University of Essex

Knowledge Exchange formula funding (through HEIF)

1. For 2012-13 your HEI received £741,047 in HEFCE knowledge exchange formula funding. Did any funds remain unspent at the end of academic year 2012-13?
   
   Please select  No

2. Have you made changes to your spend in academic year 2012-13 compared to how you projected that allocation of funds in Table B of your HEIF 2011-15 institutional knowledge exchange (KE) strategy? If so please provide updated information in the ‘HEIF’ spreadsheet linked to this question via [https://data.hefce.ac.uk/HEIF](https://data.hefce.ac.uk/HEIF). Please also provide a brief explanation of the reasons for the change in the text box below. We will still need to approve the re-profiling of underspends annually, so changing the profile in Table B alerts us that you may seek approval for a re-profile, but does not constitute HEFCE approval for this.

   Please comment
   
   The most significant change in the projected use of HEIF funding during 2012-13 was an increase in funds used to facilitate the research exploitation process across all three expenditure types (dedicated KE staff, academic staff KE activity and other costs). The increase in expenditure in this category reflected growing academic involvement in the development of new technologies and other commercialisation opportunities with support from the University’s HEIF Development Fund.

   In addition, there was an increase in legal fees/patent costs to support international filings of patents in two key areas of technology under development and associated support from dedicated KE staff to work with academics, patent agents and patent examiners to secure the new patent registrations as well as significant RCUK follow-on funds.

   There was also a significant increase in resource allocated to knowledge sharing and diffusion both from academic and dedicated KE staff. The Building Partnerships Programme facilitated academic-external organisation networking which has been accompanied by greater participation by academic staff in networks such as the Knowledge Transfer Networks, the Tech City cluster, and increased participation in local and regional SME focussed activities as well as partnering with business organisations (e.g. Chambers of Commerce) and public sector organisations (Local Authorities) to exchange knowledge and address key challenges.

   The development of skills by both academic and dedicated KE staff continued to be supported throughout the year. However, less effort was allocated to the development
of skills outside the University via CPD and short courses as, following the development of a new Strategic plan, this activity, while important, was not considered as one of the top priorities.

While HEIF funding for entrepreneurship is lower than the levels forecast when the HEIF institutional plan was developed, there is increased focus on this activity as part of a rapidly growing employability programme which is currently funded directly by the University. A new student/graduate enterprise programme is being developed which will facilitate the creation of graduate start-ups and HEIF funding may be allocated to provide some seedcorn funding for these new businesses.

The exploitation of the University’s physical assets has continued to be a low level activity as the demands for use of specialised equipment and facilities by academic provides little opportunity to develop commercial services. The recent development and expansion of some of our social science facilities such as the ESSEXlab and secure data storage may provide opportunities for future engagement with research users. Support continues to be provided to operate the University’s Business Hub at our Southend campus where there is an increasing focus on supporting innovative early stage businesses.

3. Please provide a summary (250 words maximum) of the key achievements of the year linked to our KE formula funding, referring to both wider activity and the area(s) of expertise you identified in question 13 (key areas of strength and/or particular focus) of your institutional KE strategy.

During 2012-13, greater focus was placed on facilitating research exploitation to enhance the impact of research undertaken at the University and extend the support for innovation in the business community. Continued engagement with business via a variety of local and regional networks and the hosting of business-focussed events both on campus and in collaboration with regional stakeholders resulted in further growth in the number of KTPs awarded and the involvement of additional academic departments in the programmes.

HEIF funds have also been invested to support proof-of-concept of technologies from our Schools of Biological Sciences and Computer Science and Electronic Engineering. In one case, support for patent registrations in the EU and USA was instrumental in securing over £1.6m in Follow-on-Funding from two UK Research Councils.

Support for building partnerships has continued for individual academics who have engaged with organisations such as the New Economic Foundation, UKTI and Penal Reform International. In addition, the University has co-sponsored bi-monthly business breakfasts with BT and Essex Chambers of Commerce with academics showcasing expertise in Cloud Computing and Organisational Research & Logistics.

HEIF was also used to provide match funding for an award to the University from the UKIPO Fast Forward competition. The project, LocalisE enabled the University to form closer relationships with local Enterprise Agencies to identify innovative small businesses in North Essex that would potentially benefit from links to the University research community.

4. Looking more narrowly at performance in terms of Higher Education - Business and Community Interaction survey (HE-BCI) income metrics (collaborative research, contract research, consultancy, equipment & facilities, regeneration and intellectual property) please comment (in not more than 500 words) on:

a. any major changes (plus or minus) to the income metrics that are a significant focus of your overall KE strategy and/or plan for the use of KE formula funds (please comment particularly on your latest HE-BCI data, such as 2012-13 if that is to hand)

b. any action that you are taking, particularly related to the use of HEIF, in consequence.

Compilation of the 2012-13 HEBCI data is still underway and any changes in income metrics referred to are based on current estimates rather than confirmed totals.

There has been further growth in income from CPD/short courses by an estimated...
10% and an increase in income from the KTP programmes. The estimate of consultancy income in 2012-13 indicates a modest increase although the overall level of consultancy activity remains below that of comparator HEIs.

The majority of contract research and CPD/short course income continues to be generated from the public sector.

The University’s new Strategic Plan was approved by Council in July 2013 and as part of our commitment to excellence in research (defined broadly to encompass knowledge exchange and enterprise) there is an expectation that academic staff will engage in knowledge exchange activity and will be supported in this work. Business engagement is recognised as a cross-cutting theme that will be embedded in both the Research and Education Strategies. In addition the University has been proactive in establishing its role as an agent of economic development locally and as part of the HEI community in the South East Local Economic Partnership (SELEP).

These recent developments have prompted a review of the use of HEIF and there will be greater focus on engaging with Small and Medium sized Enterprises (SMEs) via a number of key initiatives that are planned (see Q 7 for details).

Work is underway on reviewing our communications with business and our KE processes and procedures to ensure that there is easy access for businesses to find the support it needs. A standard, easy-to-use booking and payment system for non-credit bearing CPD/short courses is an example of the enhancements being made to the services offered to business.

The focus on SMEs does not preclude relationships with larger companies and we are adopting a key account management approach to building richer, more strategic relationships with a select group of organisations.

This strategic approach to partnerships extends to the HE sector and proposals for collaborative knowledge exchange activities are being developed by the nine HEIs in the SELEP region. In addition, the University of Essex has established a research consortium with the Universities of East Anglia and Kent (the ‘Eastern Arc’) which should also provide opportunities for sharing good practice, joint KE activities and possibly Joint Ventures to support commercialisation of research outputs.

<table>
<thead>
<tr>
<th>5. Have you faced any significant changes (from the response you gave in your HEIF 2011-15 institutional KE strategy, question 11) to the barriers and enablers affecting the delivery of your KE strategy? If yes, please provide brief details in the text box below (maximum 250 words).</th>
</tr>
</thead>
<tbody>
<tr>
<td>The greater focus on engagement with SMEs, especially those that have little or no experience of working with HEIs has increased the level of KE staff resource required to manage projects which are frequently small in scope and value.</td>
</tr>
<tr>
<td>The adoption of a Customer Relationship Management system has improved the process of capturing and monitoring business engagement opportunities, communicating with business via electronic newsletters and also sharing key information with colleagues in other outward facing teams across the University.</td>
</tr>
<tr>
<td>The cuts in public sector funding have limited the opportunities to expand work with some existing clients and stakeholders although the restructuring taking place in Local Authorities with a shift from delivery to commissioning presents the University with new opportunities to engage in economic development activities.</td>
</tr>
<tr>
<td>The routing of funding streams via the LEP has the potential to enable a significant uplift in business engagement, particularly as the SELEP Board has expressed its view that the HEI sector has a major role to play in stimulating economic development, a view also voiced in the recently published review by Sir Andrew Witty of Universities and Growth.</td>
</tr>
</tbody>
</table>

| Please comment |

6. Please outline any changes to external demand for your KE activities that you have experienced (and impacts on... |
Please comment

The principal client group continues to be the public sector locally, nationally and internationally, despite the significant funding cuts imposed in the UK.

Interactions with local businesses have increased as a result of more extensive networking, partnering and programmes such as the UKIPO Fast Forward project LocalisE. While this has generated an increase in the number of potential leads this has not yet translated into a significant increase in contracts, as the negotiation process with many SMEs has extended while company cash flows are monitored for longer before decisions are made.

The charitable/NGO sector remains an important client group and there is a modest increase in the volume of work from this sector, although much of it remains relatively low value.

7. Please describe any new, innovative KE activities that you are developing, which you believe will be the basis for future KE directions in the longer-term. This may reflect changes in external demand, the wider funding landscape, re-prioritisation of your KE activities and novel directions.

The University is establishing a new Centre for Regional Enterprise and Growth (CREG) in the Essex Business School (EBS) which will build on the University’s existing research strengths and on its strategy of supporting SMEs. CREG will play an integral role, along with the Research and Enterprise Office, in providing an intelligent brokerage service for SMEs in the region. The Centre will be located in the new, zero-carbon building that will house EBS from 2014 and is adjacent to the University’s Knowledge Gateway research campus, a designated growth hub in north Essex. The SME and business focussed research agenda will be accompanied by a programme of business support activities including a modern and dynamic CPD portfolio.

Another key feature of the Centre will be the provision of an economic intelligence service for businesses, other stakeholders and policy-makers in the region, drawing on existing data sets available at the University of Essex as well additional sources of sourcing business-related data. The aim is to establish a small scale Business/Innovation Incubator alongside CREG in the new building which will provide support for graduate start ups and possible spinouts as well as early stage innovative businesses that would benefit from the University’s research expertise, particularly in Quantitative Methods/Data Analytics which are key components of the ‘Big Data’ technology field.

The existing expertise and assets at the University of Essex in ‘Big Data’, aligned with the local, regional and national linkages to partners and well defined plans for investment to focus on this key strength, deliver the essential features of a Smart Specialisation approach to boosting regional innovation and knowledge exchange activities at Essex. This will be directed to support the establishment of a high profile centre of expertise of national significance.

Plans are underway for the University of Essex to train the next generation of data scientists and analysts, filling the skills gap acknowledged by Government and the private sector by providing high level analytical capabilities for predictive analytics and textual analysis of unstructured data to businesses. This will support the translation of insights driven from data for the business community. The aim is to encourage businesses with interests in data management and data analytics to ‘cluster’ around this expertise and set up on the University’s Knowledge Gateway. This expertise can also be applied as an underpinning technology to the priority sectors for Essex, including Advanced Manufacturing, Low Carbon and Renewables, Logistics, Health and Care, and Digital, Cultural and Creative to realise maximum data-related outputs and efficiencies for our region.

Plans are in place to provide match funding to support the application of the University’s Intelligent Environment (IE) technology in a high-profile ERDF project (funding decision awaited) to demonstrate the potential to business stakeholders and
policy makers of refurbishing historic buildings to create sustainable buildings with a reduced carbon footprint and maximised energy efficiency. A successful outcome from this project will prove the concept of IE technology and be a key step in its commercialisation.

Equality and Diversity Monitoring

Equality and Diversity Monitoring

8. The following questions aim to promote equality at a sector level and to support and encourage HEIs in addressing equality and diversity challenges. The questions reflect some key issues the sector, government and HEFCE have identified. Questions refer to the academic year 2012-13 only and will be reviewed annually. HEFCE's full range of equality objectives are set out in our Equality & Diversity Scheme (HEFCE publication 2012/03) which was developed in consultation with the sector.

Please provide any diversity monitoring data you hold for your governing body or state if you do not collect data. Please e-mail equality@hefce.ac.uk and confirm by checking the box below when you have sent this. Data provided will be treated as confidential, analysed at a sector level and anonymised before publishing.

Please select

Equality and Diversity data sent

9. Please briefly describe (in no more than 250 words) the challenges faced, and successes achieved, in addressing diversity among your governing body.

<table>
<thead>
<tr>
<th>Please comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2009-10, the gender split of members of the University’s Council was 67% male, 33% female; the percentage of women has gradually increased since then. In 2012-13, the gender split was 45% male, 55% female – the first time since monitoring began that Council has more female than male members. This was achieved partly by including the following objective in our Equality Policy and Strategy Action Plan: ‘To have as diverse a Council membership as possible’. To support this, Council members are specifically asked to take the gender balance into account when considering new appointments. In terms of ethnicity, our Nominations Committee asks staff for ‘suggestions that would help Council better reflect the social and cultural diversity of the Essex student population’, however achieving a reflection of our student population in our Council members in terms of ethnicity is challenging. Over 50% of our Council members are external. According to the 2011 census, 92% of the population of Colchester, in which our main campus is situated, are white. In 2012-13, 5% of our Council members came from ‘other ethnic’ backgrounds, which broadly reflects the local population; however 28% of our students (in 2012-13) identified themselves as BME.</td>
</tr>
</tbody>
</table>

10. Please briefly describe (in no more than 250 words) the challenges faced, and successes achieved, in addressing diversity among your senior staff.

<table>
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<th>Please comment</th>
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<tbody>
<tr>
<td>The percentage of our female academic staff and academic staff from BME backgrounds decreases with seniority, reflecting the national picture. As at 31 December 2012, women comprised 45.2% of our non-professorial academic staff yet just 23.4% of our professoriate (although this does represent a rise of 3.4% since 2008). In terms of ethnicity, as at 31 December 2012, BME staff made up 13% of our non-professorial academic staff and 12.3% of our professoriate. In addition, as at 31 December 2012, women comprised 54.1% of our Grade 10 Senior Support staff yet just 31.2% of our Grade 11 Senior Support staff. In terms of ethnicity, as at 31 December 2012, BME staff made up 6.2% of our Grade 11 and 0% of our Grade 10 Senior Support staff. Overall, just 5.9% of our Senior Support staff identified themselves as being from a BME background.</td>
</tr>
</tbody>
</table>

HEFCE Extranet Survey https://www.hefce.ac.uk/questionnaire/print.aspx
In order to try and address these imbalances, an action in our Equality Policy and Strategy Action Plan is to ‘identify female, disabled and international talent for promotion to senior positions by actively communicating and encouraging participation in management development activities’.

We have focussed our recent activity on gender-related initiatives. We achieved an Athena SWAN Bronze Institution Award in September 2013, and we successfully applied to take part in the Equality Challenge Unit’s Gender Equality Charter Mark trial. We are also part of the Aurora project - the Leadership Foundation’s women-only leadership development initiative.

11. Please briefly describe (in no more than 250 words) the challenges faced, and successes achieved, in addressing staff disability disclosure and representation.

The percentage of staff disclosing a disability has risen from 5.2% as at 31 December 2011 to 5.3% as at 31 December 2012. This increase continues a trend that started in 2008 at which point 2% of staff disclosed a disability, rising to 4% in 2009 and 5% in 2010.

We operate a work experience scheme for disabled people, working in partnership with the Ministry of Defence, Colchester Mind, North Essex Partnership NHS Foundation Trust, amongst others. A number of individuals have taken part in the scheme and one has obtained a permanent post. We have been a Two Ticks Employer since 2008 and became a Mindful Employer in 2011, demonstrating our positive attitude to the recruitment and retention of disabled staff.

We face challenges in encouraging staff to disclose a disability. The percentage of staff either refusing to answer the question, or answering ‘not known’ was 9.3% as at 31 December 2012. This figure was 10.7% as at 31 December 2011, however in 2008 and 2009 this figure was just 5%.

In order to address this, in 2012-13 we updated the wording on the equality monitoring form given to new staff to make clearer what it is we use the information for and to offer them an opportunity to discuss any access requirements they may have with an appropriate member of staff.

This year we also introduced a secure electronic system for all staff to view and update their personal information. We hope these measures will encourage new and existing staff to disclose a disability.

12. Please briefly describe (in no more than 250 words) the challenges faced, and successes achieved, in addressing student attainment gaps between equality groups.

The University’s Education Action Plan for 2013-14 identifies the action point ‘Mainstream and integrate consideration of equality and diversity through policies and processes that support the University mission to deliver excellence in education through appropriate pedagogical practice’.

This aims to establish and bring to conclusion a task and finish group that supports staff to promote student retention, progression and success through evidence-based practice and the mainstreaming of diversity issues within core education processes. This action point was informed by preliminary work exploring the retention, progression and attainment of students enrolled on bachelor degrees by ethnicity, gender, age and disability.

13. Please briefly describe (in no more than 250 words) the challenges faced, and successes achieved, in addressing student participation gaps between equality groups.

The University of Essex has, for many years, made significant investment in ensuring equality and diversity in student participation. Through our outreach activity, admissions, transition, enrolment and graduate outcomes we have invested in ensuring we continue to provide access to students from groups most commonly
under-represented in higher education, maintaining our already strong record of positive participation rates across student groups.

We have undertaken work to more closely align statistical data used for monitoring of the Access Agreement with wider equality and diversity monitoring at the University. We have progressed our ability to analyse data on student participation at the point of access, progression and employability outcomes, in order to better inform our position.

The University’s commitment to student participation is outlined in our Access Agreement and Widening Participation Strategic Statement, which includes how our commitment to equality and diversity is embedded within our significant investment in student participation by students with particular protected characteristics and groups underrepresented in higher education.

## Capital funding

### Capital funding

14. You received capital funding under the Capital Investment Fund (CIF) phase 2 in 2012-13. Please can you confirm the amount of HEFCE capital funding (research and teaching) spent during this academic year and provide a brief summary of the projects supported by this funding.

**Please comment**

In 2012-13, the University was paid £1,096,069 and spent £78,669 of the CIF2 funding. Of this allocation, £47,662 was passed on to partner organisations and the remainder went to support research facilities within a new building to house the Essex Business School being constructed on the Colchester Campus. This will enable the entire Business School to be housed within a single building and create capacity for expansion of its provision, particularly at postgraduate level. The building has been designed to be carbon neutral and export heat to adjacent residential buildings through its combined heat and power plant. The project is at an early stage of its construction and CIF2 funding from the whole period will be carried forward to support the project.

Funds were also invested in new and upgraded student learning and media facilities on the Colchester campus.

The balance of the 2012-13 allocation has been specifically carried forward to support projects in 2014-15.

15. You will continue to receive capital funding under the Capital Investment Fund (CIF) phase 2 in 2013-14 and 2014-15. Please explain, in a maximum of 250 words, how your institution proposes to use the CIF 2 funding (both teaching and research capital) over the next two academic years (2013-14 and 2014-15). We are particularly interested to learn how the monies are being used in reducing carbon emissions and improving space usage.

**Please comment**

As noted in question 14 above £1,698,896 of the total CIF2 funding allocation has been rolled over into 2013-14 to match spend profiles.

This together with the 2013-14 allocation will fund:

From the teaching funds, £0.5m will be invested in audio and visual and IT equipment for the new academic space which has been created for the University in the Forum building in Southend. This is a unique collaborative project where the University has partnered with Southend Borough Council and South Essex College to provide a shared library, lecture facilities, academic space and designated teaching accommodation.

From the research fund, £800k will be used to continue funding research facilities within the new Essex Business School.

Secondly, £0.5m will be invested in developing a Social Science Experimental Laboratory. This is designed to be state of the art facility to enhance the development of Social Science research.
Thirdly, £1.1m will be invested in the creation of a Social and Behavioural Research Genetics Facility, which will build upon opportunities arising from longitudinal surveys undertaken by the ISER leading to new cross-disciplinary research themes and the development of new income streams. The surveys include 100,000 respondents in 40,000 households and will collect both biomarker and standard survey data.

**Protection for strategically important and vulnerable subjects (SIVS) in the student number control (SNC)**

17. In 2012-13 we protected certain subjects from the reduction in student number control limits needed to create the allocation of 20,000 'margin' places. We asked institutions to maintain their intake to these subjects in return. In 2013-14 there was no 'margin' cut but we asked institutions to inform us if they were not able to maintain entrant numbers in these particular subject areas.

Please indicate to what extent you have been able to maintain undergraduate entrant numbers in chemistry, physics, maths, engineering, and modern foreign languages (the major subject areas protected in 2012-13) in academic year 2013-14, and what challenges you have faced in each area in doing this. We are particularly interested to understand the issues where institutions have been unable to maintain entrant numbers in any of these particular subject areas. If you also feel able to comment on the same subject areas for 2012-13 entry, we would also be interested to receive these. Information gathered through these responses will be used to consolidate our understanding of issues affecting these subject areas at a national level. If this is not relevant to you, please leave blank.

Recruitment to Mathematics programmes improved significantly in 2012-13 and although this dropped back in 2013-14, it was still above previous levels. A new course in Actuarial Science, launched mid-cycle, is expected to recruit well in 2013-14.

Recruitment to programmes involving MFL increased again in 2013-14. These are mainly joint programmes (e.g. x with French) and often involve a year studying abroad. The University has made a commitment to student mobility by offering study or work abroad as part of most degree programmes at no extra cost (i.e. a zero fee for the period abroad). This has seen a significant increase in applications and entrants on MFL and non-MFL courses with a year studying or working abroad. In addition to this, the University has rolled out its award winning 'Languages for All' programme which offers modern language modules to all students at no extra cost (above their main tuition fee) for the first module. This change to the way we deliver MFL in addition to a main programme of study means that our reported part-time number in HESES and HESA will show a fall whilst in practice the numbers undertaking some MFL training have increased significantly.

Please comment:

| Recruitment to Mathematics programmes improved significantly in 2012-13 and although this dropped back in 2013-14, it was still above previous levels. A new course in Actuarial Science, launched mid-cycle, is expected to recruit well in 2013-14. |
| Recruitment to programmes including Electronic Engineering, within our School of Computer Science and Electronic Engineering is fairly static. This is relatively small in volume at Essex compared with other institutions. |
| Recruitment to programmes involving MFL increased again in 2013-14. These are mainly joint programmes (e.g. x with French) and often involve a year studying abroad. The University has made a commitment to student mobility by offering study or work abroad as part of most degree programmes at no extra cost (i.e. a zero fee for the period abroad). This has seen a significant increase in applications and entrants on MFL and non-MFL courses with a year studying or working abroad. In addition to this, the University has rolled out its award winning 'Languages for All' programme which offers modern language modules to all students at no extra cost (above their main tuition fee) for the first module. This change to the way we deliver MFL in addition to a main programme of study means that our reported part-time number in HESES and HESA will show a fall whilst in practice the numbers undertaking some MFL training have increased significantly. |

18. If there are any other subject areas where you would like to highlight particular recruitment challenges in 2013-14, at any HE level, please describe these.

No response has been made to this question.

19. We are continuing to provide additional funding for four subject areas which our evidence demonstrates are very high-cost: chemistry, physics, chemical engineering, and mineral, metallurgy and materials engineering. It is a condition of grant for institutions in receipt of this funding to continue to maintain taught programmes in the very high-cost disciplines that this funding aims to sustain. If you are in receipt of additional funding for very high-cost STEM subjects in 13-14, please provide a short report on your provision in these areas. This should include details of the undergraduate programmes offered in the four subject areas during the year, and the new entrants and total numbers
Opportunities and challenges for higher education

20. The questions below ask about which areas of HE present the most significant opportunities and challenges for your institution in the next three years. The areas relate to HE activities and/or aspects of the environment in which HE providers operate. We recognise that many of the areas are inter-related, and that not all areas will be relevant to all HE providers. If the main areas of opportunity and challenge in the view of your institution are not represented in the lists, please record these under the 'other or others' category. You may, if appropriate, choose to select the same area or areas as presenting both opportunities and challenges.

Which three areas present the most significant opportunities for your institution in the next three years?

<table>
<thead>
<tr>
<th>Please select</th>
<th>Expansion of courses delivered outside the UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select</td>
<td>Relationships with businesses in the UK on research and knowledge exchange</td>
</tr>
<tr>
<td>Please select</td>
<td>Student number control arrangements</td>
</tr>
</tbody>
</table>

20a. If you selected recruitment of students in the opportunities above, please indicate in which areas the opportunities lie. You may select as many as relevant.

If you did not select recruitment of students in the opportunities, please leave section 20a blank.

No response has been made to this question.

No response has been made to this question.

No response has been made to this question.

20b. Please provide reasons for your three choices of opportunities.

<table>
<thead>
<tr>
<th>Please comment</th>
<th>International delivery – extending the University's; reputation as a global institution.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business Engagement – realising the potential of the University's research park</td>
</tr>
<tr>
<td></td>
<td>SNC – providing scope within the SNC for access by more students with the interest and aptitude to benefit from a research-led education.</td>
</tr>
</tbody>
</table>

Opportunities and challenges for higher education

21. Which three areas present the most significant challenges for your institution in the next three years?

<table>
<thead>
<tr>
<th>Please select</th>
<th>Partnerships with other higher education providers in the UK in relation to education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select</td>
<td>Research partnerships with other higher education providers in the UK</td>
</tr>
<tr>
<td>Please select</td>
<td>Student number control arrangements</td>
</tr>
</tbody>
</table>

21a. If you selected recruitment of students in the challenges above, please indicate in which areas the challenges lie. You may select as many as relevant.

If you did not select recruitment of students in the challenges, please leave section 21a blank.

No response has been made to this question.
Opportunities and challenges for higher education

21b. Please provide reasons for your three choices of challenges.

<table>
<thead>
<tr>
<th>Please comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership with UK providers – need to align the contribution of partners to a consistent set of University objectives and performance standards.</td>
</tr>
<tr>
<td>Research partnerships – working collaboratively to thrive in an environment of potential increased research concentration</td>
</tr>
<tr>
<td>SNC - a constraint to respond dynamically to strong demand for our courses within our market segment</td>
</tr>
</tbody>
</table>

Opportunities and challenges for higher education

22. What are the main ways in which your institution is addressing the opportunities and challenges?

<table>
<thead>
<tr>
<th>Please comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>New strategic plan developed.</td>
</tr>
<tr>
<td>New KPIs and performance metrics applied to all provision, both institutionally and at partner institutions.</td>
</tr>
<tr>
<td>Extension of appropriate partnerships to extend global reach and student number growth outside the SNC.</td>
</tr>
<tr>
<td>Curriculum development to identify opportunities to expand beyond a currently narrow curriculum base.</td>
</tr>
<tr>
<td>Close partnership working with the Local Enterprise Partnership and Local Authorities to support research park development.</td>
</tr>
</tbody>
</table>

Connected Institutions

Connected Institutions

23. Please confirm, and provide details of any existing agreements with connected institutions [1], and whether there have been, or you anticipate any changes to these agreements in future.

<table>
<thead>
<tr>
<th>Please comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Essex has an indirect funding agreement with Kaplan Open Learning, which is a connected institution arrangement. Courses are either delivered as University of Essex Online courses, or Edge Hotel School courses.</td>
</tr>
<tr>
<td>Over the past year there has been no change to the number of programmes validated for delivery by Edge Hotel School. Edge Hotel School welcomed its first students in June 2012, with additional places allocated to Edge Hotel School as the provision reaches steady state.</td>
</tr>
<tr>
<td>The plans to develop further courses for online delivery by Kaplan Open Learning during 2012/13 were achieved, and the first postgraduate courses were validated. As these students study part-time, they do not currently fall under student number controls.</td>
</tr>
<tr>
<td>The University also has indirect funding agreements with Writtle College (higher education college) and with the Tavistock and Portman NHS Foundation Trust. Under the terms of these agreements the University validates postgraduate courses for delivery by the College and by the Trust. The current agreement with the Trust is due to be reviewed during 2013-14.</td>
</tr>
</tbody>
</table>
Writtle College are currently seeking taught degree awarding powers. The current agreement with the College will be reviewed in light of this process and its outcome.

Partnership agreements with Colchester Institute and South Essex College (both Further Education Colleges) have remained substantively unchanged over the past year. The changes to funding arrangements outlined last year as the result of the introduction of direct funding for these partners took place. Each change to HEFCE funding methodology, or guidance on potential future changes, creates a need for reflection on agreements between partners. Whilst changes to existing agreements are not anticipated, they are therefore not improbable.

Declaration

I confirm that the information provided above is correct.[1]

<table>
<thead>
<tr>
<th>Name</th>
<th>Prof Anthony Forster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:vc@essex.ac.uk">vc@essex.ac.uk</a></td>
</tr>
</tbody>
</table>

1 Connected institution: an organisation receiving HEFCE grant funding from an HEI to which it is accountable but operating independently from that HEI. Information about the conditions for the use of Council funds in respect of a connected institution can be read in Model Financial Memorandum between HEFCE and institutions: Terms and conditions for payment of HEFCE grants to higher education institutions’ HEFCE 2010/19, paragraph 36.

To be signed by a member of the Senior Management Team

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