Indicator<br>(a) % | Benchmark<br>(b) % | Difference<br>(a)-(b) | Z-score | Flag | 1     | 2  | 3 |                |
|                                            | <b>Full-time headcount: 5,985 (94%)</b> |                    |                    |                       |         |      |       |    |   |                |
| The teaching on my course                  | 3,936                                   | 86.0               | 84.6               | 1.4                   | 2.6     |      | +     |    |   | Yes            |
| Assessment and feedback                    | 3,936                                   | 75.6               | 73.7               | 1.8                   | 2.7     |      |       |    | + | Yes            |
| Academic support                           | 3,936                                   | 83.8               | 80.8               | 2.9                   | 4.8     | +    | +     | ++ | + | No             |
| Continuation                               | 6,488                                   | 93.2               | 90.9               | 2.3                   | 7.2     | +    | +     | +  |   | No             |
| Employment or further study                | 3,951                                   | 95.2               | 95.0               | 0.2                   | 0.6     |      |       |    |   | Yes            |
| Highly skilled employment or further study | 3,951                                   | 69.7               | 69.3               | 0.4                   | 0.6     |      |       |    |   | Yes            |
| <b>Part-time headcount: 365 (6%)</b>       |                                         |                    |                    |                       |         |      |       |    |   |                |
| The teaching on my course                  | R                                       | R                  | R                  | R                     | R       | R    | R     | N  | N | No             |
| Assessment and feedback                    | R                                       | R                  | R                  | R                     | R       | R    | R     | N  | N | No             |
| Academic support                           | R                                       | R                  | R                  | R                     | R       | R    | R     | N  | N | No             |
| Continuation                               | 46                                      | 87.0               | 66.0               | 20.9                  | 3.5     | ++   | +     | ++ |   | No             |
| Employment or further study                | 416                                     | 95.4               | 94.7               | 0.7                   | 0.8     |      |       |    | + | Yes            |
| Highly skilled employment or further study | 416                                     | 69.7               | 67.1               | 2.7                   | 1.4     |      |       | ++ |   | Yes            |

# NSS results

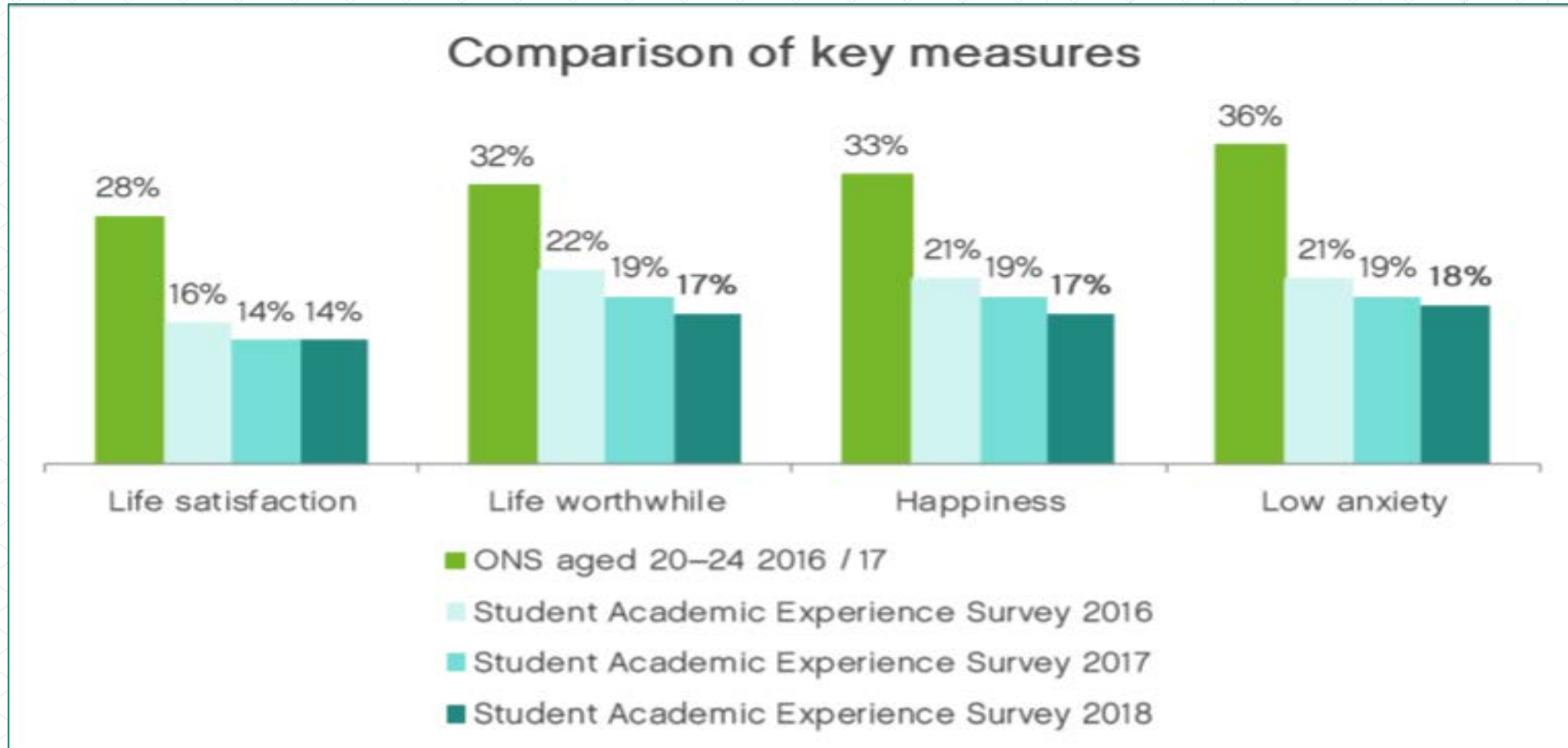


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# Student Subject Representatives



# HEPI Survey data on student wellbeing












**The graduate  
you become**

# Boosting our Student's Employability



## Top 7 Employability Skills

-  **Innovation skills**
-  **Problem solving and decision making skills**
-  **Communication skills**
-  **Organisation skills**
-  **Intercultural skills**
-  **Team work skills**
-  **Leadership skills**





# Your Future Plan Inspiration Festival

12th – 15th Feb 2019

**Featuring  
keynote  
speakers:**



**Cherry  
Healey**

**12th Feb**



**Benjamin  
Mee**

**13th Feb**



**Kanya  
King CBE**

**14th Feb**

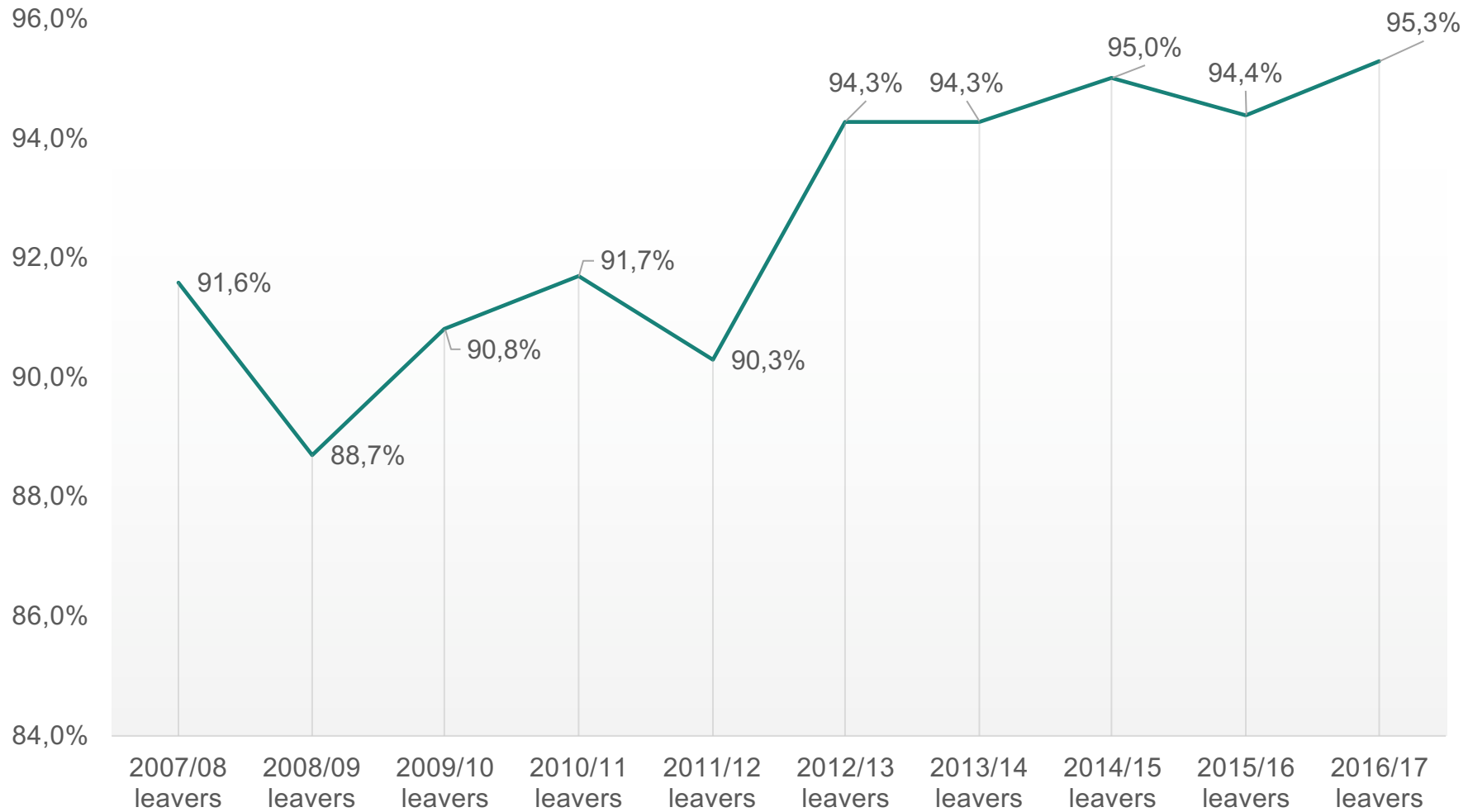
**Plus much  
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**Inspiring industry speakers**  
**Real-life alumni stories**

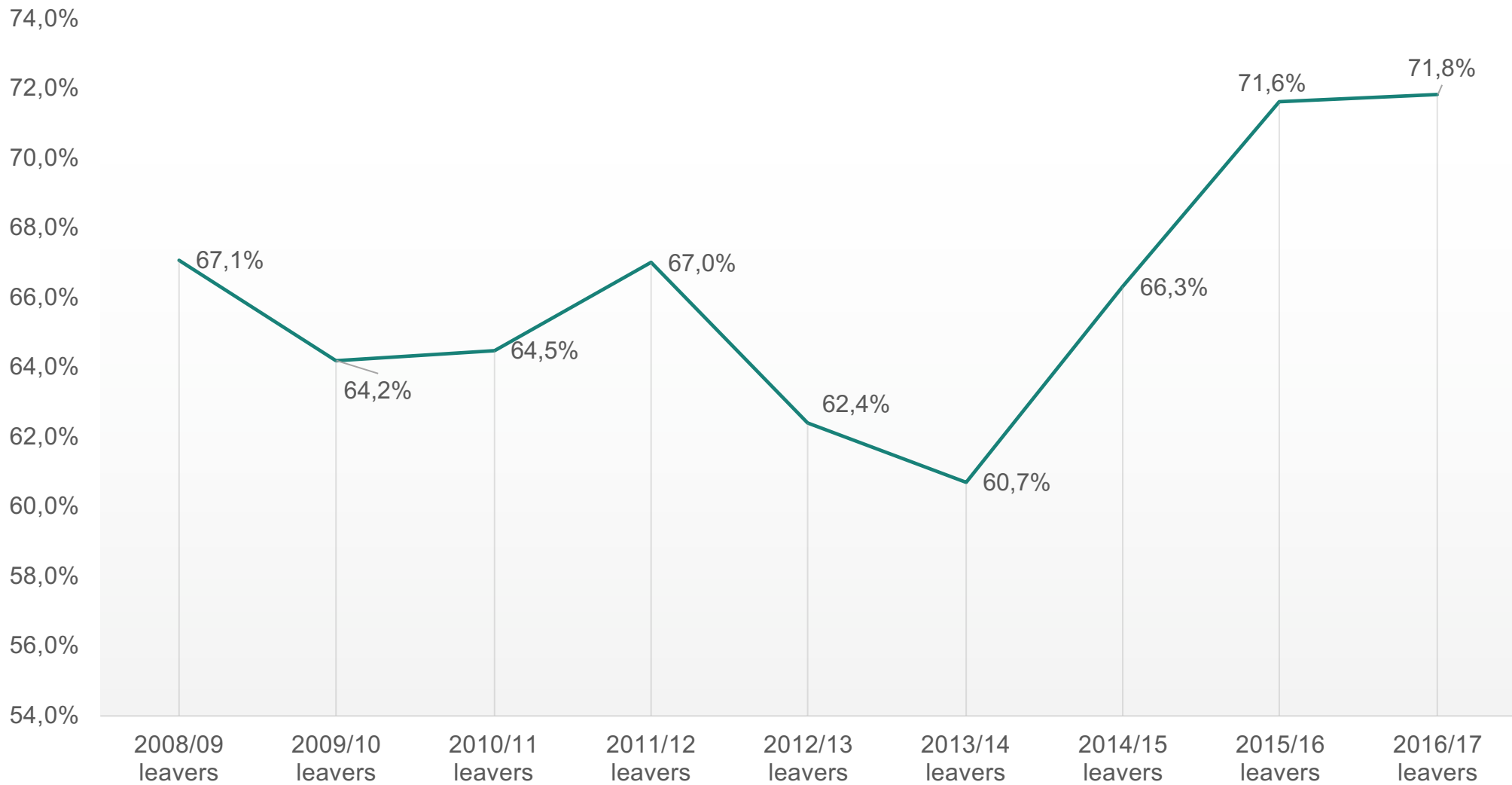
**Local Gloucestershire  
business heroes**  
**Start-up journeys**

**FREE professional head shots**  
**FREE short courses**

## Employment Indicator / Positive Outcomes (Full Time, First Degree)



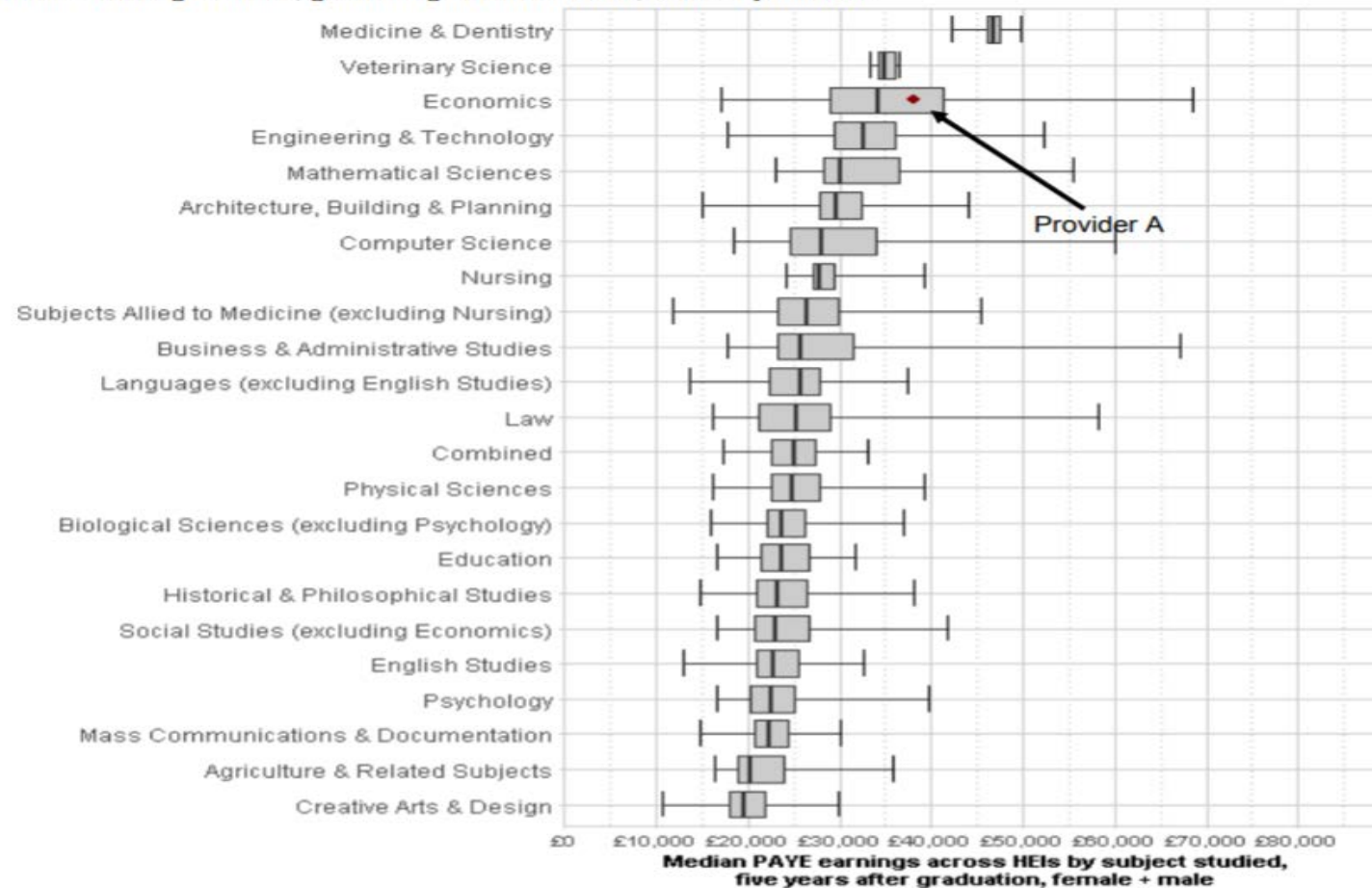
## Professional-Level Employment: All Leavers, UK Employed



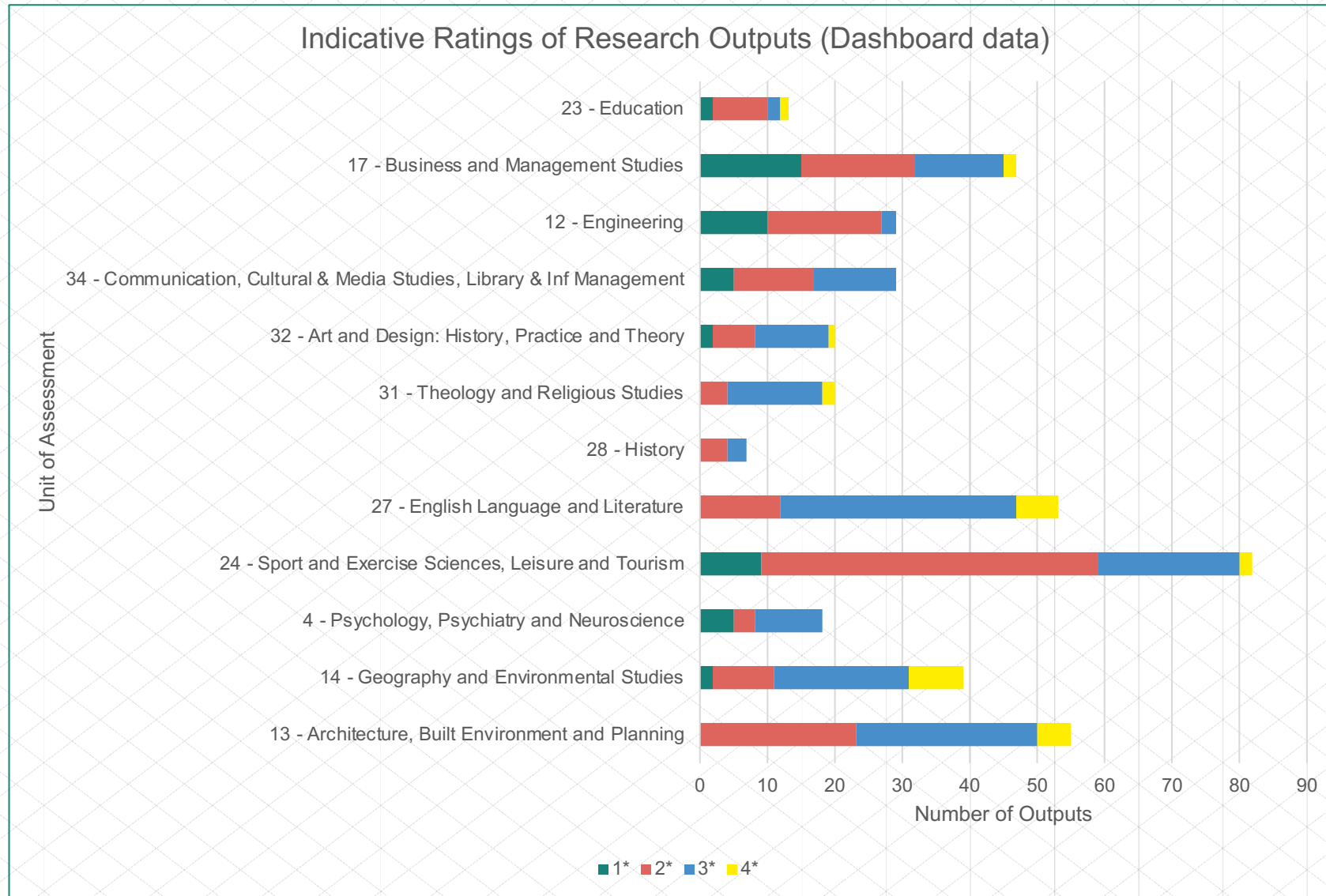
# Longitudinal Education Outcomes

**Distribution of median annualised PAYE earnings across providers for each subject area five years after graduation (minimum, lower quartile, median, upper quartile, maximum). 'Provider A' represents an example institution.**

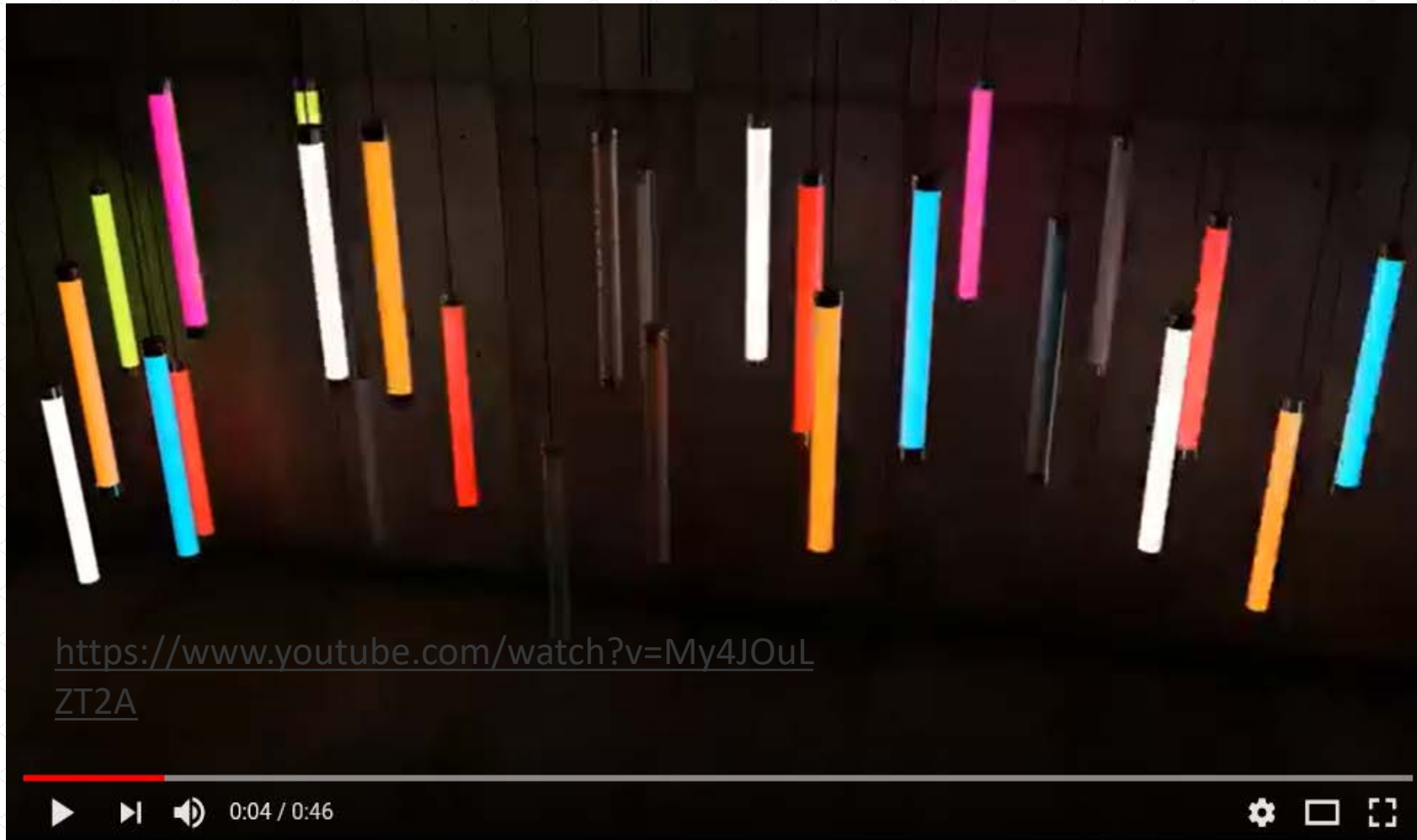
Female + male graduates, graduating cohort 2009/10, sorted by medians



# The Management of Research







<https://www.youtube.com/watch?v=My4JOuLZT2A>

## Time to Shine at the University of Gloucestershire



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