

Value for Money Report – 2021/2022

1. Introduction

being provided, student outcomes and more recently whether the employment graduates enter is graduate level employment. Equally, there is an expectation that Universities also address the value of higher education to the taxpayer who subsidise the student loan system and, through the OfS Capital Teaching Grant, make direct contributions to some institutions.

This changing dynamic calls into question the broader value of a university education and ignores the wider benefits an individual is afforded from entering higher education. The student experience, a contested concept, is not defined by measures and assessment. It is a concept that is not defined by measures and assessment. It is a concept that is not defined by measures and assessment.

2. Student Experience and Opportunities at University of Worcester

These opportunities arise both in the formal teaching setting and the informal social learning setting, clubs, societies, and personal relationships. A good university experience gives the individual the opportunity to explore who they are, expand their knowledge, develop their aspirations, and gives them the tools to achieve them. The value of a university education is different for each student which makes defining it and measuring it challenging, however, university is universally transformative – a period of growth during which students learn how to learn. The development of critical, analytical and reflective skills is applied to every aspect of their lives, and it is this power of education that contributes so significantly to global citizenship.

Encouraging and supporting students to earn additional qualifications in coaching and more recently tutoring;
Integrating work placements and word based projects into students' studies on as many courses as possible;
Employing a very significant number of students at the University
Encouraging active participation in student representation (over 300 reps in 2022/23), student societies and the Students' Union. Participation in these activities help to develop vital employability skills.

Outside of their academic timetable students can join a wide range of clubs and societies giving them opportunities to engage in activities such as :sports, drama, dance as well as meet other students with shared interests or backgrounds. The Students' Union also provides resources to support students, who wish to volunteer outside of work and studies; in 2021-22 the Students' Union recorded 5543 hours of volunteering undertaken by students. In 2021-22 the students' Raise and Give activities raised a total of £31,497 for the students' Charity of the Year, Worcestershire Animal Rescue Service. Through participating in these activities' students gain a wide range of skills and experience which giving them a well rounded student experience and supporting them into the next stage of their lives.

3. Teaching Quality and Outcomes

The quality of teaching are the primary concerns for the majority of students, as evidenced in the OfS report '[Value for Money: the student perspective](#)'. This is closely followed by 'fair assessment' and 'helpful feedback and learning resources'. Graduate outcomes i.e. high salaries, securing a job within six months also feature in the top six areas of concerns for students in the report.

In considering how to report on Teaching Quality and Outcomes there are a wide range of metrics available to the University including external metrics such as: the outcome of the National Student Survey (NSS) and Graduate Outcome Survey. The OfS publishes a range of data via data dashboards on its [website](#) which are constructed from the various data returns submitted by Universities to HESA and other statutory bodies, the outcomes of NSS and Graduate Outcome Survey. The OfS has recently launched two additional dashboards: Student Outcomes Data (relating to OfS Condition B3) and [TEF Data](#) (this later includes da(,)6.9 (t)-5.4.8 (S)-1.6s rand Sesa(,)6.9 -3 (4)-6 (c)- ((,)6.90)-5 (2 Tc 0 Tw 11.04 -0.

Progress – 2017/18 to 2019/20 (note only three years of data are available as the Graduate Outcome Survey has only been run for three years)

Students' views of Teaching Quality Measures as evidenced in the NSS responses (TEF Data)

Measure	Benchmark Value	Institution overall value
The teaching on my course	83.1%	84.6%
Assessment and feedback Academic Support	73.8%	76.1%

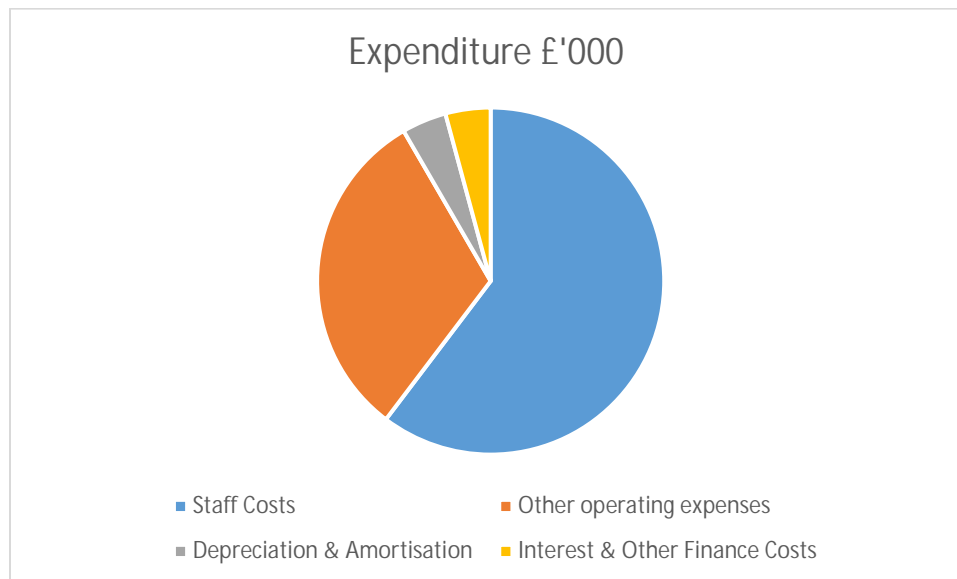
Student Outcomes – Progression Data (Students progressing to professional or

University Income

Income	£,000
Funding Body Grants	6,903
Tuition Fees & Education Grants	73,465
Research Grants & Contracts	878
Other Income	10,747

Endowment & Investment Income 16,560

University Expenditure



Expenditure	£'000
Staff Costs	58,146
Other operating expenses	30,193
Depreciation & Amortisation	4,007
Interest & Other Finance Costs	4,053
	96,399

Included in 'Other Operating Expenses':

Area	Value
Student Accommodation - external rentals and related costs	£564,534
Catering Expenditure - costs of providing onsite catering facilities	£1,947,849
Electricity, Gas & Water for all University properties including Student Accommodation	£2,173,677
Repairs & General Maintenance to all University property and equipment, including Student Accommodation	£2,238,230
Partner Colleges - cost of courses affiliated to the University, for example Halesowen College	£4,644,555
Student Bursaries	£985,411

Student Financial Support

The figure for Student Bursaries relates to a range of funding and financial support provided to students during the year including:

Access to Learning Fund:

261 non-standard awards: paid when a student has an unforeseen situation or exceptional costs such as essential repairs, emergency payments or priority debts

69 standard awards: paid to help towards a recognised shortfall between income and expenditure

55 Academic Scholarships

Procurement Efficiencies

Each year the Audit Committee receives an Annual Report on the University's Purchasing. The latest report received (Audit Committee 22nd March 2022), which reviews purchasing in 2020-21 identified that the Procurement Team achieved £1.065m efficiency savings against a spend of £20.7m on goods, services and works.

Not all savings, efficiencies and benefits achieved by the Procurement Team are monetary. Examples of non-monetary savings, efficiencies and benefits in 2020/21 are:

- Procurement of external contractor to provide DBS checks for students and staff, the successful supplier provided a system interface between themselves and the University which resulted in time management efficiencies for staff in checking certificates
- The review of the Occupational Health contact for staff. The new contact included the introduction of an Employee Assistant Programme giving staff wide access to a number of services including counselling, money advice, legal advice and general health advice.
- Tender for a new Student Module evaluation survey tool to help assist with NSS surveys and general surveys. The new supplier offer a much more detailed and configurable piece of software.
- Consolidation of mobile phone contracts onto a new tariff which enabled the University to have a capped data fee across the fleet rather than on individual phones.

Capital Developments and efficiencies

- **Riverside Building, Severn Campus**

At the start of 2021/22 the University consolidated its Gym provision from around the University into one larger gym in the Riverside Building on Severn Campus. This provides a modern facility which is equidistant to the St Johns and Severn Campus with easy access and parking for students, and staff. The initiative was informed by a proposal of a former Students Union President.

Building on the success of the Gym, at the start of 2022/23 the University moved its Physiotherapy and Sports Therapy provision into the Riverside Building. The co-location of these

two courses provides efficiencies of space and resources as well as opportunities for staff and student interdisciplinary working.

- **Elizabeth Garret Anderson Building, Severn Campus**

The Elizabeth Garret Anderson building will provide additional teaching facilities for the University's growing health provision with the provision of teaching rooms, trainee consultation rooms and an anatomy suite. These facilities will complement the University's existing simulation suites in the Sheila Scott building and recently refurbished teaching space in the Elizabeth Casson building with students, and staff, moving between the buildings depending upon what activity and class they are undertaking. This provides cost efficiencies through the use of the same skills simulation spaces by all health courses, ensuring good use of facilities, as well as providing opportunities for interdisciplinary training.

The building was formerly the home of Worcester News. The refurbishment and construction work contract is let to Stepnells who were appointed from the University's contractors framework. Part of the terms of their contract requires them to meet social value objectives; Stepnells target was £1.6m of added Social Value, to date they have achieved £2.8m. This has been achieved through a range of initiatives including: 92.9% of waste being diverted from landfill; an innovative programme of 12 first year level electrical students each participating in 30 hours work experience;

