



Value for Money Annual Report 2015/16

Outcome requested:	<p>Audit and Risk Committee is asked to approve the Value for Money (VfM) Report for 2015-16, demonstrating QMUL has adequate and effective arrangement in place to promote VfM.</p> <p>HEFCE now requires institutions to submit a VfM report as part of their annual accountability returns and expects the ARC annual report to include an opinion that QMUL has adequate and effective arrangements in place to promote economy, efficiency and effectiveness.</p>
Executive Summary:	<p>The purpose of the VfM report is to provide assurance that QMUL has adequate and effective arrangements in place to promote economy, efficiency and effectiveness.</p> <p>It describes our achievements against our stated plans and targets for cost savings and the optimisation of use of all resources during the past year. It also outlines a number of other planned VfM projects and related activities.</p> <p>The current HEFCE guidance has been included with the additional reading for this meeting.</p>
QMUL Strategy:	<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 Audited financial statements. HEFCE Memorandum of Assurance and Accountability HEFCE Circular letter 23/2016 (included in additional reading)</p>
Strategic Risks:	<p>Strategic Risk 12, Cost control, VfM and expenditure</p>
Equality Impact Assessment:	<p>As well as the established 3 Es – economy, efficiency and effectiveness the HEFCE recommendations suggest consideration of a 4th E – Equity. Inclusion of this dimension in future reports will allow us to demonstrate how we deliver against our espoused values.</p>
Subject to Prior and Onward Consideration by:	<p>The paper has been considered by QMSE and will be circulated to Council for information.</p>
Confidential paper under FOIA/DPA	<p>No</p>
Timing:	<p>The annual report is considered by the Committee to enable a judgement to be formed on QMUL's achievement of economy,</p>

	efficiency and effectiveness and for submission as part of the annual accountability returns by 01 December 2016.
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Date:	02 November 2016
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Value for Money

Annual Report 2015/16

1. Background

- 1.1 This report describes our achievements against our stated plans and targets for cost savings and the optimisation of use of all resources during the past year. It also outlines a number of other planned Value for Money (VfM) projects and related activities.
- 1.2 The KPMG Internal Audit Annual Report confirms;

“We consider that Queen Mary University of London has adequate and effective arrangements in place to promote economy, efficiency and effectiveness. During the course of our work, we identified areas where we believe that Queen Mary University of London could improve value for money, and reported these to management in our assignment reports. During 2015/16 we have not made any other 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.”
- 1.3 From this year (2016) it is a requirement that a VfM report is submitted to HEFCE in December as part of the Annual Accountability Return for the year 2015/16. It is also a requirement that the 2015/16 report is received by the institution’s governing body or delegated subcommittee. For QMUL this is the Audit and Risk Committee.
- 1.4 It is anticipated that from 2017 the report will need to follow a prescribed format. The KPMG benchmarking exercise undertaken previously recommended that our report should include evidence from a range of sources where the university is already collecting data which show both VfM as well as performance against our core mission and strategy. This is in line with the type of format HEFCE is expected to require and will help to demonstrate an ethos of VfM as “business as usual” across the institution.
- 1.5 In line with HEFCE requirements the current work being undertaken to analyse TRAC data and the outcomes of the Cubane UniForum benchmarking project will help us to demonstrate VfM across our most valuable resource – our people.
- 1.6 As well as the established 3 Es – economy, efficiency and effectiveness the HEFCE recommendations suggest consideration of a 4th E – Equity. Inclusion of this dimension in future reports would allow us to demonstrate how we deliver against our espoused values.
- 1.7 The new format for 2017 will focus on demonstrating that VfM and performance monitoring is embedded across the organisation. The expected format will require evidence provided from existing data sources to show VfM (the 4 E’s) across a broad range of institutional activities. This new format means it is no longer appropriate to select specific VfM targets and on this basis this report does not include suggested targets for 2017.

2. 2015/16 Value for Money Targets

Measure	Target	Outcome
Net surplus	4%	3.2%
Reduction in staff costs at % of income from 59.1%	58.5%	57.5%
Procurement savings	£2 million	£3.5 million

NB Both the surplus and staff costs are provisional subject to the completion of the end of year financial statements.

- 2.1 The main reason behind the shortfall against the surplus target was a drop in income following the failure to meet student recruitment targets. From the perspective of VfM the main item of concern to report is the write off of £2.5m on the Maths Project. As previously reported to the Audit and Risk Committee, this issue has been the subject of an internal audit report and set of recommendations which have been fully implemented. The university is still perusing legal action in an effort to recover some of the losses.
- 2.2 In year action was taken to reduce costs, in particular posts agreed during the planning process were held back and Professional Services were asked to make savings of approximately £1million following Forecast 1.
- 2.2 It should be noted that, taking the exceptional items into account, the actual cash position of the university was on target.
- 2.3 Of the £3.5m procurement savings, £2.42m was achieved through contract renegotiations, tendering exercises and best value appraisals, with the remaining £1.08m as savings on gas and electricity bills.

3. Value for Money Activities and Reviews 2015/16

- 3.1 During the course of the year QMUL has been preparing to take part in Cubane's UniForum benchmarking project covering all professional service (PS) functions across the university. The data collection has begun and will be submitted at the end of October. It is anticipated that the analysis report and benchmark information against other Russell Group institutions will be available in early 2017 and will be of key importance for strategic decision-making moving forward.
- 3.2 The VfM groups at a Faculty and PS level have had a full year to become embedded. In addition each PS department has either set up a VfM group within its directorate or has a standing item on VfM at its Senior Management Team meeting.
- 3.3 A Task and Finish Group has been set up to develop a new Bright Ideas initiative, inspired by a successful scheme at Leeds Beckett University, designed to engage staff with VfM and improvement initiatives. The concept used at Leeds which we aim to replicate at QMUL is of an application on everyone's desktop that allows you to submit an idea which is then forwarded to a suggestion scheme champion in the relevant department or area of the university. The aim is to launch this in 16/17 to encourage all staff to put forward good ideas.

- 3.4 During the year we renegotiated the terms of our £80m loan facility, so that it is now fully revolving and more flexible with the value of drawdowns to enable us to minimise interest payments by better utilising our operating cash balances. We also retendered the £15m revolving cash facility and gained improved rates and covenant position.
- 3.5 The Procurement team worked with IT Services to review the cost effectiveness of its leasing agreements. A number of these agreements have been brought to an end following the review.
- 3.6 A review of high-cost institutional membership subscriptions [> £5k] was carried out leading to approximately £150k or 14% reduction in expenditure achieved in 2015/16. The total cost of these subscriptions in 2014/15 was £1,080,678.
- 3.7 The Estates Master planning exercise has provided valuable information on the potential capacity of the QMUL sites. The information obtained will support the efficient and effective use of the estate in the future.
- 3.8 Following a teaching room audit carried out during two sample weeks in 2015/16 a review of timetabling policy is currently underway to look at how different approaches to timetabling can alleviate some of these pressures, reduce inefficiencies and enable greater capacity for growth and/or changing teaching patterns.
- 3.9 Following a pay review, Teaching Assistants have been moved across to rates paid on the QMUL pays sale. This change has been managed within existing budgets. It is intended to move demonstrator rates for the start of academic year 2017/18. The opportunity will be taken to review the contracting process at the same time.

4. Strategic Planning Processes and IOPs

- 4.1 The QMUL PAR process requires each operational area including all Schools, Faculty and PS areas to take stock of performance over the previous year as well as to develop plans for income generation and expenditure looking forward. For this year's process there is an increased emphasis on accountability to redress any income shortfalls or above planned expenditure. In particular all areas have been challenged to consider if any activities should be stopped or replaced to help ensure resources are targeted on delivery of the QMUL Strategic Plan. In addition by referencing some initial analysis of benchmarking data we have identified that we should be able to deliver more with existing resources and we expect this to form a major focus for our planning moving forwards.

This process ensures that all new investment cases receive a thorough review and are prioritised to ensure strategic alignment and that a suitable level of return is achieved on investment.

- 4.2 The summary of QMUL's performances against the Indicators of Progress (IOPs) is recorded in the 'Annual Stocktake' process and reported to Council.

5. Budget Management

- 5.1 A revised five year financial plan was be presented to F&IC in December 2015 which included a significant element of efficiency savings.
- 5.2 QMSE has received each months outturn and progress against the savings plan as well as the status of 'financial risks' to the projected outturn and have adjusted plans

accordingly. Below QMSE level monthly accounts reviews are led by all VP Deans with Finance and their budget holders and between the Chief Operating Officer (COO) and PS Directors.

- 5.3 Several large capital projects have delivered on time and to budget including the new Graduate Centre and works to improve our residencies.

6. Performance Management

- 6.1 An appraisal monitoring group has been set up in 2015/16 overseeing the QMUL wide Appraisal Scheme. In addition the QMUL exceptional performance bonus pot of £200k was limited to previous year's levels and all awards were reviewed by a QMUL level panel to ensure they rewarded on truly exceptional performance.
- 6.2 PS services has continued to build on improving communication with and service delivery to Schools and departments since publishing Service Level Descriptions (SLD) for all PS services in 2014/15. These efforts have been recognised in improved scores, once again, for the majority of PS services in this year's perceptions survey the details of which are listed in Appendix 1.
- 6.3 A new Reward Manager has been appointed in HR and will be taking forward the creation of a framework for a new Reward Strategy which is being developed as part of the People Strategy due in early 2017.
- 6.4 Following on from evidence that has indicated that the QMUL grade boundaries are too wide, the Uniforum data will be used to inform a review of the grade structure.

7. Process Improvement

- 7.1. The Process improvement team roles have now been filled. It should be noted that most of the resource of the team has been focused on the Cubane UniForum project during the past year which has limited progress on other process improvement projects.
- 7.2 A number of process improvement projects have been carried out in 2015/16 including:
- The CCLS PGT admissions process was reviewed to improve response times to applicants. Further work is planned for 2016/17.
 - The process of reporting maintenance requests is currently under review to improve the provision of status updates for users of the estates helpdesk.
- 7.3 An application round for new projects was initiated in January 2016. The project selected were prioritised using a scoring matrix, to ensure the projects delivered against established criteria, including their impact on current stakeholder groups and fit with the QMUL Strategy.
- 7.4 The Finance and Strategic Planning teams have continued to make improvements in the provision of data to better inform the planning process, in particular in relation to student number planning and improved research income and overheads reporting.
- 7.5 We have undertaken a marketing review of bursaries and scholarships to ensure funds are directed to maximise impact.

7.6 Work has been done to improve the effectiveness of Estates and IT governance, in particular in relation to prioritisation of capital projects.

Appendix 1

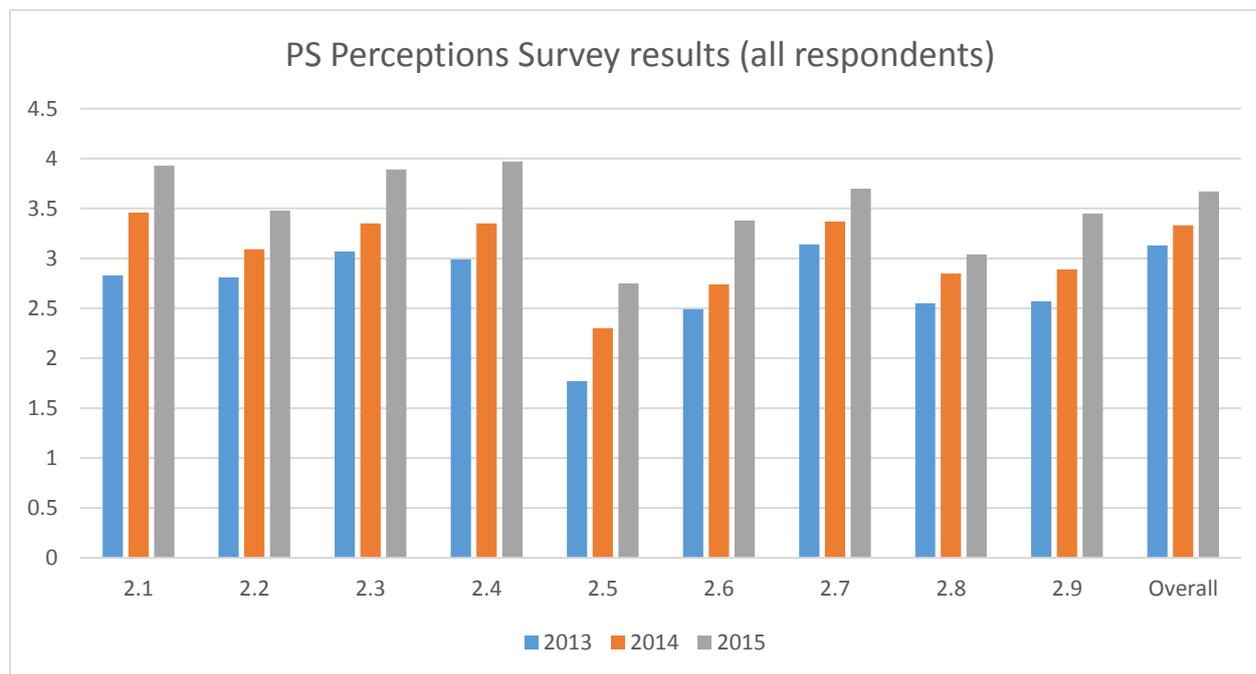
Professional Services Perceptions Survey 2015

Introduction

The PS Perception Survey, issued for the third time in 2015, aims to gather the perceptions of senior colleagues on how well managed, efficient and useful QMUL's PS services and activities are. 280 senior staff from across QMUL were invited to take part in the 2015 survey between 9 November and 9 December. Those invited, including Heads of School/Directors of Institutes and their senior management teams, were selected because they, or their teams, interact with most of PS and could therefore complete the survey to the fullest. A summary of the results question by question can be found below, which shows the 2015 mean score (where 5 is positive) by respondent category, the overall mean score, and the variance from the 2014 responses. It should be noted that the survey was completed anonymously, that none of the questions were mandatory and that therefore some scores will be based on a small sample of respondents, and that the respondents may have changed from one year to the next e.g. a new staff member in post.

Professional Services

The PS Perceptions Survey received 125 responses in 2015, a response rate of 44.6% down from 49.2% last year. The responses came from 29 academics, 75 members of central professional services teams (referred to as 'central' in the tables that follow), and 18 members of professional services teams located in Schools and Institutes (referred to as 'SIPS' in the tables that follow). The uniformly positive trend of mean scores for the 9 key measures and overall score across all questions are shown below. As in 2014, respondents in the category Academic staff showed the most significant increases in their scores for these questions.



2.1 PS has clear strategies to help deliver QMUL's Strategy

2.2 PS provides efficient & effective support to the delivery of QMUL's Strategy

2.3 There are policies and procedures that support you in your role

2.4 These policies and procedures are accessible to you

2.5 PS operates as one team

2.6 Authority, responsibility and accountability are appropriately devolved to Schools, Faculties and Directorates

2.7 The structure and functions of PS are well understood by you

2.8 The services provided by PS represent good value for money for the user

2.9 PS is well managed in an efficient and effective manner

Overall: mean score across all questions including for Directorates, Faculties and Schools/Institutes

Key points

- The overall trend that emerges from the results is a positive one, with most services showing increases from 2014 scores, which themselves were improved from the 2013 scores. The average score across all questions posed rose by 0.34 points to 3.67 (a score of 5 is positive).
- There are a significant number of Directorates and service units that are evidently well respected by colleagues from all categories of respondent; for example Student Services, Registry's support for examinations and for visas, management accounts, E-learning training and development, residences and catering, international partnerships and recruitment, and pre-award and post-award research grant management.
- There are many Directorates and service units that are perceived to have made significant progress over the past 12 months including the Estates and Facilities Directorate, ITS, Academic Secretariat (timetabling in particular), and Marketing and Communications.
- 3 service units still have an overall mean score below 3.0: Accounts Payable, Accounts Receivable, and ITS overall, though in the last case there has nonetheless been improvement in user satisfaction across all respondent categories.
- There is more work to be done to support staff experiencing professional services as operating as one joined-up team, and in particular there are a number of service areas where School/Institute PS staff still experience significantly lower satisfaction with services, both those delivered by Directorates and those provided by Schools and Institutes.

Directorates

In 2015 the mean score by all respondents to all Directorates was 3.65, representing an improvement of 0.27 points from 2014 and 0.47 points from the first survey in 2013. Overall Student Services (4.20, up from 3.93 in 2014) and ARCS (3.87, up from 3.60) scored most highly, and other Directorates scored in the range of 3.45 to 3.75 (compared with 3.15 to 3.45 last year) with Finance (2.96, a slight drop from 2.99 in 2014) and IT Services (3.26, up from 3.01) being the exceptions. However all Directorates except Finance showed a positive trend in perceptions with scores that increased by 0.25 to 0.50 points in many cases. In 2015 the number of units which scored more than 3.50 increased from 27 to 48, and for the first time one Directorate, Student Services, has exceeded a mean of 4.00 for all service units.

In 2014 there were 11 individual service units which scored less than 3.0, and this reduced to just 3 in 2015: accounts payable, accounts receivable, and ITS overall, service areas that are already being improved by Directors in response to known service issues. The most significant drops in mean scores, where scores have for at least 2 respondent categories and/or dropped by more than 0.2 overall, also relate to areas that are known to need attention and are in receipt of investment to improve service levels: UG and PGT admissions, and accounts payable.

Directorates that drew considerable negative commentary in the free-text boxes in 2014's survey, namely Estates and Facilities and ITS, both showed solid improvements in their mean scores for all service units, and respondents' comments this year show more awareness of the challenges faced by these teams, as well as recognition of their improvements. Both Human Resources and Finance have Directors new in post for this survey, and the management in both teams also drew many positive comments from respondents.

The scores given by Academic staff to the 71 individual services units within the Directorates that were listed in the survey have increased or held steady for 79% of these, and drops of satisfaction were less

than 0.2 in all but 5 of the remaining units. Respondents from the Academic staff category show significantly increased satisfaction (i.e. greater than 0.50 points increase) in 13 units across PS.

In contrast to last year, the scores given by School/Institute PS staff do not show a different picture when considering central PS services – whilst mean scores are typically lower from these staff than from staff in central PS, scores have increased or held steady for 80% of service units from respondents in this category, with drops of satisfaction of 0.20 or greater in only 6 units. The units showing these drops align closely with those showing similar drops in scores from Academic PS staff, and are in areas where low satisfaction is already being addressed by Directors and PSLT through measures implemented in the last 4 months. Respondents from the School/Institute PS staff category have significantly increased satisfaction in 16 units across PS, in 5 cases the increase being in excess of 1.00.

Schools/Institutes

In 2015 the mean score by all respondents to all Schools/Institutes PS teams was 3.84, representing an improvement of 0.17 points from 2014 and 0.30 points from the first survey in 2013.

In 2015, all Schools/Institutes received a mean overall score of 3.5 or more, compared to 16 out of 21 in 2014 and 13 in 2013. However 21 out of 24 responses to questions about Faculty offices and Schools and Institutes show increases in mean scores. However, across SMD and S&E there is a pattern of decreasing satisfaction reported from School/Institute PS staff, in both cases seen in all but one team. Although the number of respondents in this category for these questions is small (5-10 responses), decreases across the whole piece of this nature cannot be discounted.

Notes for results table (appendix)

For questions 2.1 to 2.9 those invited take part in the survey were asked the following:

Please indicate your level of agreement with each of the following statements. Results are on a sliding scale, where 1 is strongly disagree and 5 is strongly agree.

For questions 4.1 to 20.10 those invited take part in the survey were asked the following:

Please rate whether you think these services provide responsive, efficient and effective advice and support. Results are on a sliding scale, where 1 is strongly disagree and 5 is strongly agree.

	2015 mean score Academic	Variance from 2014	2015 mean score Central PS	Variance from 2014	2015 mean score SIPS	Variance from 2014	2015 mean score Overall	Variance from 2014
Professional Services								
2.1. Professional Services (PS) has clear strategies to help deliver Queen Mary's Strategy 2014 - the Next Five Years	3.27	0.23	4.32	0.55	3.44	0.21	3.93	0.47
2.2. Overall, PS provides efficient and effective support to the delivery of Queen Mary's Strategy 2014 - the Next Five Years	2.82	0.27	3.92	0.35	2.61	-0.18	3.48	0.39
2.3. There are policies and procedures to support me in my role	3.64	0.66	4.05	0.34	3.61	0.41	3.89	0.54
2.4. These policies and procedures are accessible to me	3.63	0.83	4.11	0.39	3.94	0.39	3.97	0.62
2.5. PS operates as a single team	2.16	0.21	3.08	0.36	2.17	0.32	2.75	0.45
2.6. Authority, responsibility and accountability are appropriately devolved in Schools, Faculties and Central PS Directorates	3.15	0.85	3.45	0.43	3.17	0.32	3.38	0.64
2.7. The structure and functions of PS are well understood by me	3.00	0.34	4.00	0.12	3.53	0.05	3.70	0.33
2.8. The services provided by PS represent good value for money for the user	2.30	0.14	3.90	0.31	2.41	0.12	3.04	0.19
2.9. Overall, PS is well managed in an efficient and effective manner	2.62	0.47	3.89	0.34	2.83	0.18	3.45	0.56

ARCS								
4.1. Admissions - Undergraduate	3.47	-0.36	4.00	0.00	3.47	-0.82	3.74	-0.18
4.2. Admissions - Postgraduate taught programmes	2.71	-0.53	3.61	-0.17	3.18	-0.80	3.21	-0.23
4.3. Admissions - Postgraduate research NEW IN 2015	3.63		3.82		3.47		3.51	
[4.c. Admissions - International applicants NOT ASKED IN 2015]								
4.4. Visa support NEW IN 2015	3.85		4.07		3.71		3.92	
4.5. Enrolment and induction NEW IN 2015	3.88		4.42		3.56		4.10	
4.6. Registry - UG and PGT Bursaries, Grants and Studentships	3.62	-0.41	4.28	0.38	2.64	-0.90	3.76	0.25
4.7. PGR Bursaries, Grants and Scholarships NEW IN 2015	3.88		3.99		3.31		3.68	
4.8. Registry - UG and PGT Student Records	3.42	0.87	3.97	0.33	3.94	0.61	3.79	0.78
4.9. Research Degrees Office, PGR student records	3.68	0.34	3.83	0.27	3.94	0.74	3.80	0.56
4.10. Registry - Examinations	3.62	0.12	4.46	0.46	4.29	0.29	4.10	0.38
4.11. Academic Secretariat - Exam Boards, External Examiners and Regulations Support	4.19	0.34	4.44	-0.06	4.35	0.23	4.32	0.29
4.12. Registry - Student Enquiry Centre	4.00	0.67	4.44	0.38	3.79	-0.28	4.19	0.39
4.13. SITS training and support NEW IN 2015	3.12		3.94		3.47		3.56	
4.14. Academic Secretariat - Programme and Module Approval, and Academic Model	3.74	0.39	3.89	-0.03	3.60	-0.28	3.77	0.19
4.15. Academic Secretariat - Module Evaluation	3.88	0.42	4.16	0.49	4.00	0.00	4.01	0.38

	2015 mean score Academic	Variance from 2014	2015 mean score Central PS	Variance from 2014	2015 mean score SIPS	Variance from 2014	2015 mean score Overall	Variance from 2014
4.16. Academic Secretariat - Quality Assurance, Senate & committee/advisory group support	4.14	0.52	4.43	0.21	3.76	0.40	4.19	0.30
4.17. Academic Secretariat - Student Appeals, Complaints and Discipline	4.09	0.49	4.49	0.54	4.00	0.15	4.22	0.49
4.18. Academic Secretariat - Timetabling and Room Bookings	2.85	0.63	3.76	0.44	3.29	0.35	3.41	0.66
4.19. Council Secretariat, including data protection and freedom of information	3.88	-0.02	4.48	0.45	4.36	0.43	4.33	0.46

HR								
5.a. HR Operations ASKED IN 2013 AND 2014								
5.b. HR Strategy ASKED IN 2013 AND 2014								
5.1 HR Operations and Strategy NEW IN 2015 , variance from greater of 5.a.&b.	3.28	0.44	3.53	0.08	3.65	0.35	3.49	0.28
5.2. Pensions and Payroll	3.61	0.22	3.90	0.21	2.82	0.46	3.66	0.18
5.3. Occupational health services (was in Health and Safety in 2013 and 2014)	3.71	0.14	3.61	0.42	3.29	-0.14	3.38	0.02

CAPD								
6.a. Academic training and development(teaching)								
6.b. Academic training and development(research)								
6.1. Academic development NEW IN 2015 , variance from greater of 6.a.&b.	3.00	-0.11	3.85	-0.03	3.09	0.34	3.37	0.16
6.2. Professional and administrative training and development	4.00	0.96	3.65	0.27	2.36	-0.08	3.33	0.27
6.3. E-learning training and development	3.65	0.56	3.75	0.05	3.71	0.71	3.72	0.44

Finance								
7.1. Procurement	2.57	-0.20	3.71	-0.08	3.06	-0.04	3.27	-0.06
7.2. Accounts Payable	2.65	-0.03	2.64	-0.18	1.65	-0.92	2.46	-0.26
7.3. Accounts Receivable	3.00	0.07	3.05	-0.14	2.72	-0.07	2.99	-0.03
7.4. Financial Management and Financial Accounts	3.05	0.38	3.08	0.15	3.59	0.45	3.17	0.27

Estates and Facilities								
8.1. Estates Helpdesk	3.23	0.52	3.62	0.20	2.65	0.39	3.36	0.44
8.2. Infrastructure and maintenance (including grounds and gardens)	3.29	0.43	3.59	0.11	2.94	0.83	3.36	0.41
8.3. Facilities management (cleaning, postal services and portering)	3.36	0.26	4.29	0.85	2.82	0.35	3.80	0.66
8.4. Capital projects	3.33	0.47	3.26	0.11	3.13	0.50	3.26	0.31
8.5. Residences and Events (Residences only in 2013)	3.71	0.41	3.62	-0.41	3.92	0.72	3.99	0.35

	2015 mean score Academic	Variance from 2014	2015 mean score Central PS	Variance from 2014	2015 mean score SIPS	Variance from 2014	2015 mean score Overall	Variance from 2014
8.6. Catering	3.62	0.43	3.95	0.23	3.92	0.48	3.86	0.38
8.7. Security	3.12	-0.29	3.98	0.14	3.35	0.20	3.67	0.12
8.8. Property and space management (new in 2014)	3.14	0.40	3.58	-0.11	3.50	0.29	3.45	0.19
8.9. Sustainability (new in 2014)	3.15	0.86	3.85	0.13	3.20	0.20	3.56	0.36

IT Services								
9.1. Helpdesk (first point of contact)	2.93	0.33	3.63	0.72	2.12	0.12	3.35	0.73
9.2. Faculty Relationship Managers	2.58	-0.14	2.92	0.25	4.06	1.10	3.03	0.34
9.3. Local audio visual (AV) and IT Campus Support Teams	3.04	-0.05	3.63	0.02	3.50	0.11	3.43	0.11
9.4. CopyShop Team	3.78	-0.15	3.91	-0.01	3.86	0.29	3.87	0.03
9.5. IT Services overall	2.50	0.19	3.13	0.15	2.06	0.06	2.82	0.26

Occupational Health and Safety								
10.1. Health and safety services	3.48	0.08	3.74	0.46	4.13	1.13	3.75	0.49
10.2. Fire safety services	3.50	-0.07	3.91	0.00	3.86	0.13	3.80	0.20

Student Services								
11.1. Archives	3.77	0.17	4.30	-0.10	4.00	1.00	4.09	0.17
11.2. Advice and Counselling	4.39	0.55	4.45	0.40	4.31	0.22	4.41	0.41
11.3. Careers and Enterprise	4.23	0.27	4.37	0.20	4.08	0.53	4.28	0.31
11.4. Disability and Dyslexia	4.17	0.38	3.88	-0.29	4.33	0.33	4.04	0.11
11.5. Learning Development	4.30	0.46	4.00	0.06	4.09	0.71	4.13	0.39
11.6. Library	3.96	0.06	4.41	0.15	4.00	-0.09	4.20	0.17

Marketing and Communications								
12.1. Web	2.79	0.38	3.61	0.27	3.13	0.40	3.34	0.49
12.2. Design and Branding (Publications)	2.85	0.12	3.80	0.23	3.29	0.41	3.45	0.36
12.3. Public Relations	3.28	-0.07	3.88	0.16	3.87	0.74	3.69	0.35
12.4. Internal Communications	3.05	-0.01	3.86	0.06	3.43	0.62	3.61	0.27
12.e. International Office (Recruitment and Partnerships) asked in 2013 & 2014, now split								
12.5. International Student Recruitment, variance from 12.e.	3.45	0.32	4.03	0.50	3.50	1.14	3.76	0.58
12.6. International Partnerships, variance from 12.e.	3.76	0.65	4.00	0.47	3.64	1.28	3.81	0.63

	2015 mean score Academic	Variance from 2014	2015 mean score Central PS	Variance from 2014	2015 mean score SIPS	Variance from 2014	2015 mean score Overall	Variance from 2014
12.7. UK Student Recruitment Team	3.41	-0.09	4.40	0.70	3.50	0.75	3.96	0.56
12.8. Student Recruitment Marketing including Faculty Marketing Managers	3.59	0.41	4.27	0.34	3.85	0.17	3.95	0.37
12.9. Widening Participation Team	3.78	0.21	4.21	0.33	3.70	0.79	4.02	0.44
1210. Market Intelligence	3.22	0.42	3.94	0.21	3.85	0.77	3.68	0.55
Development								
13.1. Alumni	3.53	0.65	4.06	0.06	3.36	0.44	3.78	0.45
13.2. Development	3.46	0.46	4.03	0.08	3.31	0.21	3.70	0.30
Research Services								
14.1. Pre-award management	3.81	0.16	3.62	-0.52	3.50	-0.03	3.63	-0.01
14.2. Post-award management	3.54	0.18	3.31	-0.19	3.44	0.00	3.45	0.08
14.3. Research Governance	3.70	0.54	3.67	-0.21	3.14	-0.01	3.53	0.24
14.4. EU section	4.24	0.69	3.50	-0.67	3.36	0.00	3.73	0.21
14.5. Business Development Unit	3.74	0.20	3.80	0.25	3.31	-0.05	3.64	0.18
Strategic Planning								
15. Strategic Planning	3.04	0.01	4.07	0.17	3.59	0.49	3.73	0.34
Principal's Office								
16. Principal's Office	3.86	0.41	4.08	0.19	3.69	-0.16	3.95	0.24
QMI								
17. Queen Mary Innovation	3.14	-0.38	3.69	0.45	3.40	0.51	3.48	0.21
SMD Professional Services								
18.1. SMD Faculty Administration, including Vice-Principal support	4.00	0.55	3.74	0.33	4.14	0.28	3.84	0.37
18.2. Wolfson Institute of Preventive Medicine	4.00	0.14	3.48	0.41	4.00	-0.33	3.59	0.07
18.3. William Harvey Research Institute	3.50	-0.21	3.41	0.41	3.80	-0.37	3.48	-0.05
18.4. Barts Cancer Institute	3.83	-0.50	3.80	0.24	4.17	-0.33	3.86	0.03
18.5. Blizard Institute	4.20	1.06	3.47	-0.08	4.14	-0.15	3.66	0.06
18.6. Institute of Dentistry	4.17	0.17	3.87	0.31	4.17	-0.26	3.95	0.13
18.7. Institute of Health Sciences Education	3.25	-0.38	3.64	0.93	3.67	-0.66	3.57	0.26

	2015 mean score Academic	Variance from 2014	2015 mean score Central PS	Variance from 2014	2015 mean score SIPS	Variance from 2014	2015 mean score Overall	Variance from 2014
18.8. Student Office	3.67	0.34	3.63	0.39	3.60	-0.40	3.63	0.28

S&E Professional Services								
19.1. S&E Faculty Administration, including Vice-Principal support	3.89	0.56	3.63	0.45	3.36	-0.93	3.63	0.21
19.2. School of Biological and Chemical Sciences	3.14	-0.26	3.84	0.27	4.33	-0.10	3.98	0.25
19.3. School of Engineering and Materials Science	3.75	0.58	3.62	0.30	4.13	-0.37	3.71	0.21
19.4. School of Physics and Astronomy	4.20	-0.13	3.46	-0.44	4.38	-0.12	3.68	-0.35
19.5. School of Electronic Engineering and Computer Science	3.71	-0.15	3.36	-0.14	4.43	0.14	3.57	-0.12
19.6. School of Mathematical Sciences	4.33	0.33	4.14	0.25	4.22	-0.28	4.18	0.18

H&SS Professional Services								
20.1. HSS Faculty administration, including Vice-Principal support	4.33	0.22	4.22	0.05	4.00	0.09	4.22	0.17
20.2. School of Politics and International Relations	4.44	0.44	3.89	0.22	4.00	0.00	4.00	0.20
20.3. School of Languages, Linguistics and Film	4.00	0.56	3.53	0.64	3.33	0.00	3.58	0.47
20.4. School of History	4.25	0.25	3.81	-0.05	4.17	0.17	3.92	0.06
20.5. School of Business Management	3.67	1.07	3.49	0.21	3.50	-0.30	3.51	0.27
20.6. Department of Law	4.29	0.29	3.95	0.25	4.29	0.12	4.04	0.22
20.7. Centre for Commercial Law Studies	4.50	0.00	3.95	0.25	4.29	0.29	4.06	0.22
20.8. School of Economics and Finance	3.33	-0.53	3.74	0.26	3.67	-0.33	3.68	0.03
20.9. School of Geography	4.33	0.00	4.00	0.00	4.29	0.29	4.09	0.03
20.10. School of English and Drama	4.30	-0.56	4.00	0.16	4.50	0.33	4.29	0.23