



Statement on Value for Money for Students

INTRODUCTION

1. This Statement on Value for Money for Students (Statement) is designed to show clearly how the College's resources and income are used and the steps taken to ensure that they deliver you value for money. This Statement is designed to allow you to see how your money is spent and how it is used to ensure that your experience in getting your degree is as beneficial as possible both immediately and throughout your life.
2. The benefits of gaining a degree are numerous both in terms of your future career, but also in terms of your personal development and the wider contribution you can make to society. Looking at these lifetime advantages you can gain, the value for money of study for a degree in the UK is clear.
3. This Statement has been submitted to the Office for Students (OfS) and is available to all current and prospective students.

BACKGROUND TO RESOURCING AND DELIVERING VALUE FOR MONEY

4. The founding concept of the College is to provide an education establishment dedicated to the study of the Humanities, based on a combination of the best of two great traditions of HE, viz. the tutorial model encouraging forensic depth and intellectual acuity, and a modified version of the 'liberal arts' model providing breadth and context.
5. This conception is articulated in the College's mission:

'A world-class university-level college in the heart of London; New College of the Humanities combines a unique liberal arts curriculum with one-on-one teaching in an international community to ensure that every student prepared to work will achieve their full potential and leave fully equipped to face the challenges of our increasingly complex world.'
6. Since its inception, the College has followed a strategy to deliver the vision articulated by Professor Grayling. This approach is made up of a three-phased staged approach.
 - 6.1. The first phase established the College through its foundation and as it started to teach. It saw the creation of a high quality educational institution from nothing which educated students who were then able to pursue meaningful career choices. This required significant investment by a core group of shareholders.

- 6.2. The second phase – which the College is currently in – has seen the College growing its student numbers. This will continue to the point where the College is self-sustaining and has achieved taught degree awarding powers. This growth goes hand in hand with retaining the current student learning opportunities as well as the teaching and learning culture that delivers such a high-quality experience which translates into excellent National Student Survey scores.
- 6.3. The third phase will build on the current programmes, with further expansion and the ability to replicate and adapt the College’s approach to student learning to deliver financial surplus.
7. The College has been fortunate to have a group of supportive shareholders, who are also directors on Tertiary Education Services (TESL) Board and who understand the business. They were instrumental in designing the phased approach, have supported the College through its funding rounds and, are involved in the setting of budgets and targets.

THE COLLEGE’S APPROACH TO DELIVERING VALUE FOR MONEY

8. The College has been focused since its inception on the student experience and the benefits derived from that for NCH students.
9. The approach of the College is to achieve its mission through the appropriate use of resources which are directed towards teaching and learning costs. Due to the nature of how humanities and social sciences are studied there is no need for a large capital investment budget. The College has adopted an asset lite model with the focus on operating costs rather than capital costs.
10. The location of the College means that, where possible, it looks to source resources on a cost-to-use basis rather than an investment basis. For example, in relation to library services, the College rents shelf space in, and secures access for its staff and students to, the Senate House Library.
11. The process to allocate the College’s resources is set out in the Resource Allocation Policy and how that allocation is then managed/governed is set out in the Financial Management Strategy. These documents are accessible on the College’s [website](#).
12. The College will regularly seek students’ views on this Statement as part of its student feedback processes.

HOW RESOURCES AND INCOME ARE USED

13. The figures below relate to the academic year 2016-17. Figures for the academic year 2017-2018 will be added when this Statement is reissued.
14. The resources of the College are made up of a combination of fees paid by students either directly or via the Student Loans Company and by shareholder funds. These resources added up to approximately **£6m**.
15. These resources were then used in the following ways to deliver the College’s excellent student learning experience.

16. The overall delivery costs were **£3.3m**

16.1. Academic costs of College and ULIP degrees (including salaries of academic staff and student and academic support teams): £2.1m

16.2. Validation costs: £0.2m

16.3. NCH Diploma costs: £0.4m

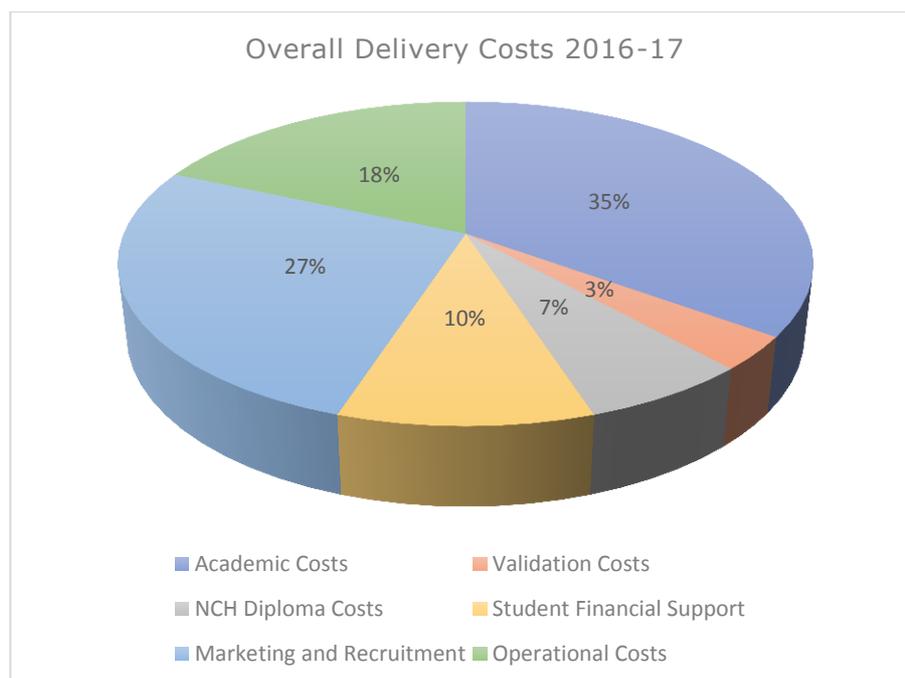
17. The other major areas of cost added up to **£2.7m**

17.1. Direct student financial support (scholarships, bursaries, etc.): £0.6m

17.2. Marketing and recruitment costs: £1.6m – this is currently high while the College makes prospective students aware of its excellent degrees and student experience and to build its reputation in the marketplace and with potential employers

17.3. Operational costs (including all the costs of 19 Bedford Square): £1.1m

Cost	Quantum	Percentage
Academic	£2.1m	35%
Validation	£0.2m	3%
NCH Diploma	£0.4m	7%
Student Financial Support	£0.6m	10%
Marketing and Recruitment	£1.6m	27%
Operational	£1.1m	18%



REMUNERATION OF STAFF

18. TESL Board is responsible for the setting of budgets and delegates the responsibility to executing the budgets to the Executive Committee (ExCo).
19. TESL Board is focused on delivering value for money for students and balances that need to ensure costs are controlled against the imperative of securing staff with the necessary skills to maintain the College's excellent student experience. Following the *Code of Governance*,¹ the College has remuneration committees to consider and determine staff remuneration. The College's [Governance Structure terms of reference](#) document outlines the membership, roles and responsibilities of the remuneration committees. The [Governance Structure diagram](#) demonstrates that the College has two remuneration committees:
 - 19.1. Remuneration Committee (ExCo and Senior Management Team) – the committee's membership is decided by TESL Board, all of whom are non-executive directors.
 - 19.2. Remuneration Committee (Staff) – the committee's membership is made up of ExCo: Master of the College, Chief Operating Officer and Executive Dean.
20. The Remuneration Committees refer to internal and/or external benchmarks or systems to inform the setting of remunerations, benefits and performance pay. The Committees are also able to obtain external advice when it considers this necessary.
21. As part of this exercise the College monitors how much the highest paid member of staff earns versus the median of all the permanent members of staff. This is an exercise recommended by the Committee of University Chairs' draft code of remuneration. For the College, this is a multiple of 3.8 which compares favourably to the sector average of between 5 and 6 times.

NOTIFICATION

22. You will be notified of any fundamental changes to this statement and we will update it on a yearly basis.

WHAT CAN I DO IF I HAVE A QUESTION?

23. If you have any questions or concerns about the contents of this document, you can raise them either by email or in person with the College's Master or the Chief Operating Officer.
24. If you believe that they have tried to answer your question or concern honestly or fully but not to your satisfaction, you can raise the issue with the [Office of the Independent Adjudicator](#), once you have exhausted the College's [Student Complaints Policy](#).

¹ Committee for University Chairs HE Code of Governance

STATEMENT ON VALUE FOR MONEY FOR STUDENTS

Title	Statement of Value for Money for Students	Author	Chief Operating Officer
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