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**MONT ROSE<sup>®</sup>**  
**COLLEGE**

# **Value for Money**

## **2020-2021**



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## PURPOSE:

Value for Money (VfM) is the term used to assess whether or not an organisation has obtained the maximum benefits from the goods and services it acquired or provides within the available resources. It also considers a mix of quality, cost, resource use, sustainability, fitness for purpose, and convenience to judge if they constitute good value when taken together.

Achieving VfM can be described in terms of three E's:

**ECONOMY** - using the minimum level of resources for a given service level. This means choosing the lowest cost option where similar services are offered.

**EFFICIENCY** - maximising the delivery of services within a given level of resource. This means choosing options that maximise what we can deliver within the agreed cost or budget.

**EFFECTIVENESS** - taking the most appropriate actions to meet objectives. This means that our choices must help us deliver the objectives we set.

## SCOPE:

This statement applies to all the activities undertaken by the college against its strategic goal and objectives for the financial year 2020-21. The Office for Students Value for Money Strategy 2019-21 states: "Students receive value for money when they experience the full benefits of higher education, both during their

studies and afterwards, in exchange for the effort, Time and money they invest." (OFS website, 2019).

The strategy further states that the "primary measure of value for money will be based on the perception of students and graduates," and the OFS will monitor progress without imposing their own definition of Value for Money. (OFS website, 2019)

The college has a duty of assurance to the taxpayer that the student fees were used effectively and efficiently to provide high-quality teaching and learning and equal opportunities to all students from all backgrounds, which, as a result, delivers positive input to society and the economy.

### VALUE FOR MONEY (VfM) ARRANGEMENTS:

- We are incorporating VfM in strategic planning and decision making.
- We are monitoring VfM through set standards and continuous reporting.
- We are educating the staff on the importance of VfM and promoting a culture of continuous improvement.
- We are assigning responsibilities to the staff to ensure the VfM.
- We respond to opportunities to enhance activities' economy, efficiency, and effectiveness and adopt recognised good practices where applicable.

### COMMITMENTS ARE:

**Policies:** Embedding VfM while creating policies, systems, and strategies at all levels of operations.

**Innovation:** Exploring new opportunities to deliver better VfM by adopting new technologies and processes.

**Learning:** Benchmarking our activities against other organisations and identifying, sharing, and adopting the best practices to deliver value for money.

**People:** Recruiting qualified and competent staff to provide the best student experience.

**Facilities:** Providing and maintaining high-class facilities.

**Budgeting:** Considering the VfM when setting budgets, allocating resources, and deciding on the action plans.

**External audit:** Considering VfM as part of the annual audit report issued by the external auditors

**OFS:** Aligning the College's approach to VfM with the OFS value for money strategy.

**Purchasing:** Developing internal controls for all departmental purchasing to ensure that the best quality of goods and services are provided to staff and students at the most economical price, without compromising on quality.

## **ROLES AND RESPONSIBILITIES:**

### **Audit Committee (AC):**

The AC receives an annual report of VfM from the Senior Staff Committee to assure that the college's arrangements for securing VfM remain effective.

The AC oversees the internal audit and provides advice to the BOG on the implementation and effectiveness of the VfM arrangements at the college.

The AC reviews the internal controls and risk management processes to achieve the Value for Money objectives and reports to the BOG.

### **External Auditors (EA):**

Will express their opinion if tuition and grant income is accurate, if expenditure gives a true and fair view and if it was rightly spent for the college's purposes.

### **Senior Staff Committee:**

Implements the policies and procedures for value creation approved by the BOG.



Provides information to the Internal Audit Committee and external auditors to assess the value creation processes.

The Finance Director evaluates the effectiveness of any measures taken and includes them in the annual report to be forwarded to the Audit Committee.

### **Board of Governors (BOG)**

The BOG sets the tone from the top and influences the college's value creation culture.

Receives assurance from AC that VfM is embedded across the organisation.

Assesses the scope and quality of monitoring processes in place, including the effectiveness of the internal audit.

Reviews any incidents of any VfM weaknesses identified during the year and evaluates the financial loss due to the weaknesses or failings.

Reviews the effectiveness of processes and procedures in place on an annual basis to create the VfM.

### **Office for Students (OfS)**

The Office for Students (OfS) has a statutory duty to promote VfM in the provision of higher education. The BOG must approve the annual report before submission to the OfS.

The OfS will primarily measure the VfM based on the perceptions of students and graduates and monitor progress.

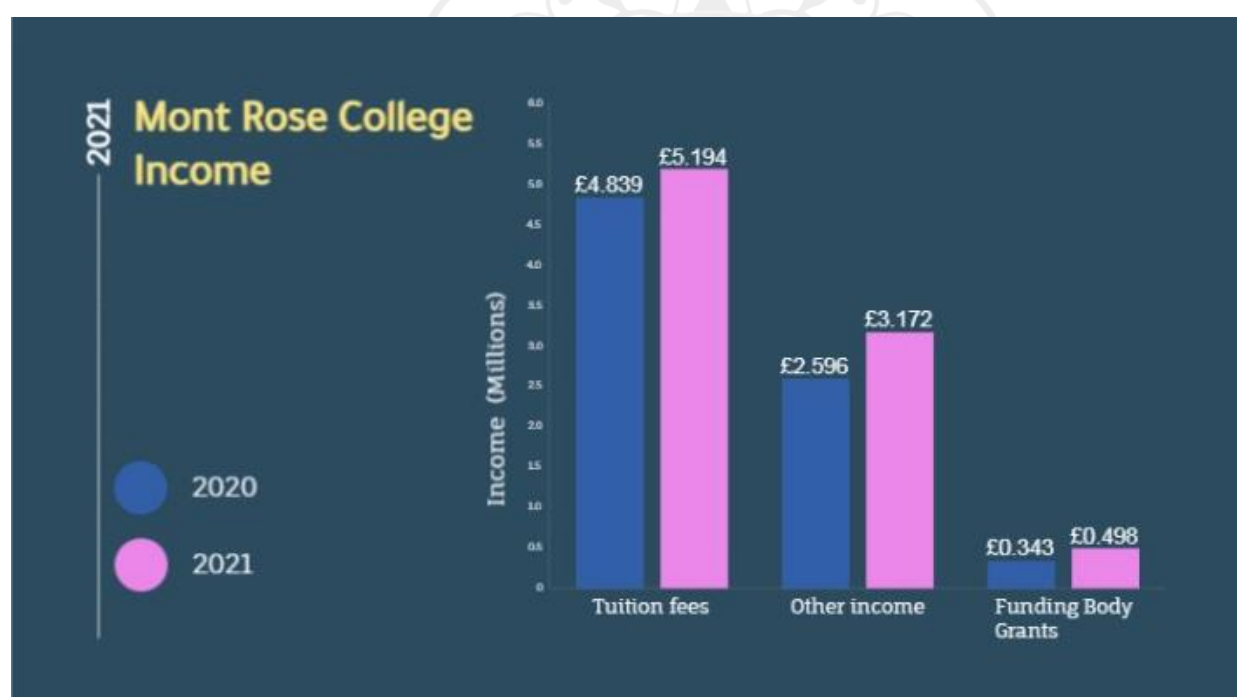
## **INCOME SOURCES:**

The college reported an income of £8.864 million in its audited financial statements for FY 2021. The graph below shows revenue disaggregated by source and compared with the previous year.

Tuition fees represent the fees received through the Student Loan Company for HND and DET students.

94.4% of 'other income' is received from a subcontracted provision for delivering degree courses. The remaining 5.6% of income is obtained from other sources. Funding Grants represent income received from the OFS and entirely spent to enhance student outcomes.

The graph below shows the income sources for 2019-20 and 2020-2021 financial years.



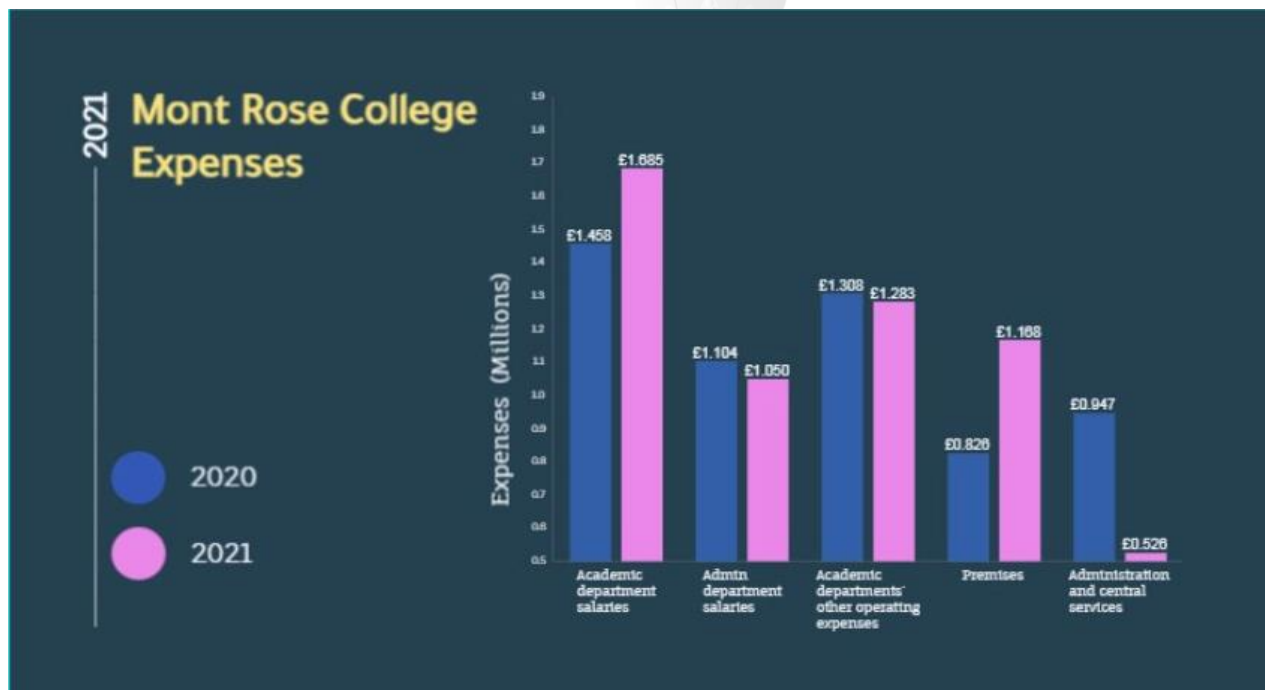
## HOW REVENUE IS SPENT

### Expenditure Categories for FY 2021

- Staff salaries-30.86% of total revenue apportioned:
  - 61.6%- academic staff salaries;
  - 38.4% - admin staff salaries.
- Operating expenses-33.59% of total revenue apportioned:
  - 43.1% -academic services;

- 17.67 % -admin services;
- 39.23%- premises and facilities enhancement.
- Depreciation-6.07% of total revenue.
- Tax-6.48% of total revenue payable to the HMRC
- Net Profits- 23% invested back in education.

The below graph provides an expenditure for FY 2021 disaggregated into five categories compared with FY 2020.



The college has its Access and Participation Plan published on the website. <https://mrcollege.ac.uk/access-and-participation-plan-2020-21-2024-25/>. As part of its commitment to achieving the 'access', 'success', and 'progression' targets expressed in the plan, the college invested £223,940 (excluding the hardship payments) as follows:

- £52,425 spent on 'access' initiatives;
- £127,679 spent on 'success' initiatives;
- £32,176 spent on 'progression' initiatives.

The college allocated 10.4% of Higher Fee Income (£86.74 per student in FY 2021) for the hardship funds available to the students in need throughout the year.



Additionally, the OFS granted £75k to support students facing financial hardship during the pandemic.

Overall, the college spent £130,234 on student hardships in FY 2021. The hardships are designed for the students facing financial issues, which can stop them from continuing their studies and achieving qualifications. The financial support that the students receive through hardship funds helps them reduce their stress levels and concentrate on studies, which improves academic performance. The college collected student feedback to understand how the hardship funds help them with their studies. The survey was distributed to the students receiving and not receiving financial support. 92.2% of the respondents agreed that financial support helps to concentrate on studies without worrying about finances.

## STUDENT FEEDBACK:

**National Student Survey Results** Despite shifting the learning and teaching online due to the pandemic, we have seen excellent student satisfaction rates. The NSS survey response rate was 73%, which was 4% higher than the sector average of 69%. The NSS results showed that the students are satisfied with the quality of

NSS 2021	MRC %	Region %
The teaching on my course.	90.91	79.66
Staff are good at explaining things.	90.86	84.36
Staff have made the subject interesting.	89.29	77.8
The course is intellectually stimulating.	90.82	81.05
My course has challenged me to achieve my best work.	92.86	75.5
Learning opportunities.	92.72	78.8
My course has provided me with opportunities to explore ideas or concepts in depth.	92.82	79.18
My course has provided me with opportunities to bring information and ideas together from different topics.	94.42	81.21
My course has provided me with opportunities to apply what I have learned.	91.33	76.07
Academic support	91.71	73.1
I have received sufficient advice and guidance in relation to my course.	91.88	70.99
Learning community.	87.5	67.37
Overall satisfaction.	92.35	74.76

teaching and learning. The overall satisfaction rate was 92.4% in 2020-2021 AY. The breakdown by courses confirmed that overall satisfaction for Business studies was 91%; Hospitality- 97%, and Healthcare- 89% (OFS data). The below NSS 2021 results demonstrated that the students were happy with the quality of the teaching and learning and services provision during the period of lockdowns.

### **Student Feedback on Online Teaching and Learning**

The college had to adjust to the government's changing regulations regarding the pandemic restrictions. During the lockdowns, the college followed the government's instructions to "stay at home" and moved its operations online. The students continued their learning being safe at home without the quality of teaching and learning being affected. The college's Academic Department developed online teaching pedagogies to ensure that learning is interactive, engaging, and inclusive.

The college issued a second survey in the academic year 2020-21. The feedback received was very positive and helped identify areas for improvement.

Academic Year 2020-21 Survey Questions	Overall satisfaction %
What is your overall satisfaction with your remote learning experience?	94
Were course requirements clearly stated at the beginning of the term?	71
Classes started and ended on time?	95
The teaching presentations were clear and organised?	94
The teacher stimulated interest in the lecture?	93

(MRC Survey with Students 2020-21 AY)

Feedback on the course requirements stated at the beginning of the term received the lowest marks compared to other areas. It makes sense that some of the changes had to be implemented on short notice, following the government guidelines regarding the lockdown rules. However, the college tried it's very best to

keep the students informed at all times. Providing comprehensive information to the students is one of the college's priorities.

## **STUDENT DATA EVALUATION:**

99% of college students are mature. The internal data evaluation results for the academic year 20-21 show that the college managed a continuation rate of 90.51% and an attainment rate of 88.66% for the mature students (students who completed but awaiting the outcome are not included in the calculation).

## **OTHER VALUE FOR MONEY ENHANCING ACTIVITIES FOR THE FY 2021:**

- We introduced a computer lending scheme to the students to ensure that all students had access to computers during the pandemic.
- We introduced a 'buddy scheme' for students so that they could speak about the concerning matters with assigned fellow students.
- We provided help and guidance to those ex-students who left without a qualification. This helped many of them to come back into the education system.
- We invested in physical, online libraries, and computer laboratories to improve provision to students.
- We invested in IT infrastructure and the systems reducing operational costs.
- The college is implementing the Ellucian software, ensuring more accurate data and reduced costs.
- We ensured that the teaching and senior administrative staff were equipped with at least a master's degree and relevant work experience to ensure quality provision.
- We provided the students with academic guidance, mentoring, one-to-one tutorial support, excellent welfare, and pastoral support, high level of teaching and learning experience to improve student outcomes.
- We provided employability support to students and helped to find work placements.

- We provided research opportunities to the students by encouraging them to publish their research articles in the College academic journal, "Journal of Academic Reviews."
- We offered free IT and English language courses to students before starting their formal course.
- We offered academic skill classes-non-credit modules as part of student courses.

## **FUTURE STEPS TO ENHANCE VALUE FOR MONEY:**

We are opening another welfare office at Shakespeare House Campus for student convenience and enhanced accessibility.

We are preparing Graduation events during FY 2022 to celebrate student success achieved during the pandemic.

We enhance the capacity of the employability department and re-launch the MRC Angels Programme, encouraging the students to develop and forward their business plans. The college will provide them with guidance and offer workshops concerning marketing, management, and finance, which will help them improve their business plans. Later on, students will present the plan to judges, who will be industry specialists. The winner will receive a cash prize and a college-financed office to kick start their business for six months.

We are collecting evidence of success in delivering VfM to students, government, and broader society and learning from the good practices adopted in the sector.

We will be sponsoring a few courses for teaching and administrative staff as part of their continuous professional development so, in turn, they will be able to deliver better services to the students.

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