



UNIVERSITY *of*
WORCESTER

Value for Money Report – 2024/25

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1. Introduction

The University of Worcester is committed to providing Value for Money for its students and for taxpayers. It does this in 4 main ways:

- Through the quality of our teaching and student outcomes
- Through the wider student experience that develops transferable skills and enhances employability
- Through the efficiency and effectiveness with which the university's finances are managed
- Through the wider benefits that our institution brings to society through our education, research and knowledge exchange

This report provides information on how the University has provided Value for Money in academic year 2024/25.

2. Teaching Quality and Outcomes

The quality of teaching is the primary concern 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 concern 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 Outcomes Survey. The OfS publishes 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 Outcomes Survey. Two of these dashboards: [Student Outcomes Data](#) (relating to OfS Condition B3) and [TEF Data](#) (this latter includes data and responses to the NSS and relates to Undergraduate students only) relate directly to student outcomes and experience. In addressing the question of Value for Money in terms of Teaching Quality and Outcomes the University proposes to use the data published by the OfS which are readily available to all and provides opportunities for both students, and the taxpayer, to consider the University's performance against other Universities.

The OfS TEF dashboard compares University performance with benchmarks (i.e. what might be expected given the particular mix of students and courses at the University). The university's performance against the benchmark is shown graphically in the dashboard. The OfS B3 dashboard for the Student Outcomes (B3) measures performance against a set threshold for each mode and level of study (i.e. Full Time First Degree). Data is provided as an aggregate as follows:

- TEF Student Experience Data – 2023 to 2025 (based on the updated NSS survey launched in 2023)
- Continuation – 2019/20 to 2022/23
- Completion – 2016/17 to 2019/20
- Progression – 2019/20 to 2022/23

The data set out in the following tables provides a high-level overview of TEF Student Experience outcomes as measured by the NSS (undergraduate students only), and student continuation, completion and progression data in the primary modes of study. The [OfS datasets](#) can be further analysed by course and by gender, ethnicity, disability, age on entry,

those studying at partner organisations. Dashboards are usually updated annually, with the most recent data published in July 2025. A three-year overview of B3 and NSS outcomes is now provided in this report to show trend data over the period from 2023 to the latest update in July 2025.

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

Measure	Benchmark value July 2023	Institution overall value July 2023	Benchmark value July 2024	Institution overall value July 2024	Benchmark value July 2025	Institution overall value July 2025
The teaching on my course	83.1%	84.6%	85.2%	85.2%	85.9%	85.9%
Assessment and feedback	73.8%	76.1%	79.6%	77.9%	80.5%	79.2%
Academic Support	77.6%	79.6%	82.6%	80.7%	84.0%	82.2%
Learning resources	81.5%	84.4%	86.7%	88.2%	87.2%	88.3%
Student voice	72.4%	75.9%	73.2%	74.2%	74.8%	75.1%

The TEF measures are provided using results from the updated NSS launched in 2023, with three years of data now available. Scores for the NSS remain consistent, however there are some measures where the benchmark is above the institutional outcome. NSS outcomes and benchmarks are monitored and reviewed on an annual basis to ensure that appropriate actions are taken to provide a high-quality student experience and to reduce any gaps in performance against benchmark.

2.2 Student Outcomes – B3 Continuation Data (Students continuing their studies in higher education e.g. retention data)

Continuation	Numerical Threshold	Institution Overall Value July 2023	Institution Overall Value July 2024	Institution Overall Value July 2025
Full-time First degree	80%	85.8%	84.7%	84.1%
Full-time Other undergraduate	75%	81.2%	80.2%	79.7%
Full-time PGCE	85%	92.8%	91.8%	91.8%
Full-time PG Taught Masters	80%	89.8%	90.3%	91.8%
Part-time First Degree	55%	70.3%	71.7%	76.8%
Part-time Other Undergraduate	55%	75.8%	76.4%	82.8%
Part-time Taught Masters	65%	69.3%	71.0%	71.5%
Apprenticeship UG	70%	81.4%	89.4%	86.7%

2.3 Student Outcomes – B3 Completion Data (Students completing a higher education qualification)

Completion	Numerical Threshold	Institution Overall Value July 2023	Institution Overall Value July 2024	Institution Overall Value July 2025
Full-time First degree	75%	87.4%	87.5%	83.9%
Full-time Other undergraduate	65%	81.2%	80.8%	81.1%
Full-time PGCE	85%	93.4%	92.7%	92.5%
Full-time PG Taught Masters	80%	91.2%	90.2%	89.2%
Part-time First degree	40%	69.9%	68.5%	69.3%
Part-time other undergraduate	55%	83.1%	82.1%	78.0%
Part-time PG Taught Masters	65%	71.0%	69.0%	72.6%
Apprenticeship UG	55%	62.5%	82.3%	Reporting threshold not met

2.4 Student Outcomes – B3 Progression Data (Students progressing to professional or managerial employment, for further study)

Progression	Numerical Threshold	Institution Overall Value July 2023	Institution Overall Value July 2024	Institution Overall Value July 2025
Full-time First degree	60%	73.4%	73.9%	76.0%
Full-time Other undergraduate	45%	70.6%	71.6%	71.1%
Full-time PGCE	85%	90.3%	91.0%	92.7%
Full-time PG Taught Masters	70%	81.9%	84.2%	86.5%
Part-time First Degree	70%	92.0%	94.0%	93.2%
Part-time other undergraduate	65%	72.1%	76.6%	79.8%
Part-time PG Taught Master	85%	93.2%	92.9%	94.4%
Apprenticeship UG	75%	Reporting threshold not met		

B3 data for many modes of study shows a stable or improving picture. Continuation remains an area of focus for the undergraduate population. A comprehensive programme of interventions and data analysis has been developed to help improve retention, with internal data showing encouraging results and an improving picture, which will in time flow through to the B3 outcomes data. This is vitally important both from the students' personal perspective but also in relation to the sustainability of university finances.

3. Student Experience and Opportunities at University of Worcester

Our graduates have the highest rate of sustained employment, further study or both, from any multidisciplinary university in the UK based on the Longitudinal Education Outcomes (LEO) data from 2017 to 2025. 96% of our graduates are in work or further study 14 months after graduating (Graduate Outcome Survey 2024). Our students are supported in achieving their successes through the quality of education they receive at the University of Worcester and the wider support and opportunities they can access whilst studying at 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 their goals. The value of a university education is different for each student which makes defining it and measuring it challenging; however, attending 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 and creating a healthy and socially just future.

The quality of the education provided to students is evidenced by the University currently being ranked 1st in the UK for Quality Education in the Times Higher Education's University Impact Rankings 2025; it has been in the top 5 every year since the ranking's inception in 2019.

The University has for many years taken a whole institution Earn As You Learn approach which provides a positive contribution to the excellent employability rates of our graduates. This approach involves:

- Encouraging and supporting students to earn additional qualifications, for example, in coaching and more recently tutoring
- Integrating work placements, work experience and work-based projects into students' studies on as many courses as possible
- Employing a significant number of students at the University; in 2024/25 there were over 500 students employed in a range of casual roles across the University
- Encouraging active participation in student representation (over 300 reps in 2024/25), 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, and dance, as well as meeting other students with shared interests and/or backgrounds.

The Students' Union also provides resources to support students who wish to volunteer outside of work and studies. In 2024/25 the Students' Union recorded nearly 7000 hours of volunteering undertaken by students.

Through participating in these activities, students gain a wide range of skills and

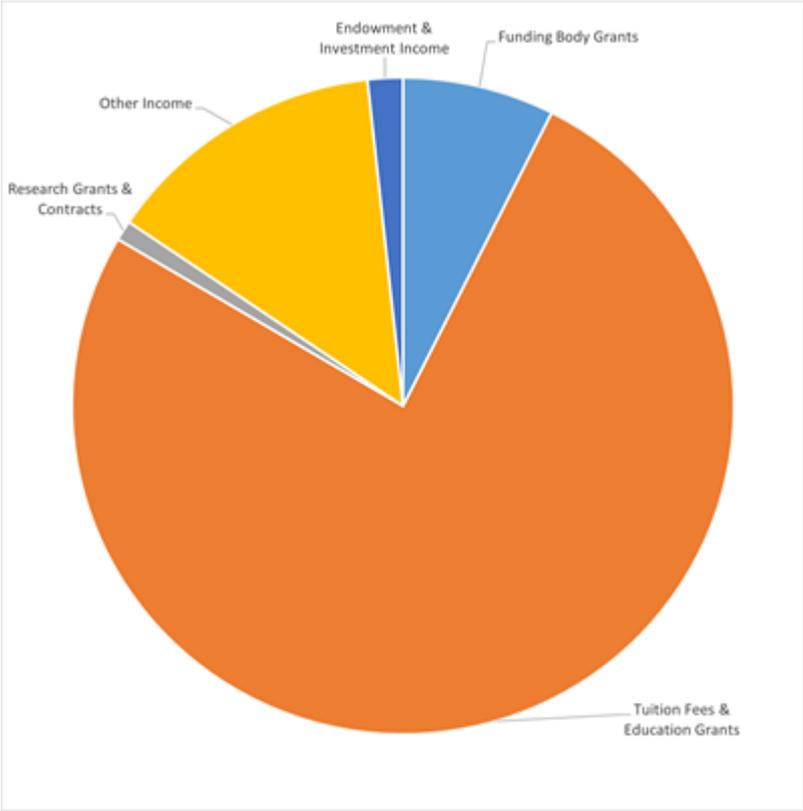
experience giving them a well-rounded student experience and supporting them into the next stage of their lives.

4. Economies and Efficiencies

4.1 Breakdown of income and expenditure

The University publishes a [breakdown of its income and expenditure](#) annually on its website. The breakdown is intended to help students understand how their tuition fee is spent.

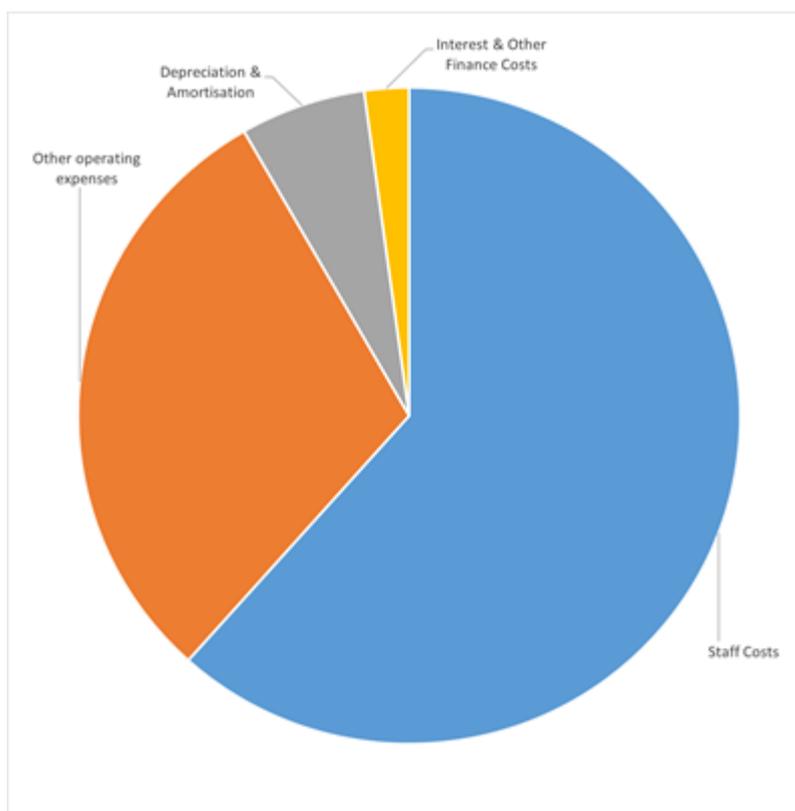
The data for 2024/25, based on the last set of audited accounts, is as follows:
Income



Income	£'000
Funding Body Grants	7,278
Tuition Fees and Education Grants	74,606
Research Grants and Contracts	969
Other Income*	13,522
Endowment and Investment Income	1,687
Total	£98,092

* Other income includes income from student accommodation, conference hire, catering, car parking, NHS placements, community engagement

Expenditure



Expenditure	£'000
Staff Costs	60,438
Other Operating Expenses*	29,489
Depreciation and Amortisation	6,016
Interest and Other Finance Costs	2,135
Total	£98,075

* Other operating expenses includes Grant to Students' Union, Catering, Electricity, Gas & Water, Repairs & General Maintenance to all University property and equipment, Partner Colleges costs, Student Bursaries, Library Services, IT Services

The following table sets out an analysis of expenditure by area

Area	Staff (£000s)	Other Expenses (£000s)	Totals (£000s)
Academic Schools/Institutes	£37,692	£9,533	£47,225.00
Academic Services - staff within Learning Resources: Library Services, IT and The Hive	£5,955	£6,903	£12,858.00
Administrative & Central Services - Staff from all the support services, including Registry, Timetabling, Student Support, Comms & External Affairs, HR, Finance etc.	£11,357	£4,276	£15,633.00
Premises - Facilities Staff, other exp. includes utilities, maintenance	£2,555	£5,460	£8,015.00
Research	£1,270	£420	£1,690.00
Residences, catering and conferences - accommodation staff	£1,609	£2,894	£4,503.00
	£60,438	£29,486	£89,924

4.2 Student Financial Support

The University invested £907,000 in student bursaries and support. This included:

- 125 standard awards (where a student has a recognized shortfall between income and expenditure) and 364 non-standard awards (where a student has an unforeseen situation or exceptional costs such as essential repairs, emergency payments or priority debts) through our Access to Learning Fund.
- 53 Academic Scholarships

4.3 Investment in support services for students

The University has invested heavily over many years in facilities and support for students with a disability. The University's Disability and Dyslexia Service offers a range of initiatives aimed at ensuring every student with a disability joining the University has the maximum opportunity to get all the information, advice and support they need to ensure a smooth and successful transition into university life. These include online programmes, face to face appointments, and specific summer schools for those with additional needs to prepare them for life at university.

We have continued to invest in technology including upgrading our infrastructure with advanced lecture capture, accessibility software and increasing the number and quality of student loan laptops – particularly important to ensure all students have an equal opportunity of access to information technology. We have invested in free core software (including Microsoft 365) and discounted software for our students.

4.4 Procurement Efficiencies

Each year the Audit Committee receives an Annual Report on the University's Purchasing. The latest report received by the Committee, which reviews purchasing in 2024/25, is due in March 2026 which will give detailed figures.

Not all savings, efficiencies and benefits achieved by the Procurement Team are monetary. Examples of non-monetary savings, efficiencies and benefits in 2024/25 are:

- UWQ309 Mini Macs – 74 new macs purchased for student labs. Upgraded equipment to enhance the quality of the student experience by providing the most up to date technology.
- UOW946 DBS Services – the process is now much easier for students, all of their options are online, (no risk of losing documents in post/anxiety of sending important documents). This creates a faster process where the response is largely within 1 week, providing cost saving for students who are responsible for paying for their own checks of £5 as processing costs reduced from previous provider.
- UWQ311 -the replacement of the 3G astroturf at St Johns campus, created new playing pitches to suit sports including football and rugby. This is not only an asset to the University but also the community clubs.
- OFS funded projects - equipment for nursing and midwifery students including an anatomage table, lab refurb, models and mannequins for training

4.5 Capital Developments and efficiencies

A new teaching facility on the Severn Campus, the Duke's Building, was completed in February 2025. The facility provides sports performance laboratories, clinical skills spaces, seminar rooms and staff accommodation. The facility was, in part, funded by the award of £3.3m from the OfS Strategic Priorities Grant.

The building, with a £9.1m (ex VAT) construction value, was let, following a rigorous procurement exercise to a local contractor – Speller Metcalfe (Malvern) Ltd.

A requirement of their tender submission was for them to provide £3.3m, based on the nationally recognised TOM's metric, worth of Social Value throughout the project programme.

Through the dedication of the contractor's team, the University's project team and all of the key stakeholders working on the project a total value of £4.03 million was achieved. This amounts to 44% of the contract value.

The work was spread across 4 key themes:

	Target	Achieved
Employability	£278,670	£684,575
Responsible Business	£2.79M	£3.12M
Wellbeing	£500	£4,380
Environmental	£203,740	£224,250

Key highlights include:

- 203 weeks of apprenticeship / T-Levels provided on the project
- Attendance at school careers fairs to provide mock interviews for pupils
- Hiring 14 local sub-contractors for the duration of the project
- Over £3m was spent with local suppliers delivering the project
- Over 2000 tonnes of waste was reduced through re-use of materials and products
- Over 19 tonnes of hard to recycle was diverted from landfill or incineration

5. Public Benefit and Social Value

The University's impact on its community and wider society is set out in our Public Benefit Statement which forms part of the Annual Accounts. The 2024/25 statement, setting out the wider benefits that our institution brings to society through our education, research and knowledge exchange, can be found in section 2 of the [24/25 accounts](#).

6. Conclusion

The Annual Value for Money Report for 2024/25 demonstrates that the University of Worcester continues to provide an excellent, value for money experience for its students, with good graduate outcomes, as well as ensuring that it manages its resources efficiently and effectively and to the benefit of its students and the wider community.