



Value for Money (VfM) Report 2016/17

Outcome requested:	Audit and Risk Committee is asked to approve the Value for Money (VfM) report 2016/17, demonstrating QMUL has adequate and effective arrangements in place to promote VfM.
Executive Summary:	<p>In December 2016, Higher Education Institutions (HEIs) were required to produce and submit a mandatory VfM report as part of HEFCE's Annual Accountability Return for 2015/16, whereas previously this had been optional. It was also a requirement that the 2015/16 report was received and considered by the institution's governing body, or delegated sub-committee. At QMUL this was the Audit and Risk Committee (ARC).</p> <p>Following receipt of VfM reports from all 132 HEFCE-funded HEIs in England, HEFCE commissioned an independent review of the reports, which analysed the nature and volume of savings reported, the approach taken to achieve them, and assessed the extent to which the reports assisted governors in understanding and improving VfM. In October 2017, HEFCE published an analysis of the findings, proposed best practice and suggested report contents in order to encourage a better and more comprehensive approach to VfM reporting in future years.</p> <p>In October 2017, HEFCE confirmed that while HEFCE-funded institutions should consider reporting on VfM internally to their governing bodies it was no longer a requirement to submit full VfM reports to HEFCE as part of the Annual Accountability Return. In order to report to Government on the efficiency of the HEFCE-funded higher education sector, data would be collected from institutions through an Annual Efficiency Return (submission deadline: 31 January 2018), reported at a sector level to the Department for Education and published by HEFCE. The Annual Efficiency Return will be considered and signed off by the Accountable Officer, the President and Principal, as per HEFCE guidance. HEFCE's Annual Efficiency Return template is included in Appendix C for information.</p> <p>This report has been compiled following the HEFCE guidance provided but has been specifically drafted for an internal audience and so we have deliberately omitted the contextual information recommended in the guidelines.</p>
QMUL Strategy:	<p>Strategic aim 3: to provide all our students, wherever based, an education that is judged internationally to be of the highest quality, and which exploits innovations in teaching, learning and assessment.</p> <p>Strategic aim 5: To achieve maximum impact from our academic work through public engagement and partnerships with businesses, government, charities, cultural organisations, and others in the wider community.</p> <p>Strategic aim 6: to achieve and sustain financial strength to enable our academic ambitions through a balanced portfolio of activities.</p>
Internal/External regulatory/statutory reference points:	<p>Audit and Risk Committee Annual Report</p> <p>Audited financial statements</p> <p>HEFCE Memorandum of Assurance and Accountability</p> <p>HEFCE Value for Money Best Practice Guidance (Oct 2016)</p>

Strategic Risks:	Strategic Risk 2: Student Experience: teaching, learning and assessment Strategic Risk 3: High quality staff Strategic Risk 9: Reputational development and external relations Strategic Risk 11: Sustainable growth Strategic Risk 12: Cost control, VfM and expenditure
Equality Impact Assessment:	
Subject to Prior and Onward Consideration by:	The paper has been considered by QMSE and will be circulated to Council for information.
Confidentiality and Distribution:	For free distribution once approved.
Timing:	The annual report is considered by the Committee to enable a judgement to be formed on QMUL's achievement of economy, efficiency, effectiveness and equity. This report is no longer required to be submitted as part of the annual accountability return.
Author	Laura Gibbs, Chief Operating Officer Kathryn English, Executive Officer to the COO
Equality Impact Assessment:	
Date:	2 November 2017
QMSE Sponsor(s):	Laura Gibbs, Chief Operating Officer

2016/17 VfM Report

1. Introduction

- 1.1 The higher education sector continues to be a challenging environment in which to operate. Cost pressures and the rising expectations of students, parents, the public and employers, make it ever more important that QMUL makes the best use of the resources available to the institution. It is not sufficient simply to achieve value for money (VfM) but we must be able to demonstrate to government, funders, students and taxpayers alike that we are doing so.
- 1.2 This VfM report has been prepared in line with the latest best practice guidance from HEFCE and provides a strategic overview and summary of VfM activities that have taken place across the institution during the 2016/17 academic session - the institution's approach, the actions that it has taken and the results it has achieved. It aims to highlight best practice and outlines future plans and activities in 2017/18 and beyond.
- 1.3 Prepared for the information and consideration, in the first instance, of the Queen Mary Senior Executive (QMSE) and the Governing Body's Audit and Risk Committee (ARC), as a way of gaining assurance that the institution has in place suitable arrangements to secure and promote VfM. However, it is recognised that other stakeholders, such as students, staff, funders and regulators may wish to understand the steps that the institution is taking to make economical, efficient and effective use of its resources.
- 1.4 Following the transfer from HEFCE to the Office of Students (OfS) in the coming year and the introduction of a new regulatory framework, we would anticipate even more focus on VfM for the student.
- 1.5 In 2016/17 value for money continued to be embedded across QMUL and a number of activities and initiatives were undertaken, including the TRAC benchmark for teaching and research and the Cubane benchmarking exercise (see 5.3) that looks at costs of professional services (PS) activities against a wide group of comparator institutions.

2. What VfM means to us

- 2.1 VfM is about the optimal use of resources to achieve intended outcomes, also described as cost-effectiveness, and when taken as a whole the four E's encompass the definition: Economy (spending less), Efficiency (spending well), Effectiveness (spending wisely) and Equity (spending fairly).



- 2.2 Through its analysis of the 2015/16 reporting, HEFCE identified that VfM gains could generally be allocated to one of seven types, as outlined in Appendix A. The definitions and key themes of which will be adopted as part of QMUL's VfM approach and reporting and form part of VfM guidance for staff and other stakeholders in 2017/18.
- 2.3 Under the Memorandum of Assurance and Accountability, QMUL's internal auditors, KPMG, and the Audit and Risk Committee (ARC) are required to give an opinion, addressed to the

governing body and the Accountable Officer, on the provider's arrangements for ensuring VfM.

2.4 The KPMG internal Audit Annual Report opinion on VfM for the period 1 August 2016 to 31 July 2017 confirmed:

We consider that Queen Mary University of London has adequate and effective arrangements in place to promote economy, efficiency and effectiveness. During 2016/17 we have not made any findings in the course of our work that would lead us to question the arrangements in place at Queen Mary University of London to secure value for money in the use of resources.

2.5 The need to achieve value for money, as defined in Appendix A, is embedded in the day-to-day thinking and approach at QMUL. However, it is recognised that sector-wide challenges and increasing financial pressures facing the sector mean the institution must continually look at ways of making the best possible use of its resources. Examples of challenges and financial pressures include the Government's recent announcements (Oct 2017) that:

- fees for Home Undergraduate (UG) students would be frozen at £9,250 and the sector does not expect any inflationary uplift on fees for the foreseeable future;
- a 'major review' of fees and funding; and
- a possible reduction in fees to £7,500, either with no compensatory uplift in grant funding from HEFCE, or with some uplift for certain high-cost subjects.

3. Our strategic aims and priorities

3.1 One of 24 leading UK universities represented by the Russell Group, QMUL is one of the UK's leading research-focused higher education institutions, with 23,740 students, 4,063 staff and an annual turnover of £400m. Our School of Medicine and Dentistry, Barts and the London, dates back to 1785 with our main campus having been based in a creative and culturally diverse area of east London for over 130 years. We teach and research across a wide range of subjects in the humanities, social sciences, law, medicine and dentistry, and science and engineering.

3.2 The current QMUL strategic plan (www.qmul.ac.uk/strategy) runs until 2019 and we expect to start developing a new plan early in 2018. Our particular focus during 2016/17 has been our financial sustainability and in particular the need to increase cash generation to allow for the investment in the estate, infrastructure and strategic projects required to enable delivery of our strategic vision and academic mission.

3.3 More specific focus in recent months has been linked to our performance in the TEF and the success of our student particularly in regard to improving student satisfaction, retention, attainment and employability outcomes.

3.4 The summary of QMUL's performance against Indicators of Progress (IoPs) is recorded in the 'Annual Stocktake' process and reported to Council.

4. Overview of our financial performance and prospects 2016/17

4.1 Following the implementation of FRS102 in 2015/16, staff costs as a % of income is no longer a useful measure of our underlying performance, as turnover is distorted by capital grant receipts, non-performance research and other income. Staff costs now also include holiday pay accruals and pension fund liability adjustments. HEFCE have removed this financial KPI and similarly we no longer intend to use it.

- 4.2 HEFCE continue to use surplus as a percentage of turnover as a financial KPI. In 2015/16 our surplus was 3.1% of turnover, placing us below the sector mean of 5.2%. In 2016/17 our surplus was 4.4% of turnover and we are yet to see where this places us against sector benchmarks.
- 4.3 During 2016/17, Queen Mary Senior Executive (QMSE) and the Finance and Investment Committee (FIC) agreed we would monitor our underlying financial performance by reviewing cash generation targets for Faculties and a net expenditure budget for Professional Services (PS) and central costs. In 2016/17 our budget cash generation was £31.2m and we actually achieved £32.3m.
- 4.4 Our strategic aim is to achieve £50m cash for investment. This means the cash generation target needs to be £56m to ensure debt servicing costs are met. Our 2017/18 budget has a cash generation target of £36m and the July 2017 financial forecasts to 2019/20 show no improvement in this performance once the assumed inflation on the regulated tuition fees from 2018/19 is removed.
- 4.5 During 2016/17 benchmarking data was presented to the Queen Mary Senior Executive (QMSE) and Finance and Investment Committee (FIC) that demonstrated our current cost base was too high for the current and forecast levels of financial performance being achieved. The data was sourced from HEFCE, HESA, TRAC returns, Staff student ratios, research income per academic and Cubane benchmarking of central and faculty support services. At the same time there was no evidence that these increased costs were delivering better performance than our competitors in league tables, TEF and REF.
- 4.6 Our previous strategy of growing turnover to grow surplus and cash generation has only been partially successful, as although turnover has grown, this has not resulted in increased cash generation to the £56m target. Opportunities to continue to grow turnover still exist but it is recognised that with increased competition, Brexit and the Higher Education Funding Review this is a riskier approach and we should now seek to address the cost base.

5. How we seek to secure and promote VfM

- 5.1 QMUL seeks to secure and promote VfM at a corporate level through the roles and responsibilities set out within its governance and management structures and via a number of annual institution-wide processes and activities.

Planning Round

- 5.2 Following the review of the initial TRAC benchmark data at the end of 2016 it was agreed the planning round for 2016/17 would focus on maintaining costs and effectively delivering a flat line budget except for allowances for pay and non-pay inflation. As part of the process central PS reviewed the priorities across its functions and service and by reducing costs in some areas was able to release £2.8m for reinvestment both across PS and in other strategic initiatives.

Benchmarking

- 5.3 QMUL joined the Cubane benchmarking exercise in 2016. This approach looks at costs of PS functions and activities wherever they are delivered in the university and provides benchmark information across a wide group of comparator institutions. For the 2015/16 data submitted in the first round the most telling comparison for QMUL pointed to a relatively low FTE but high cost compared to other institutions. We are also spending a significant proportion of resource on what are termed *transactional activities* that may well be able to be delivered more efficiently using better and more extensive IT systems.

- 5.4 It was clear without the Cubane results that we required significant improvement across many PS services and using the benchmark results we have been able to prioritise a set of projects looking to improve the effectiveness and as well as cost efficiency of some key services to students and staff.
- 5.5 The TRAC data was also developed during 2017 and this has helped inform the distribution of cash generation targets across the three faculties and PS for the 2018/19 budget.

6. Significant VfM activities

- 6.1 A number of cross-cutting initiatives and activities have taken place over the course of the 2016/17 academic year to improve VfM across the institution. The most significant relate to the Cubane benchmarking exercise, review of TRAC data and the initiation of a university wide change programme referred to above.
- 6.2 There has been a significant change in the Professional Services Leadership Team with a focus on recruiting a strong team to provide the leadership needed to deliver the step change in performance required to ensure PS is providing the underpinning needed to allow the academic mission to succeed.
- 6.3 Each new appointment has been charged with developing a strategic vision for their functional area, notable progress in 2016/17 includes delivery of a 10 year estates planning framework, a long term maintenance plan and a new IT strategy and plan.

Process Improvement

- 6.4 The Process Improvement Project Team at QMUL, is responsible for leading reviews of services across the institution that support our teaching and research activities, and those that underpin our back-office functions. It seeks to identify and implement ways to improve efficiency, effectiveness and lift service quality for staff and students.
- 6.5 Following an application round in January 2016, a team of 15 Process Improvement Project Managers were recruited. All, internal Professional Services members of staff, seconded to a 0.2FTE over a 24 month fixed term contract (20 days per year), responsible for establishing and leading process reviews as part of the university-wide process improvement programme. Examples of projects are outlined in Appendix B.

QMUL Model

- 6.6 The QMUL Model is an innovative cross-cutting teaching and learning initiative that will broaden opportunities of QMUL undergraduate students, within and beyond higher education, by supporting students to plan and manage their ongoing professional development. Proposed and developed during 2016/17 in preparation for launch in 2017/18, the Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a genuine societal impact through leadership in their chosen field.
- 6.7 Organised around the key themes of networking, multi- and inter-disciplinarity, international perspectives, and enterprising perspectives, the Model is delivered as an integrated part of each degree programme with at least one QMUL Model module in each year of undergraduate study. The new QMUL Model will provide new opportunities for students to gain valuable experience and develop new and exciting skills from business and entrepreneurial skills, exploring global perspectives, to understanding social and ethical issues.

7. Achieving VfM across our activities

- 7.1 There are six key thematic areas under which HEFCE recommend VfM activities are reported: teaching and learning; research and knowledge exchange; workforce; estates; procurement; and information technology. A sample of activities under each of the thematic headings is included in Appendix B.

8. Our plans for the coming year and beyond

- 8.1 In many areas of what we do, QMUL is achieving value for money through exciting initiatives such as our award winning public engagement activities (Appendix B), and taking new approaches in areas such the QMUL Model. However, we acknowledge there is more to be done in order to continue to make the most of our resources, in response to both internal and external challenges and maintain a high quality service to students.
- 8.2 A number of initiatives are underway in 2017/18, some new for the current academic session, some building on activity initiated in 2015/16, and others that are in development stages for implementation beyond 2017/18.

Professional Services (PS) Change Programme

- 8.3 As referred to earlier in this report an ambitious PS Change Programme is being developed. Focused on PS functions wherever they sit (centrally, in faculties or in Schools and Institutes), the programme aims to deliver more effective services to support the ambitions of the university and improve student experience at the same time as driving out efficiencies and improving the development and career opportunities for all PS staff. QMUL will collect data for the Cubane benchmark again at the end of 2017/18. We also plan to participate in the Cubane effectiveness survey for the first time; this will allow us to compare the impact and perception of our services as well as the cost.

Planning for 2018/19

- 8.4 Informed by TRAC benchmarking information and alongside the requirement to increase cash generation for investment QMSE has now set targets for the 2018/19 planning round to address the £20m gap with a cash generation targets of £57.1m for 2018/19.

Information Management Dashboard

- 8.5 In order to provide an 'at-a-glance' picture of performance and progress against KPI's, and support decision making at both a senior level and across the institution, work is underway to develop an information management dashboard. The dashboard will bring together key data from across the institution providing insights at both institutional level and across Faculties, Schools and Institutes and PS.

Appendix A

Types of gain and keys themes as identified by HEFCE (2015/16 VfM

Review)

Type of Gain	Definition	HEFCE's Key Themes
Economy	The institution has reduced its costs by purchasing goods or services for a lower unit price or by lowering staff headcount.	<ul style="list-style-type: none"> • Use of purchasing consortia/framework contracts • Review of existing contracts and purchasing arrangements • Competitive tendering for goods and services • Negotiation with existing suppliers
Efficiency - cash-releasing	The institution has achieved cash savings by making more efficient use of its resources, i.e. achieving the same or a greater level of output for a lower input of financial resources.	<ul style="list-style-type: none"> • Energy efficiency measures • Organisational or departmental restructuring • Use of IT-based processes to reduce costs
Efficiency - time-releasing	The institution has freed up staff time by implementing more efficient ways of working, allowing such staff time to be invested elsewhere.	<ul style="list-style-type: none"> • Streamlining of operational and administrative processes • Use of IT-based processes to free up staff time
Efficiency - space-releasing	The institution has freed up space or teaching/research capacity through the adoption of more efficient design, space configuration or ways of working.	<ul style="list-style-type: none"> • Restructuring activities to make more efficient use of space • Centralising the management of space • Remodelling of space to increase capacity
Effectiveness	The institution has implemented better ways of achieving desirable outcomes, such as improved student satisfaction or staff engagement.	<ul style="list-style-type: none"> • Initiatives to enhance the student experience • Actions to increase staff engagement or productivity • Restructuring activities to better respond to student need
Equity	The institution has taken action to enhance its ability to reach all of the people for whom its activities and services are intended.	<ul style="list-style-type: none"> • Providing support to students with additional needs • Taking action to identify and support disengaged students • Improving personal tutor support to students
Income generation	The institution has created new income streams that bring in additional financial resources.	<ul style="list-style-type: none"> • Introduction of charges for specific services • Improved marketing of facilities to external users • Introduction of public short course programmes

Appendix B: Achieving value for money across our activities

Thematic area	Initiative	Type of gain	Achievement (intended/so far)
Teaching and Learning	Portfolio review	Efficiency Effectiveness	<p>A number of portfolio reviews took place, bringing together expertise from across the university, to enhance quality and range of learning opportunities. Including:</p> <p>the Introduction of the “<Science/Engineering> with Management” programmes - a collaboration between the Faculty of Science and Engineering and the School of Business and Management;</p> <p>the introduction of the “... with Year Abroad” programmes - a collaboration between the three Faculties, and the Global Opportunities Office.</p> <p>a review by Academic Development of taught programmes in learning and teaching, focused on strengthening support for effective learning, teaching and assessment practice across the university and ensuring sector-wide expectations are met. HEA reaccreditation took place in October 2017 with the new programmes due to start in January 2018.</p>
	Restructure of Academic Practice	Efficiency Effectiveness	A restructure to join-up central teams responsible for student and staff development in areas of academic practice to create conditions for greater efficiency and effectiveness in their combined working. The teams work through a combination of formal programmes and projects, collaborative partnerships with individuals and Schools, and hands-on and strategic support for University initiatives.
	Teaching Recognition Project	Equity Efficiency Effectiveness	The Teaching Recognition Project emphasis is on succession planning, capacity building and establishing a community of practice, and is committed to disseminating and promoting good practice around teaching and scholarship. Following Higher Education Academy (HEA) approval in 2016, the University included Senior Fellow applications in its internal panels. The Project is highly effective in engaging experienced staff in reflection/dialogue about their teaching experience and has significantly extended the reach and impact of CPD across QMUL.
	National Teaching Fellowship Scheme(NTFS)	Effectiveness	The National Teaching Fellowship Scheme (NTFS) is an annual scheme. In 2016/17 two members of staff received awards with QMUL being the only HEI to have been awarded more than one. Their effectiveness comes from the high-quality mentoring and support received from the Educational Development team in preparing their nomination and formal plans to disseminate their excellent work throughout the institution and beyond. The Global Health Team from the Blizzard Institute received a nomination for the Collaborative Award in Teaching Excellence, and are also sharing their work across the university via a multiplicity of platforms.
	Distance Learning modes of the PG CAP and PG Cert in Learning and Teaching	Effectiveness	QMUL Distance Learning modes of the PG CAP and PG Cert in Learning and Teaching are becoming more popular especially amongst external applicants. Other local HEI providers have found e.g. London South Bank University are now coming to QMUL for our high quality and flexible programmes. This is leading to them being income generating.
Research and Knowledge Exchange	Science and Engineering South Consortium - Promoting the use of research facilities	Economy Efficiency	QMUL joined the Science and Engineering South consortium (King's College London, The University of Southampton, University College London, The University of Oxford, The University of Cambridge and Imperial College London). This network of research-intensive universities aims to foster collaboration, sharing and industry engagement with one of the primary foci being research equipment. Consortium activities include a regular Equipment Sharing Group, thematic networking events and, online 'spotlight' articles that advertise unique research facilities.
	Public engagement	Equity	QMUL is the first UK institution to be awarded the National Coordinating Centre for Public Engagement (NCCPE) Gold Watermark, which recognises our excellence in public engagement (www.publicengagement.ac.uk/work-with-us/engage-watermark). QMUL provides a compressive programme of public engagement activities, including lectures and online content, collaborations with local community organisations and local and national museums to deliver public events. The Centre for Public Engagement (CPE) supports QMUL staff and students to undertake public engagement linked to their research or teaching. This is supported through training, advice, funding opportunities, and reward and recognitions schemes such as the annual Engagement and Enterprise awards.
	Festival of Communities	Equity	The CPE coordinates a community engagement programme, with one example being the annual Festival of Communities (www.qmul.ac.uk/festival/). The first Festival of Communities included a two week programme of workshops, activities and stalls between (21 May - 4 June 2016), and engaged 3,000+ local residents across 32 events. In 2017 the festival format was adapted to create a weekend-long event, designed to encourage local residents onto campus, and run in collaboration with local community organisations. Staff and students from across QMUL took part in the event, collaborating with local community partners. The festival engaged 3,000+ local residents over one weekend, making it more successful than the previous year in terms of visitor numbers. The festival is set to run again in 2018.

Appendix B: Achieving value for money across our activities

Workforce	SWARM workload model	Efficiency / Effectiveness	In June 2017, QMUL's Bart's and the London School of Medicine and Dentistry (SMD), launched the SWARM workload model as a means of capturing how much academic staff time is spent on research, teaching and other activities. Staff contributions to the School will now be more readily recognised in terms of time commitment and managed where appropriate by Institutes. Enabling SMD and its Institutes not only to plan and distribute workloads more evenly and fairly, but will also be a valuable resource, providing one simple dashboard that summarises activities throughout the academic year.
	Apprenticeships Levy	Effectiveness / Income generation	In April 2017, QMUL made its first payment towards the Government's new Apprenticeship Levy - a new payroll tax designed to incentivise organisations to invest in developing the skills of their employees and increase worker productivity. QMUL's annual contribution to the levy will be in the region of c. £1,032,723 equivalent to 5.44% of 2015/16's operating surplus. In September 2017, QMUL appointed an Apprenticeships Manager to lead on the institutional response to the Apprenticeship Levy and manage both the development of an internal programme for staff and our external offering to employers.
	Demonstrators assimilated	Efficiency	Demonstrators were assimilated from September 2017. The intention was to do in same way as the others i.e. within budgets so no new money was set aside. There is an ongoing action to check Schools are coping with that now term is started and hence contracts are in operation.
	Mental Health and Wellbeing	Efficiency / Effectiveness	2015/16 saw the introduction of a Wellbeing Week at QUMUL, which developed into a series of fairs across multiple campuses in 2016/17. A number of new courses focuses on building personal resilience, difficult conversations and management development were added to the staff development programme. Work is currently underway within the Health and Safety Team to develop 'Mental Health First Aid'.
Estates	Timetabling	Efficiency	Following the 2015/16 teaching room audit and review, a consultant was commissioned in 2016/17 to review the institution's timetabling policy and recommend a road map to make the policy and processes more efficient in terms of space utilisation and the staff/student experience. This area of work is now being taken forward in 2017/18 as part of a wider review of teaching administration taking place under the Professional Services Change Programme.
	Estates master planning	Efficiency	The estates master planning exercise identified the possible capacities on the campus. This work has been continued this year with the early-stage development of a residential strategy (ongoing) which explores how we can increase bed spaces within the existing estate footprint. A space management strategy is also being drawn up to consider individual schools' space need, to establish over what period new buildings and refurbishments will be required.
	Internal capacity and specialist expertise	Efficiency / Effectiveness	In order to create internal capacity and specialist expertise, the new role of Head of Space Management was developed and recruited to in 2016/17 with the aim of reducing reliance on external consultants in the area of space planning.
	Sustainability provision	Effectiveness	Sustainability provision has also been reviewed with the QMUL Students' Union (SU), with activity in this area now merged under the SU to enhance value for money. Estates and Facilities (EAF) will retain oversight of the carbon reduction strategy and energy management, with engagement activities now being delivered by the SU.
Procurement	VfM Targets 2016/17	Economy	Procurement savings target was set at £2.5m and actual savings achieved were £2.7m
IT	Online payment facilities for students	Efficiency / Effectiveness	The tuition fee deposit scheme, was expanded in 2016/17 to include all overseas fee paying applicants for PGT programmes. Payments are requested and made online and this has enabled us to predict student numbers with greater reliability and contributed to further reductions in visa refusal rates.

Appendix B: Achieving value for money across our activities

Process Improvement Projects	Payment of PhD students' stipend		Piloting a standard process for payment of PhD student stipends, reducing errors and saving time in checking.
	Increasing recruitment of associate students		A process mapping exercise of the associate student lifecycle with the aim of increasing the recruitment of associate students in the School of Geography
	Reducing errors in the external speaker process		Streamlining the process for clearing speakers at student events, reducing time taken to reach a decision by 50%
	QMUL sponsorship of clinical trials		Improving the processes involved in approving QMUL sponsorship of clinical trials. This involved process mapping and benchmarking against other universities and initiating an improved liaison and triage service which has reduced the need for amending and checking of documents.
	Online staff anti-bribery training provision	Efficiency / Effectiveness	Reviewing compulsory online staff anti-bribery training provision, reducing time spent administering logons and chasing non – participants. This resulted in a change in policy requirements so that the course can be targeted at those who really need an in depth understanding.
	Recording exam and assessment marks		Improving the process for recording exam and assessment marks, reducing errors and saving staff time in preparing for exam boards. This work in one school has been shared with others and has informed a wider student management project.
	Recruitment process for Research Assistants		Streamlining the recruitment process for Research Assistants. This is implemented, it will reduce the number of authorisation steps.
	Cash handling in the libraries		Eliminating cash handling in the libraries. This project saved 0.2 FTE staff time in the Library office which has been repurposed to provide administrative support for the Librarian. It will also save £5,000 in payments for cash transport services.

Appendix C

Annual efficiency return for AY 2016-17

Institution: Queen Mary University of London
 UKPRN: 10007775

Please add or remove rows as necessary. When completing the table below, please do not leave any blank rows between entries as this will cause a problem when loading into our database.

Name of activity (maximum 100 characters)	Description of activity (maximum 200 characters)	Description of expected efficiency gains (maximum 200 characters)	Area of HE	Type of efficiency	Cash value in 2016-17 of efficiency gain (compared with 2015-16)
Repurposing of cash from Professional Services					0.0
	Saving from review of replacement posts August to Dec 2016				0.0
Overheads recovery					0.0
Degree apprenticeships					0.0
Review of PM practise in estates and change in approach to tendering					0.0
					0.0
					0.0
					0.0

Comments on cash value calculations (maximum 200 characters)

Total recurring efficiencies (cash-releasing, resource-releasing and additional productivity gains) (£000)	0.0
Total one-off efficiencies (capital-receipt efficiencies) (£000)	0.0