



Value for Money Report

Academic Year 2020-2021

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The Value for Money Report

The Value for Money Report cover the College's performance for 2020.

1. Why does LCC Exist?

- 1.1. London Churchill College Limited has a vision to enable students to reach their potential by meeting the aspirations of personal, academic, economic and social skills development.
- 1.2. Its mission is to provide the highest quality learning opportunities that meet the specific needs of its students and which promote and enhance self-confidence, develop personal achievement and an enterprising outlook to maximise employability.

2. Value Creation and LCC

2.1. Introduction

- 2.1.1. As there is no established definition of value for money in the educational setting, it is difficult to measure the extent to which LCC generates value for money for its stakeholders;
- 2.1.2. Research into the benefits of education has predominately focused on the increase in individual earnings resulting from the additional years of education experienced, or additional qualifications achieved. In this context the LCC uses the Graduate Outcomes survey as a proxy indicator to assess financial value ;

2.2. Social Value Addition

- 2.2.1. In the context of the social value addition we would argue that LCC's Higher Education (HE) provision enriches a section of society that would otherwise be left out of the HE mainstream. Research evidences that a wide range of social outcomes have been shown to result from Higher Education, including cognitive development, confidence, interpersonal trust and life satisfaction. The College, so far, has not collected any quantifiable data on this aspect. In various meetings and reviews, external agencies and organisations have praised the exceptional work the College does for our students and the communities we serve. Our students have been very positive about their experience at LCC and show gratitude for the opportunities LCC provides. This is often reflected in the high level of satisfaction expressed in the NSS survey.

2.3. LCC Stakeholders

- 2.3.1. Value creation is not a simple, single, absolute idea but relates to the interests and values of the stakeholders in an organisation. The stakeholders in LCC are:
 - a) Students: LCC is an educational provider and students are our customers. The essential driver of value in any business is customer satisfaction. We use National Student Survey (NSS) results as a proxy indicator for assessing how satisfied our students are with our educational provision;



- b) Shareholders: as the owners of the LCC business they have the discretion to decide where to invest their money. It is within their power to decide whether to continue the existence of LCC;
 - c) Awarding body: in our case Pearson is the awarding body, who owns the copyright to our product; providing Pearson remains satisfied with our performance, we can continue to offer its programmes and courses;
 - d) Regulatory bodies: the DfE and OfS register us as academic providers and as such we follow the published criteria and guidelines;
 - e) Academic staff: deliver academic programmes and courses at levels of excellence;
 - f) Administrative staff: support all stakeholders and manage the process;
 - g) British society at large: generally set standards and culture for operations.
- 2.3.2. Each group of stakeholders has a different view of values. To come to some more specific conclusions, College has looked at each, in turn to identify the concepts, definitions and metrics that define value. We can understand where there are overlaps and identify the key drivers of value for the College, how we can measure them, plan to improve them continuously and identify when they have been achieved. Taking each of the stakeholder groups in turn, we set out the concepts, definitions and metrics for each group's value.

2.4. Stakeholder Values

- 2.4.1. Shareholders: the concept of shareholder value has been deeply studied and analysed, for it is this concept that investors use when deciding to invest. The generally accepted value driver is economic value added (EVA). It is down to the BoD to define the levels of EVA, the growth rate it requires and the time-period over which the Board wants the objectives to be achieved;
- 2.4.2. Students: value-added for the students is a more evanescent concept involving the realisation of potential and the qualitative satisfaction derived from the acquisition of skills and knowledge. It has been suggested that the realisation of potential from vocational education can be measured by the increase in earnings and job status of people who have been educated compared with people who have not; to do this we use the Graduate Outcomes survey;
- 2.4.3. Administrative Staff: the management of the College creates value by providing resources and services;
- 2.4.4. Academic Staff: the value created by academic staff is in the excellence of teaching which in its turn depends on their understanding of the needs of their students and applying the appropriate teaching methods. Creating value through excellence in teaching is the most significant element in the complex mixture of elements that make up the total value created by the College. It is our belief that, especially with regard to vocational education, implanting skills rather than imparting knowledge is what distinguishes great teachers. Skills can be defined as learned 'how-to-dos', developed through instruction and observation by the teacher and practice on the part of the student. The other



value creator of academic staff can be defined as an ability to act as an enabler, to offer the opportunity for the learner to achieve potential;

- 2.4.5. The DfE, OfS and their agencies: Governments of all colours and persuasions have been pressing the idea of value-creation for decades. The problems faced have perpetually been 1) no methodologies have been proposed or agreed (although several have been attempted) and 2) they have tended towards a one-method-fits-all solution. This is despite the various educational institutions having different roles in value-creation, depending on the level of teaching, student populations, socio-economic factors and the educational objectives;
- 2.4.6. Society at Large: Although society at large is principally a beneficiary of the value created by LCC, it is also a contributor insofar as it recognises and spreads the reputation of the College.

3. Proxy Indicators for Value Creation

- 3.1. To drive the College performance, many performance indicators at departmental level and supported by delegated departmental budgets have been introduced. We anticipate our performance will be improved in the future;
- 3.2. The College monitors the following metrics to assess its progress against its mission and aims:
 - a) Overall Student Satisfaction (NSS) rate;
 - b) Percentage of students completing their course (Retention);
 - c) Percentage of students submitting assessments (Submission)
 - d) Percentage of students achieving their intended qualification (Pass);
 - e) Percentage of students progressing from Year 1 to Year 2 (Progression);
 - f) Percentage of students achieving their studies' award (Award);
 - g) Percentage of students progressing into employment and/or further studies;
 - h) Overall "Teaching Excellence and Student Outcomes Framework" (TEF) rating.
- 3.3. The College can report ongoing improvement of performance in that it has achieved an overall student satisfaction (NSS) rate of 94.35%% (for NSS 2020) which is well above the OfS benchmark (NSS 2020 Benchmark Data).
- 3.4. The College has made significant improvements in its retention rate. The data Performance indicators published by HESA (February 2021), which is the latest information available, indicates that the College's non-continuation rate has dropped from 12% to 8.4% and is now well below the provider benchmark of 20.4%. This is a significant and improved achievement in comparison to its performance in the previous period (LCC 12% as opposed to the benchmark of 16.8%);
- 3.5. According to the HESA AP data submitted (C19054) by the College, 78.5% of its students achieved their intended qualifications based on students in the final year outcome population. According to LCC year by year attainment records more students are successfully completing and achieving awards.
- 3.6. Outcomes record which includes a survey of graduates approximately 15 months after they complete their studies. The latest Graduate outcomes record (C18071) in



2018/2019 shows that 99 out of LCC's 202 graduates (49%) responded to the survey. HESA Graduate outcomes statistical data release is due in April 2021 where further analysis of graduate destination will be available;

- 3.7. The College has applied to the Office for Students (OfS) to be an approved Higher Education provider in England. Until the College receives a positive decision from the OfS and is registered, it will not be able recruit any new students who can access student support under the Education (Student Support) Regulations 2011 (as amended). However, the College anticipates a positive outcome and has set in motion the plan to remain financially and operationally sustainable in the foreseeable future.

4. Transparency on Value for Money

- 4.1. The concept of adding value is multifaceted and all stakeholders have a role in creating value and are dependent on the value created by others.
- 4.2. Although the link between education and positive economic and social outcomes for both society and the individual is well-established, the extent to which this is true for LCC is subject to many variables. In case of LCC, we have used a number of proxy metrics to assess the value we generate for our students and society as a whole. They all provide a reasonably positive picture.
- 4.3. LCC provides sufficient information on a regular basis about how it ensures value for money. It publishes the Value for Money statement on its website, directors' report and accounts including data about the sources of its income and the way that its income is used.

5. NSS Results

- 5.1. The NSS 2020 results chart has been produced from OfS website. the percentage of respondents which agree (selected definitely or mostly agree) for all questions in the NSS for London Churchill College. The benchmark value for each question is also included.
- 5.2. NSS has publication thresholds to protect the anonymity of respondents and to ensure the robustness of the data; results are only shown where they meet publication thresholds. For the NSS the publication thresholds are 10 responses and a 50% response rate. Where a provider or provider/subject combination does not meet both of these criteria the result is not displayed.



5.2. NSS Results Table

5.2.1. The following table was created from the OfS website (NSS 2020 on 11 March 2021 16:13:43)¹

Provider Type: Registering Teaching

Provider: London Churchill College Ltd

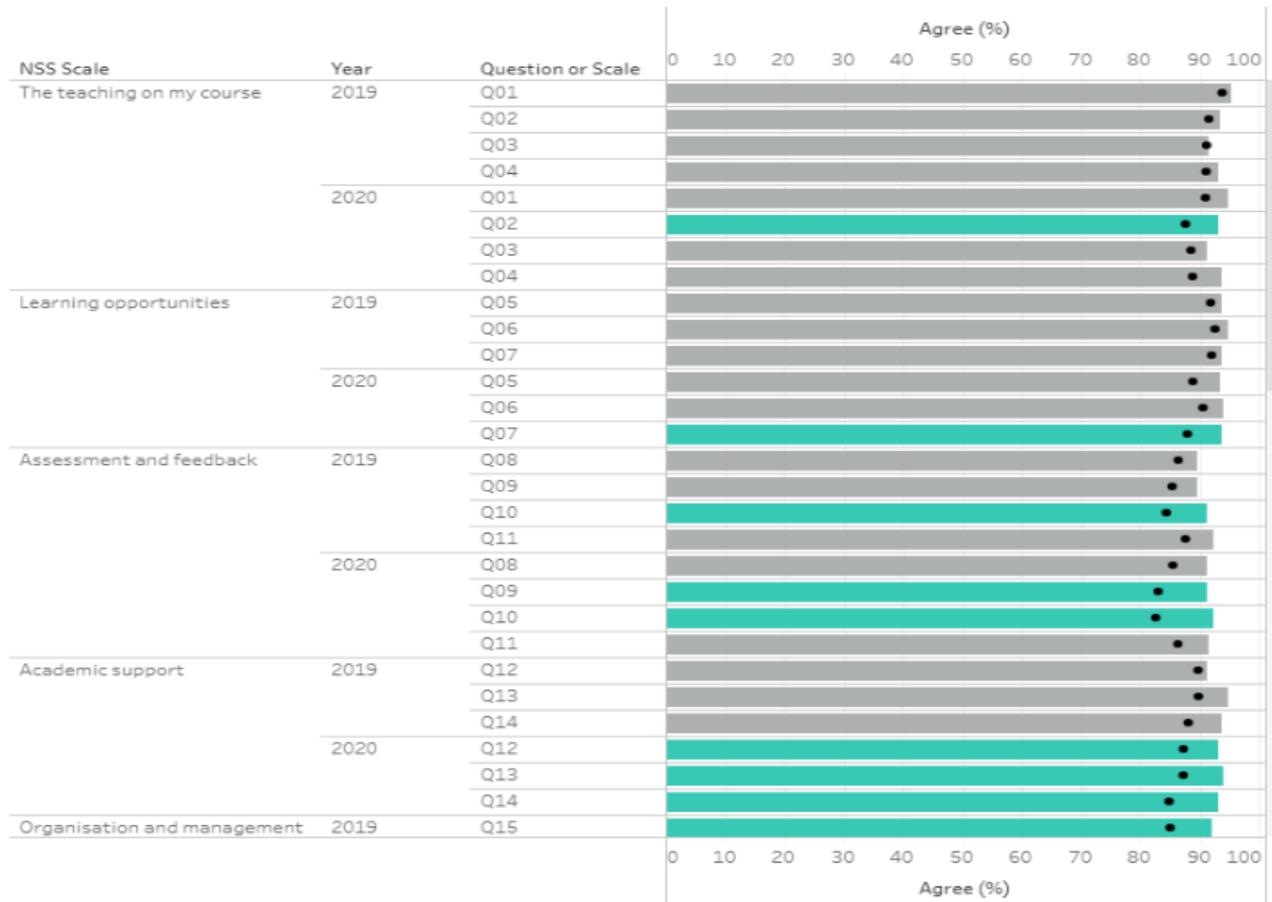
Year: 2019 2020

Please select which you would like to view: Questions Scales

Significance: Not significantly different to benchmark Significantly above benchmark

Key: Benchmark (%)

All NSS results by registering provider



LCC NSS 2020 student Overall satisfaction shows 94.35% which an improvement on previous year's results.

Key	
Percentage Agreed	Bar
Benchmark Value	Black Dot
Significant Difference	Highlighted Bar
No Significant Difference	Grey Bar

¹ <https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/get-the-nss-data/>



6. The Graduate Outcomes survey

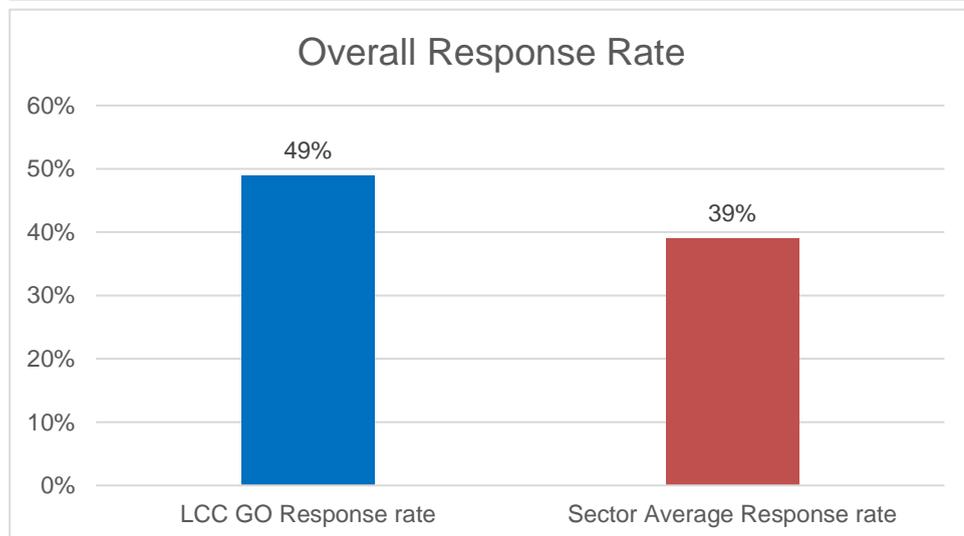
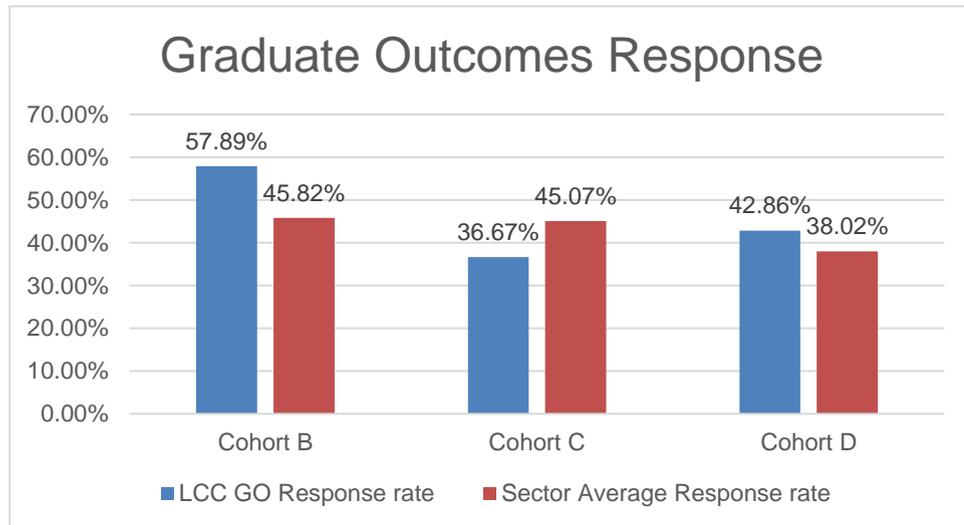
6.1. Introduction

6.1.1. The Graduate Outcomes survey is the largest and most comprehensive UK annual social survey and captures the perspectives and current status of recent graduates who completed a Higher Education course in the UK. The graduates asked to take part in the survey 15 months after they finish their studies with an aim to gain an insight into career destinations and development.

6.2. Graduate Outcomes Record

6.2.1. Table 1 below shows results from LCC's total graduate outcomes response (18/19) is 99 from 202 students (responses comprised of three cohorts as B=55,C=11,D=33), equivalent to a response rate of 49%:

Table 1: LCC Graduate Outcomes Responses

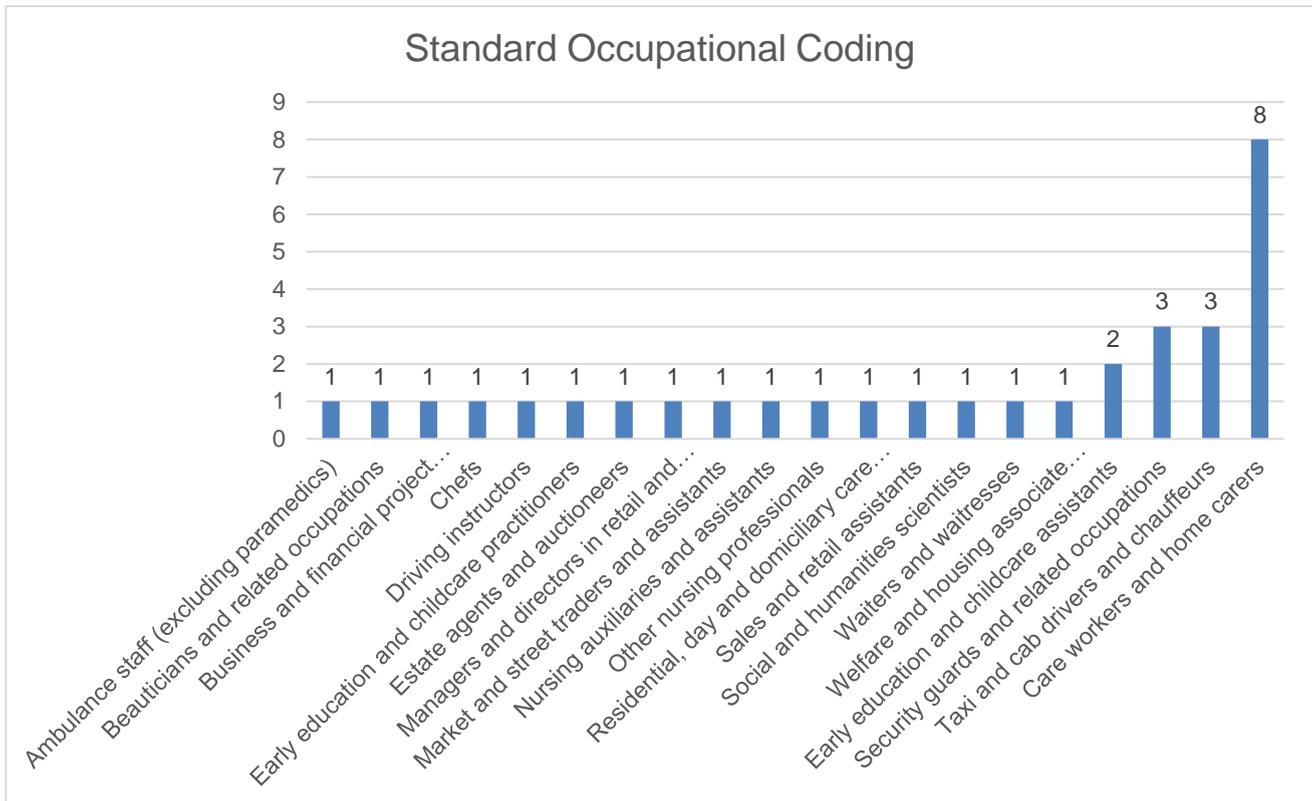




6.3. Occupational classification of LCC Graduates

6.3.1. Table 2 below shows grouping of occupational classification of LCC Graduates 2018/2019 destination² (source: HESA Graduate outcomes result raw data portal)

Table 2: LCC Graduates, Standard Occupational Groups



6.3.2. Analysis of the figures shows the success of HND Health & Social Care graduates are employed in their related occupational sector whereas the Business Management graduates involved in diverse range of occupations. There is clear indication in these figures that the steps taken by to College to prepare students for employment are working and creating value in the terms of stidents' lives.

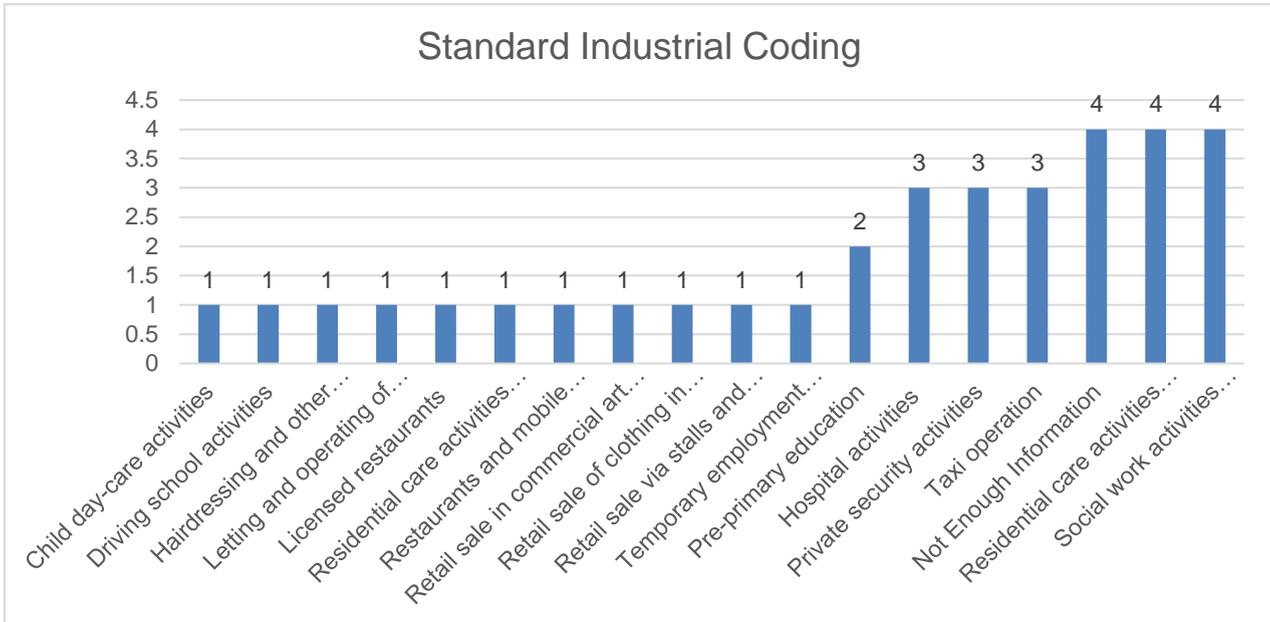
² From previous year 17/18 (from 71% to 75%)



6.1. Industrial classification of LCC Graduates

6.1.1. Table 3 below, showing grouping of Industrial classification of LCC Graduates 2019/2019 destination (source: HESA Graduate outcomes result raw data portal)

Table 3: LCC Graduates, Standard Industrial Coding

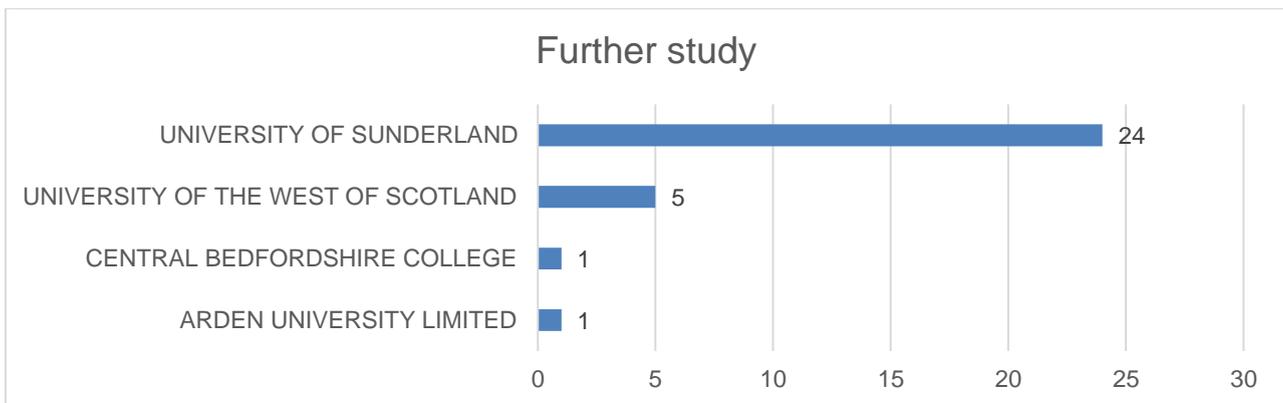


6.1.2. The above figure shows the representation of LCC graduates in various industry classifications. HND Health and Social Care graduates are successful in achieving employment in their subject related industry, whereas Business graduates are employed into wider categories. According to the pareto principle, this table also shows that a total of 80% of our graduates achieve employment in Health Care settings and Hospitality sectors.

6.2. Further Study Destination

6.2.1. Table 4 below shows students who opted for further study and their destination Higher Education Institute.

Table 4: LCC Graduates, Destination for Further Study





6.2.2. The College continues to work successfully with Universities in assisting placement of students in further study, particularly Sunderland as it has a local campus.

6.3. Completion & Achievement (19/20)

6.3.1. According to the HESA AP record for 2019-2020, more students have completed courses by the due date, compared to the previous year's completion rate. The completion rate has improved from 75% in the academic year 2018/2019 to 78% in the academic year 2019/2020 . This result indicates that the College has taken substantial steps in the process of continued improvement for completion and achievement, reflecting an improved student journey.

6.4. Non-Continuation

6.4.1. Table 6 below shows the Non-Continuation Rates for 2018/2019, published by HESA (Performance Indicators); this shows a significant improvement from academic year 2018/2019 non-continuation published results.

Table 5: Non-Continuation Rates 2018-2019

2018/19

HE provider	Total full-time other undergraduate entrants	Number no longer in HE	Percentage no longer in HE (%)	Benchmark (%)	Standard deviation (%)
London Churchill College Ltd	380	30	8.4	20.4	1.6

	Total full-time entrants †	Number no longer in HE †	Percentage no longer in HE (%) †	Benchmark (%) †	Standard deviation (%) †	+/- †
London Churchill College Ltd	500	60	12.0	16.8	1.42	+

2016/2017

	Total full-time entrants †	Number no longer in HE †	Percentage no longer in HE (%) †	Benchmark (%) †	Standard deviation (%) †	+/- †
London Churchill College Ltd	510	125	24.1	15.6	1.68	-

6.4.2. The above table shows that the College is successful in retaining an increased number of students in academic year 2018/2019 compared to academic year 2017/2018. In academic year 2018/2019, from the total population, 8.4% students did not continue studies, whereas in the academic year 2017/2018 the figure for the rate of students' non continuation was 12.4%. The decreased standard deviation figure refers to the College's positive performance in relation to set benchmarks, showing additional value for students during their learning journey.



7. Conclusion

- 7.1. This Value for Money Report presents various information, data for proxy indicators the College used and commentary, which collectively demonstrates that the College has been highly successful in its attempts to generate value for money for all LCC's stakeholders. From the students' perspective, we find that the satisfaction level among our students is extremely high and far above the sector average. For the regulatory perspective, our student's retention and achievement rates are very impressive considering that the College provides opportunities to a wide range of students, many of whom have highly variable entry profiles. In relation to student outcomes from LCC courses, the majority of students progress into employment and further studies.
- 7.2. In addition to the information and various proxy indicators we presented, the report also presents our conclusion from the narratives we hear from our students. We understand that the courses we offer make highly positive economic and social outcomes both for LCC's students and the communities they serve.
- 7.3. The Value for Money Report is an attempt for LCC to be transparent and we want the general public to be aware of how LCC ensures value for money. To be transparent, LCC publishes various reports on its website including the Value for Money Report, Directors' report and accounts and Minutes of the various senior Boards and Committee.

End