

Working across borders: the landscape for student information and HE indicators

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Outcomes of the Review of Provision of Information

New NSS for 2017

- 9 new student engagement questions on academic challenge, student voice and learning community
- Revised questions on feedback and assessment and learning resources
- New Student Union question (on academic representation) in main survey and SU optional bank

Changes to Unistats and the Key Information Set

- For 2017, removal of information on scheduled learning and teaching; assessment methods; costs
- Retention of links to detailed information on providers' webpages
- Reflects key finding of review: students value detailed information about the course and summary metrics not meeting their needs
- Work beginning on replacement for Unistats

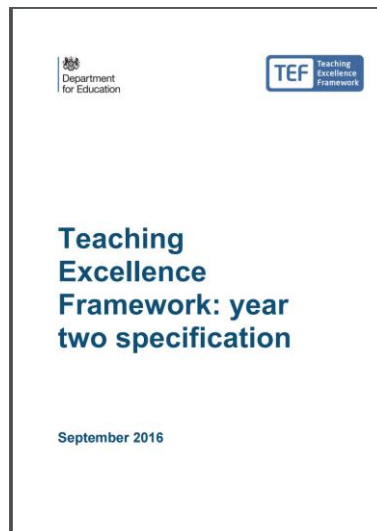
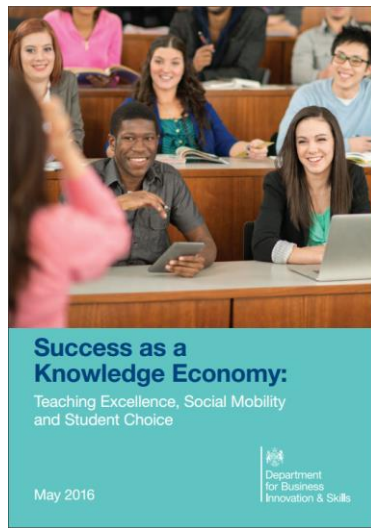
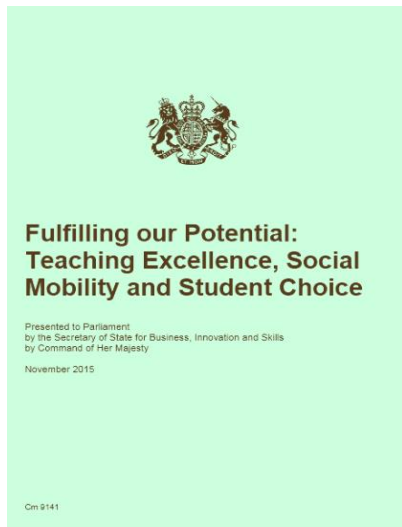
Guidance to providers on supplying information for prospective undergraduates

- Expect to publish end of February, 2017

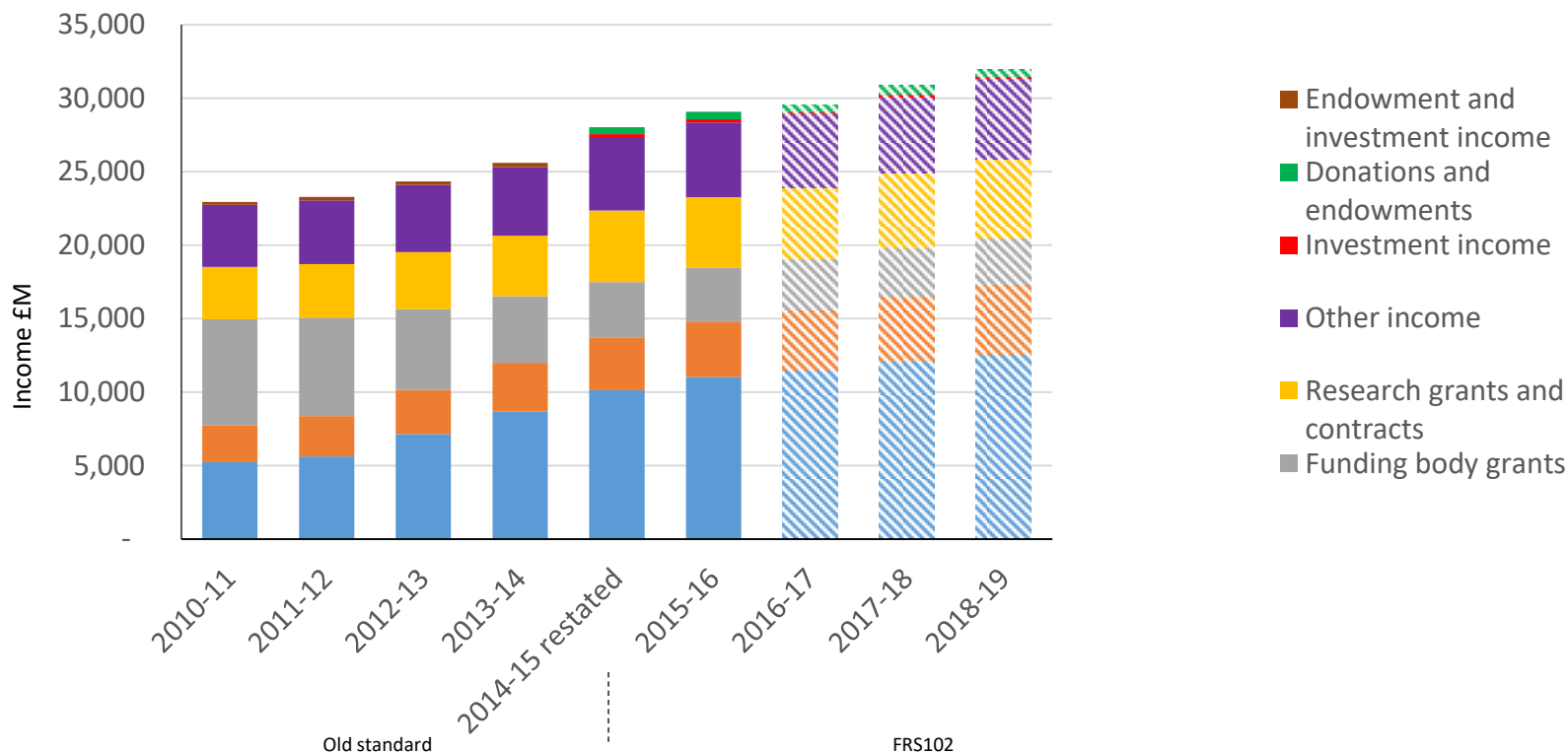
Evolution of TEF

	Year 1	Year 2	Year 3	Year 4
Assessment level	Provider level 'meets expectations' awards	Provider level trial	Provider level + <i>Subject level pilots</i>	Subject level + <i>Postgraduate level</i>
Fees	Full inflationary uplift	Full inflationary uplift	Differentiated inflation uplift (provider level)	Differentiated inflation uplifts (provider level)
Continuous improvement		Lessons learned	Further metrics development	On-going improvements

A changing regulatory landscape



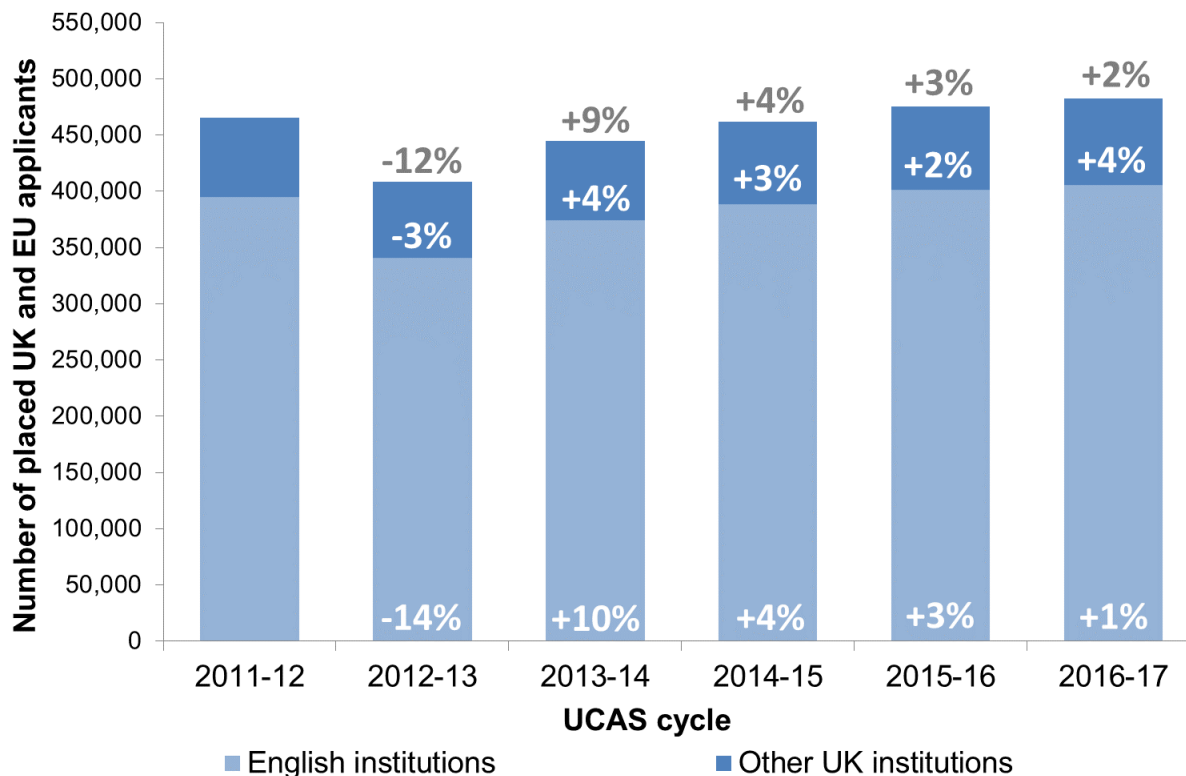
Income to HEIs



Source: HESA finance record for past years; financial results and forecasts return for forecasts.

1. From 2014-15 data has been reported under the new FRS102 financial reporting standard. 2. Data up to and including 2015-16 data is from the HESA Finance record submitted in December 2016. 2016-17 to 2018-19 data is from HEI financial returns made to HEFCE in July 2016. 3. 2014-15 restated data is from HESA finance record, except for overseas fee income which is from the financial forecasts submitted to HEFCE in July 2016 (Tuition fees and education contracts is calculated by subtracting overseas fee income from the financial forecasts from total tuition fees and education contracts income from HESA data).

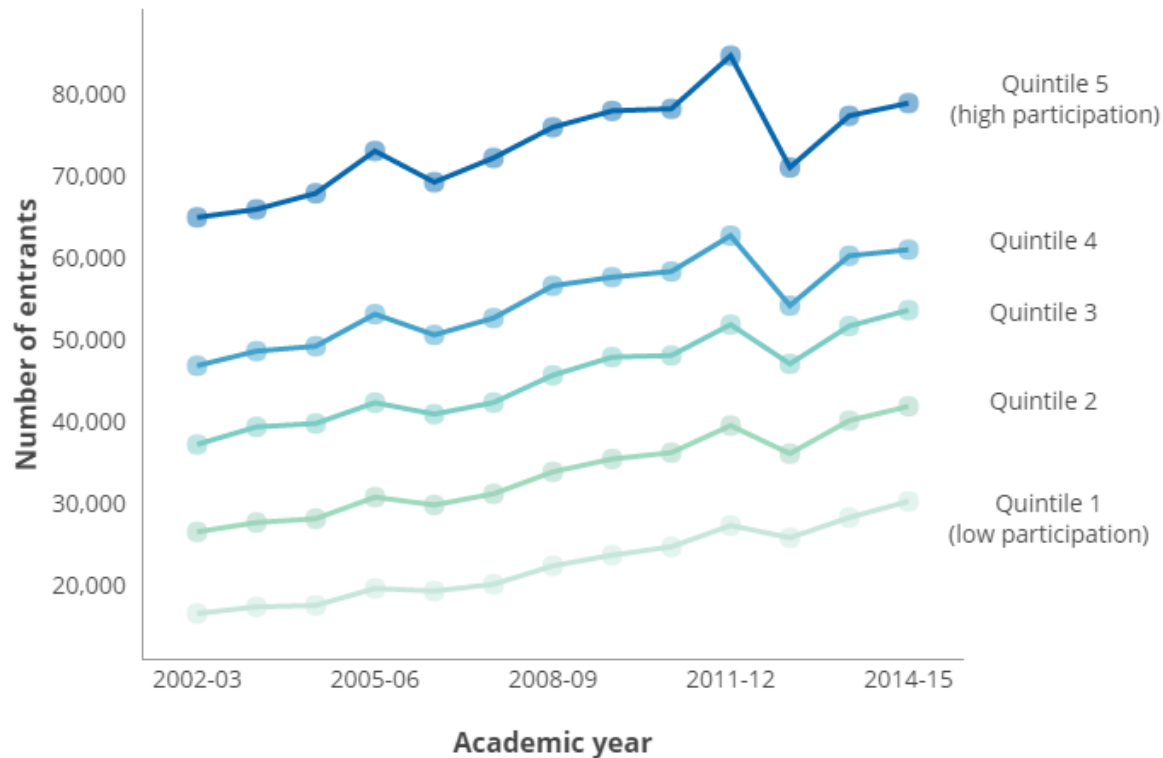
Full-time undergraduate recruitment, UK and EU students 2011 to 2016



* UCAS data as at 28 days after A level results

Trends in young participation by POLAR3

Young (under-21) first degree entrants at HEFCE-funded HEIs

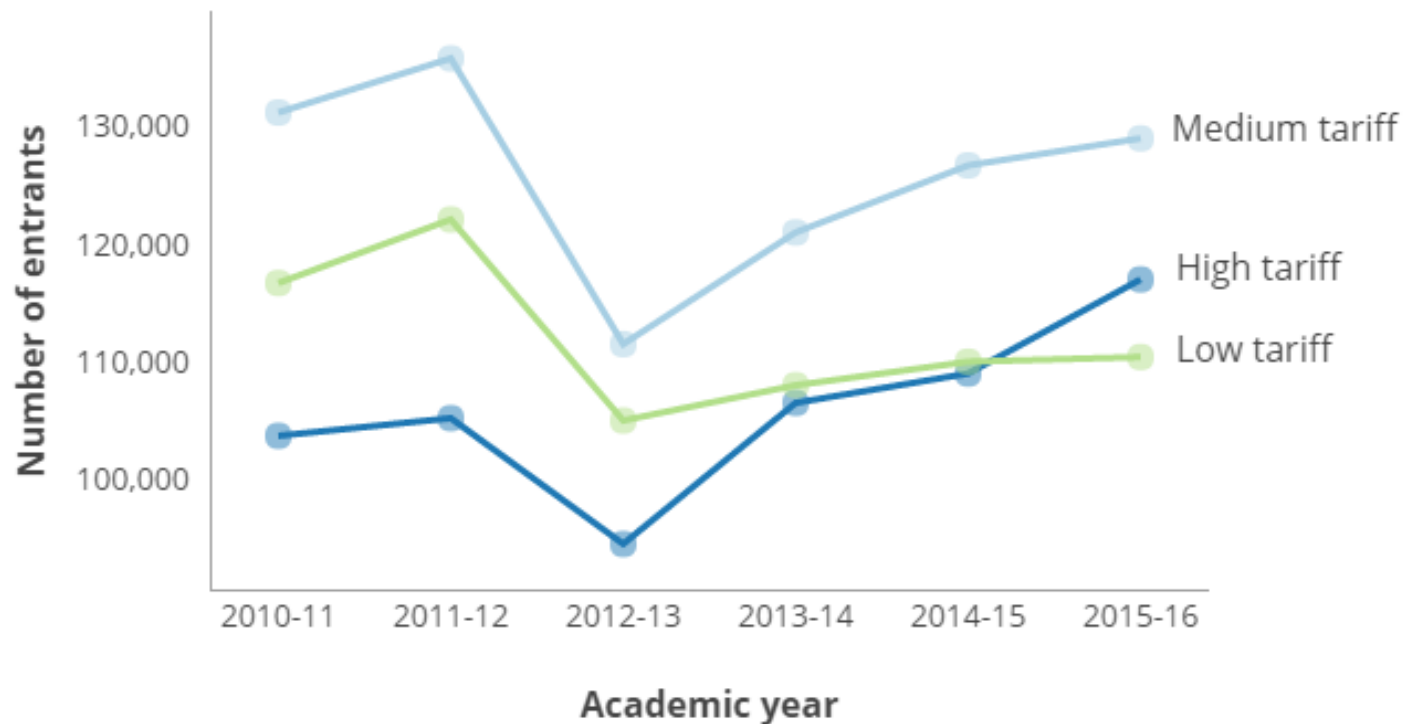


Source: HESA Student Record.

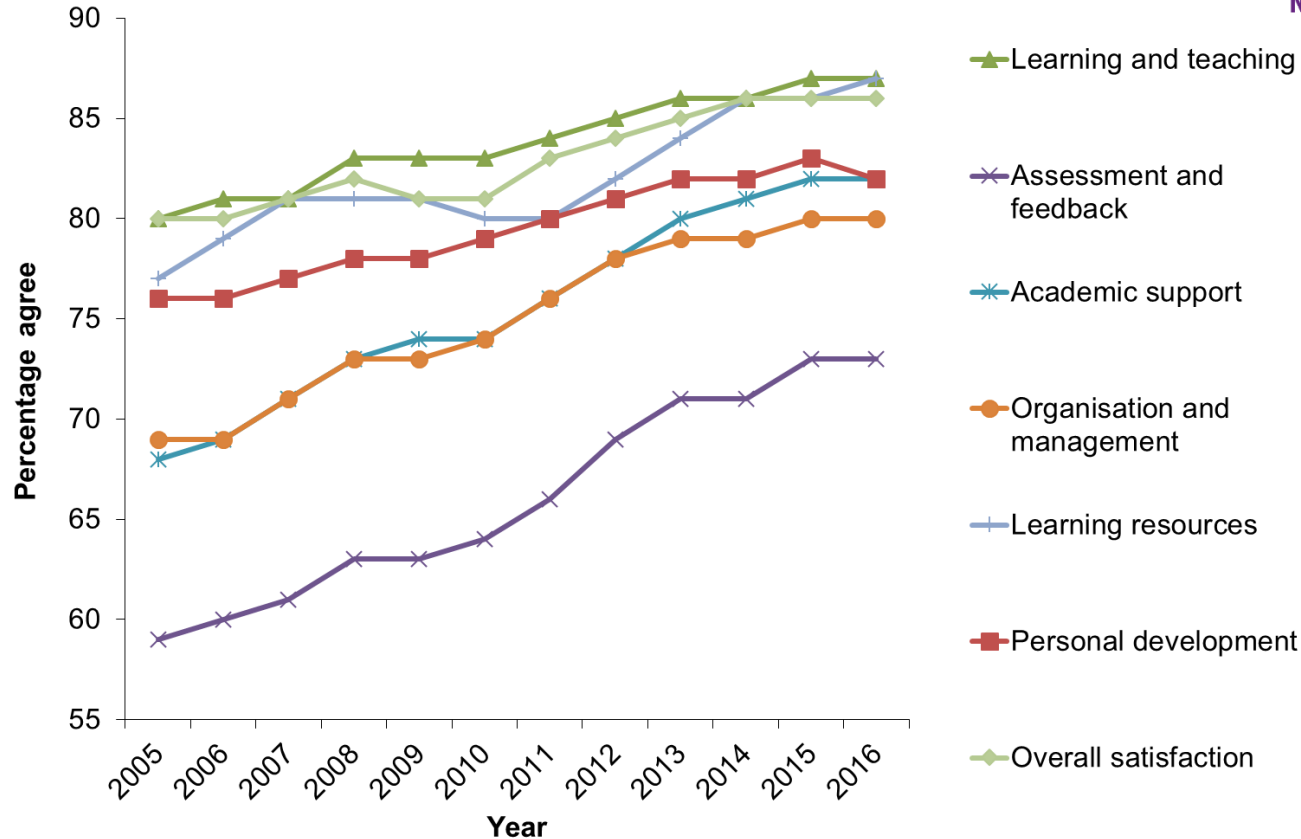
Note: Full-time, UK-domiciled students only.

Shifting numbers

UK and other EU full-time undergraduate entrants by institution type

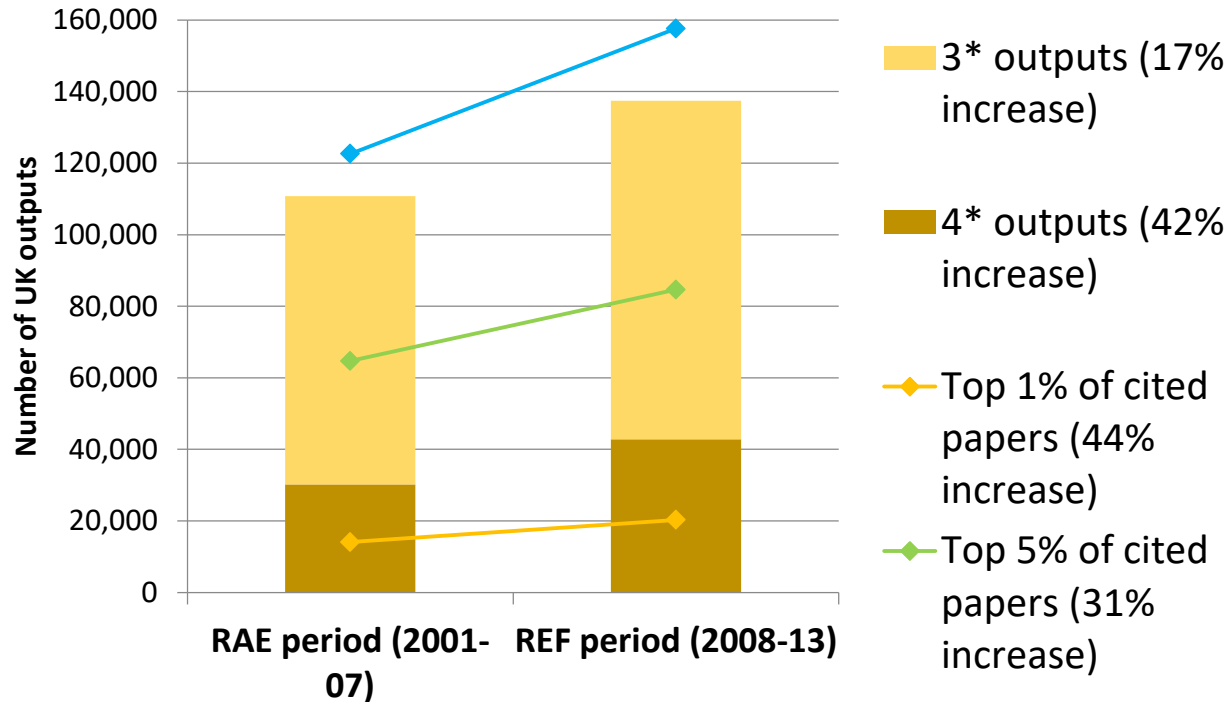


Student satisfaction 2005-2016

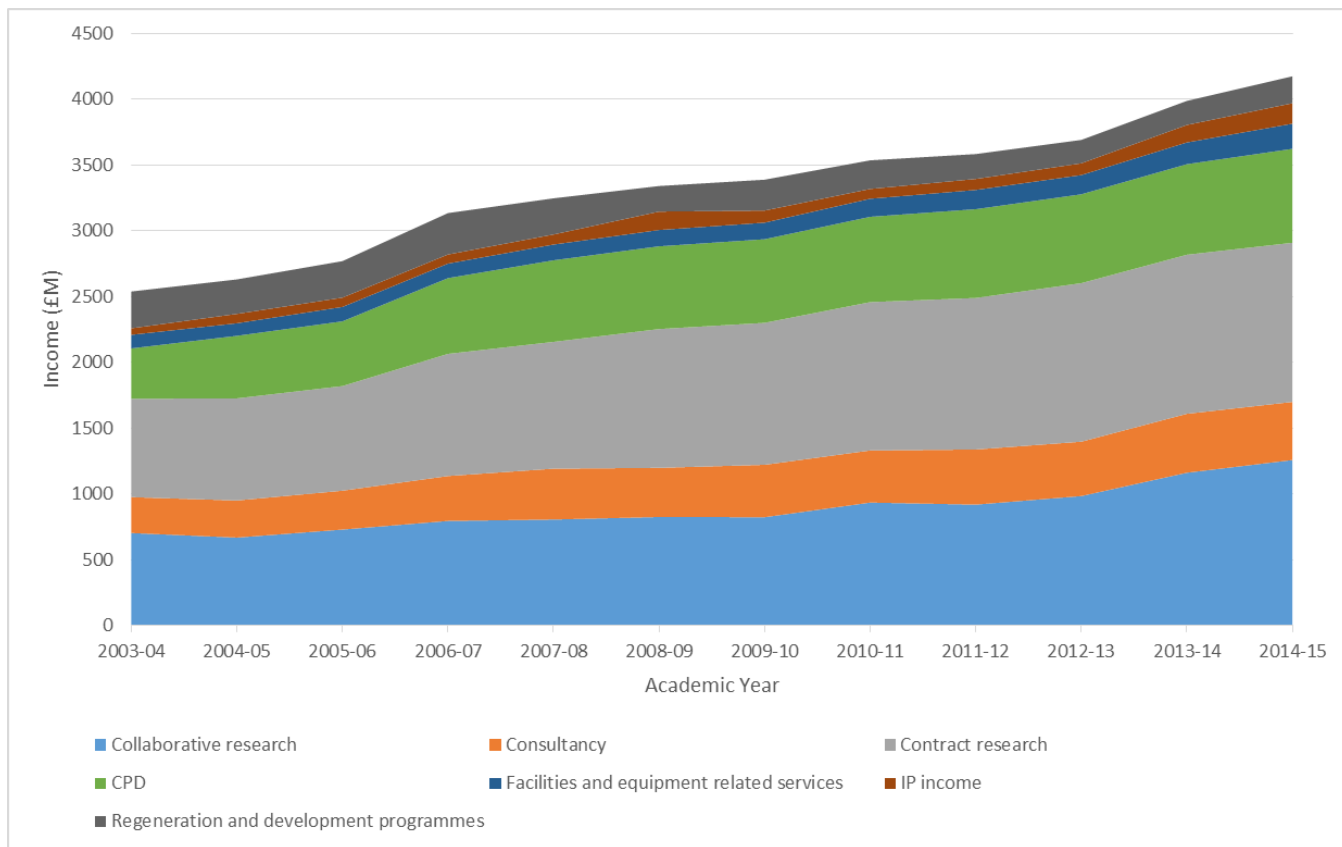


REF and citation measures of research

Subject reviews by learned societies and other funders, and national comparisons based on citations show similar improvement



Knowledge Exchange Income (£Ms Real Terms)

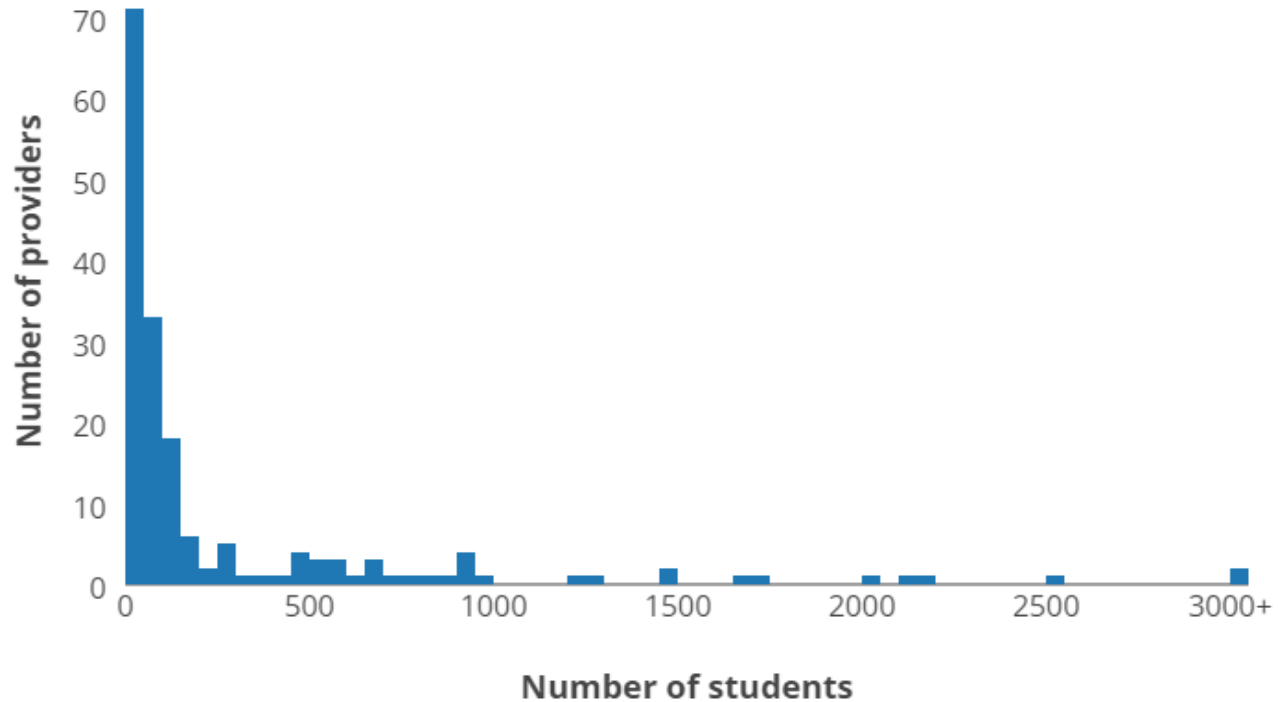




Why might the UK government be proposing changes to the regulatory landscape and why is it introducing the Teaching Excellence Framework?

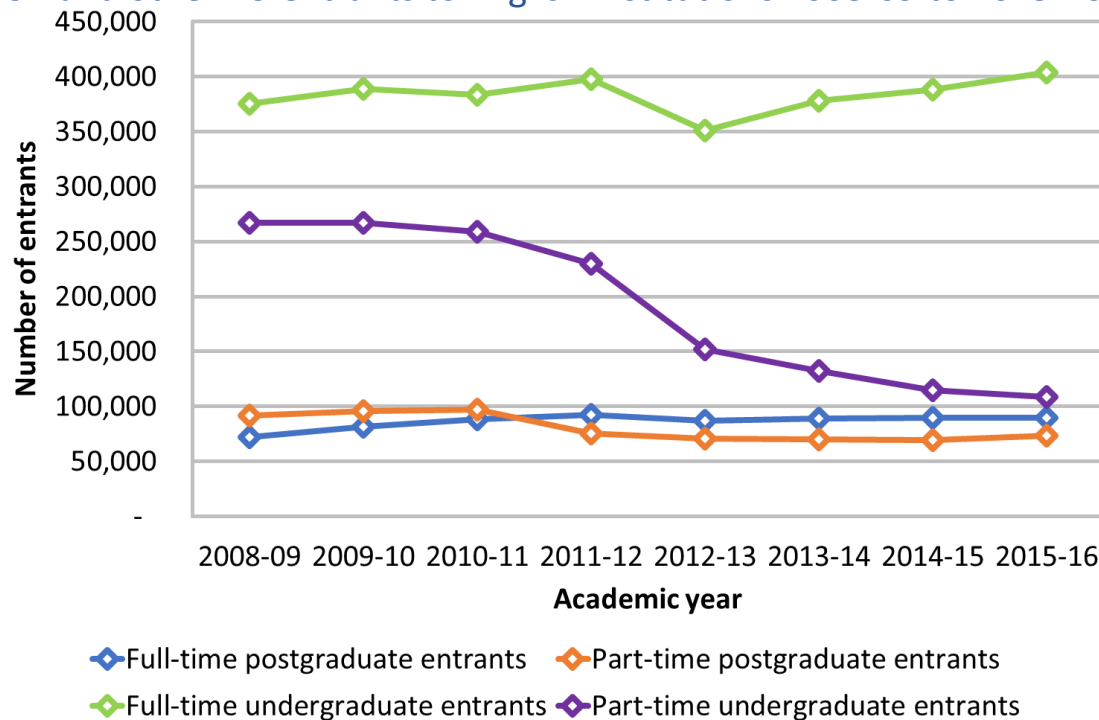
Students at alternative providers

Most alternative providers have few students claiming student support

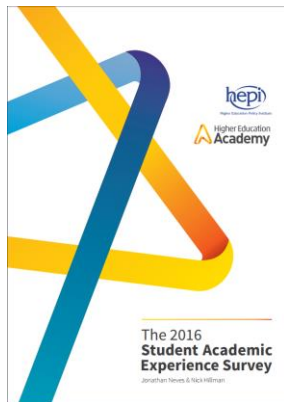


Part-time and full-time entrants, undergraduate and postgraduate

UK and other EU entrants to English Institutions 2008-09 to 2015-16



Ingredients for change



Fixing the foundations:
Creating a more prosperous nation

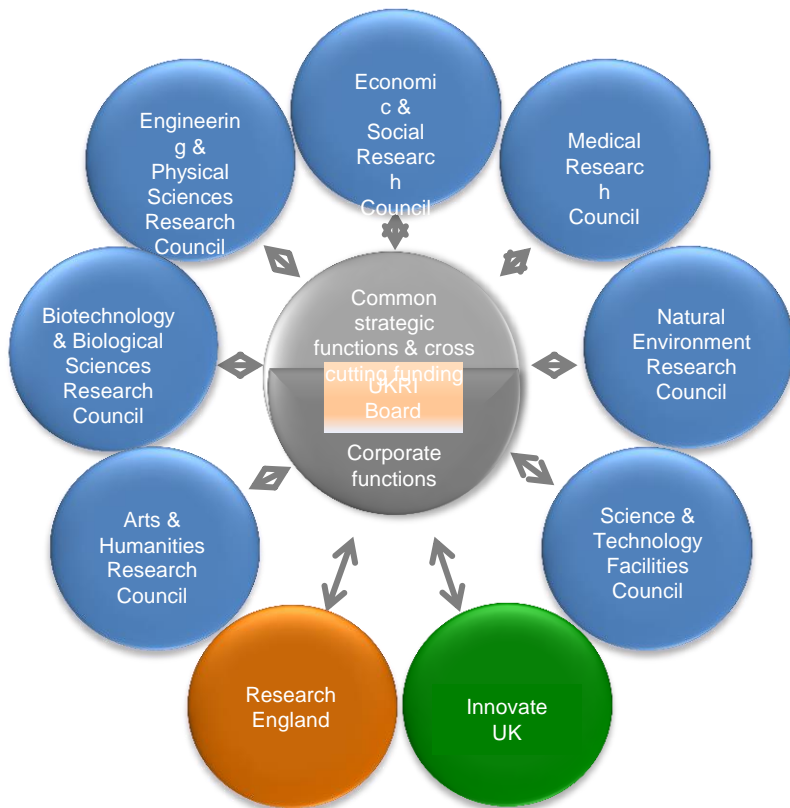




Clause 2 duties of the Office for Students

- Promote quality, and greater choice and opportunities for students, in the provision of higher education by English higher education providers
- Encourage competition between English higher education providers in connection with the provision of higher education where that competition is in the interests of students and employers
- Promote value for money in the provision of higher education by English higher education providers
- Promote equality of opportunity in connection with access to and participation in higher education provided by English higher education providers

UK Research and Innovation



- A greater focus on cross-cutting issues, such as multi- and inter-disciplinary research.
- A strengthened, unified voice for the UK's research and innovation funding system.
- Improved collaboration between the research base and business community.
- Better mechanisms for the sharing of expertise and best practice, driving up the effectiveness of decision making.
- Centralisation of back and middle office functions and the reduction of administrative responsibilities.
- Improved quality of evidence on the UK's research and innovation landscape.



UKRI and OfS joint working

The Government has published a fact sheet, outlining 9 areas of joint working between UKRI and OfS, and where it is expected that Research England will play a significant coordination role:

- Skills capability and progression
- Knowledge exchange
- Infrastructure funding
- Financial sustainability and efficiency of the HE system and providers
- Accountability and assurance
- Evidence gathering and system intelligence
- TEF and REF



Implementing the OfS and UKRI

- Chair, CE and DfAP appointments by spring 2017
- Transfer of HEFCE and OFFA staff plus some Board members to OfS and some HEFCE staff to UKRI
- OfS Regulatory Framework consultation in autumn 2017
- New bodies established from April 2018, but transitional working in 2017-18 and 2018-19
- Alongside this, core business and key developments, notably:
 - TEF; REF; Health reforms; Brexit



What are the implications UK-wide of the UK HE Bill and the development of the Teaching Excellence Framework for:

- Information provided by HE providers
- The development and use of HE indicators

What advice would you give the UK and national governments, and the leadership of the new regulatory and funding bodies?



Thank you for listening

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