

hepi

About

- UK's only specialist HE think tank and a non-partisan charity
- Supported by 130+ higher education institutions + firms with a major interest in the health of the HE sector – including:



About me

- HEPI Director since 2014
- Former Special Adviser to the Minister for Unis & Science
- Governor at two universities (Manchester & Buckingham)



HEPI aims to be specialist & non-partisan



New HEPI papers, since January 2024

How should undergraduate degrees be funded? A collection of essays

Edited by Rose Stephenson



HEPI Report 173

Show me the money – an exploration of the gender pay gap in higher education

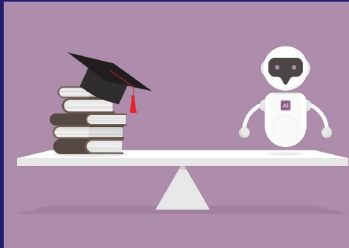
Rose Stephenson



HEPI Report 171

Technology Foundations for Twenty-First Century Higher Education

Edited by Mary Curnock Cook



LearningMate
A STRAIVE COMPANY

HEPI Report 172

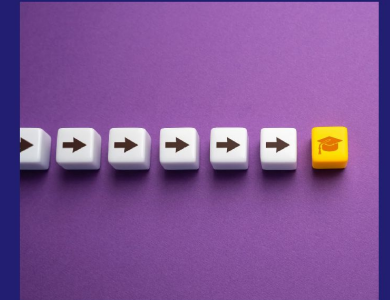
Cracks in our foundations: evaluating foundation years as a tool for access and success

Josh Freeman



HEPI Report 170

The lives of early career researchers



HEPI Report 169

HEPI DEBATE PAPER 36

What is wrong with franchise provision?

Professor Nick Braisby, Ian Harper
and Professor Damien Page

Franchise



Student Accommodation: The State of the Nation in 2024

By Martin Blakey,
former Chief Executive of Unipol

HEPI Policy Note 52

February 2024

At Student Numbers
Undergraduates

Despite the demographic upswing, the proportion of UK 18-year-olds who go to higher education plateaued at 56.2% in 2022, compared to 56.6% in 2022. Admission numbers were flat for 2022/23 and UCAS figures for 2023 show acceptances for 2023/24 at 554,465 (1.2% down on 2022), with UK acceptances down 1.3% and international acceptances down 3.0%.

This undergraduate fall in demand varies according to the type of institution, with higher tariff universities seeing modest growth of home students but a fall in international students. Medium tariff universities saw a 1.3% increase in acceptances (1.3% up for home students but 0.9% down for international students). Lower tariff universities fared worse, with a 5.2% drop in acceptances (down by 5.1% for home students and -6.1% for international students).



February 2024

1



Provide or punish? Students' views on generative AI in higher education

Josh Freeman

HEPI Policy Note 51

February 2024

Executive Summary
We polled 1,250 UK undergraduate students on their attitudes to generative artificial intelligence (AI) tools such as ChatGPT. Our key findings include:

- More than half of students (53%) have used generative AI to help them with assessments. The most common use is as a 'AI private tutor' (36%), helping to explain concepts.
- More than one-in-eight students (13%) use generative AI to generate text for assessments, but they typically edit the content before submitting it. Only 5% of students put AI-generated text into assessments without editing it personally.
- More than a third of students who have used generative AI (35%) do not know how often it produces made-up facts, statistics or definitions ('hallucinations').
- A digital divide in AI use may be emerging. Nearly three-in-five of students from the most privileged backgrounds (65%) use generative AI for assessments, compared with just half (51%) from the least privileged backgrounds. Those with Asian ethnic backgrounds are also much more likely to have used generative AI than White or Black students and male students use it more than female students.
- A majority of students consider it acceptable to use generative AI for explaining concepts (64%), suggesting research ideas (54%) and summarising articles (53%), but only 3% think it is acceptable to use AI text in assessments without editing.
- A majority (63%) think their institution has a 'clear' policy on AI use, with only 12% thinking it is not clear. Most students (65%) also think their institution could spot work produced by AI.
- Institutions have not radically changed their approach to assessments, with only one-in-11 students (9%) saying the approach has changed significantly, compared with a quarter (24%) who say it has stayed the same.
- Students think institutions should provide more AI tools. While three-in-10 (30%) agree or strongly agree their institution should provide tools, only one-in-11 (9%) say they currently do so.
- Only a fifth of students (22%) are satisfied with the support they have received on AI. Most students (60%) are neutral or say they do not know.
- Nearly three-quarters (73%) expect to use AI after they finish their studies. They most commonly expect to use it for translating text (38%), enhancing written content (37%) and summarising text (33%). Only a fifth of students (19%) expect to use it for generating text.

Based on these findings, we recommend:

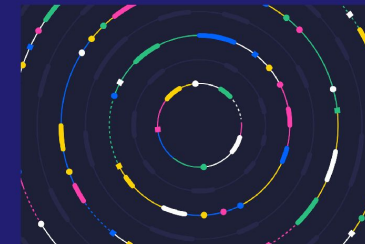
- 1) Institutions should develop clear policies on what AI use is acceptable and what is unacceptable.
- 2) Where AI has benefits, institutions should teach students how to use it effectively and how to check whether the content it produces is of high quality.

February 2024

1

Regional research capacity: what role in levelling up?

Jonathan Adams, Jonathan Grant,
David Smith and Martin Szomszor



HEPI Report 168

HEPI DEBATE PAPER 35

University of Northampton: Waterside Story

Nick Petford, Robert Griggs
and Terry Neville



Starting point

Election issues

What to do?





**Universities
& Science**

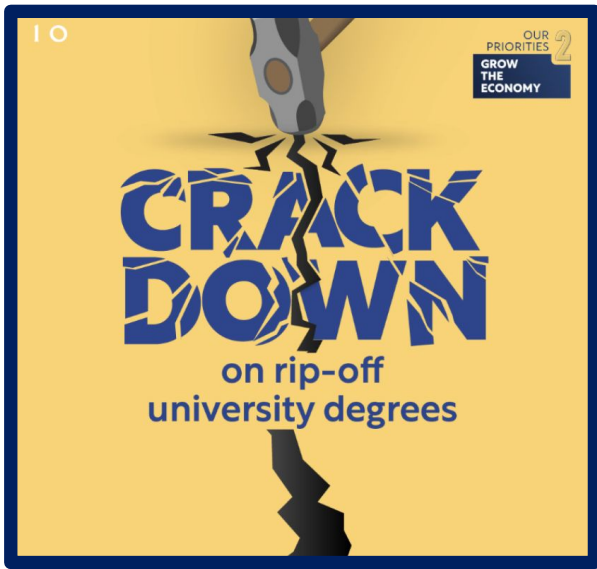


**Science &
Research**



**Higher
Education**

**Whitehall
Ministers for
higher education
since 2015**



Charlotte Gill
@CharlotteCGill

The UK is being slowly poisoned by a shadow government.
That's not Labour.
It's soft power - universities, quangos, Civil Service, other.
Hard Left politics have quietly been allowed to enter through the back door.
The UK can't recover without confronting the monster.

8:15 PM · Apr 15, 2024 · **94.6K** Views

665 468 2.1K 41



Education ▶ Schools Teachers Universities Students



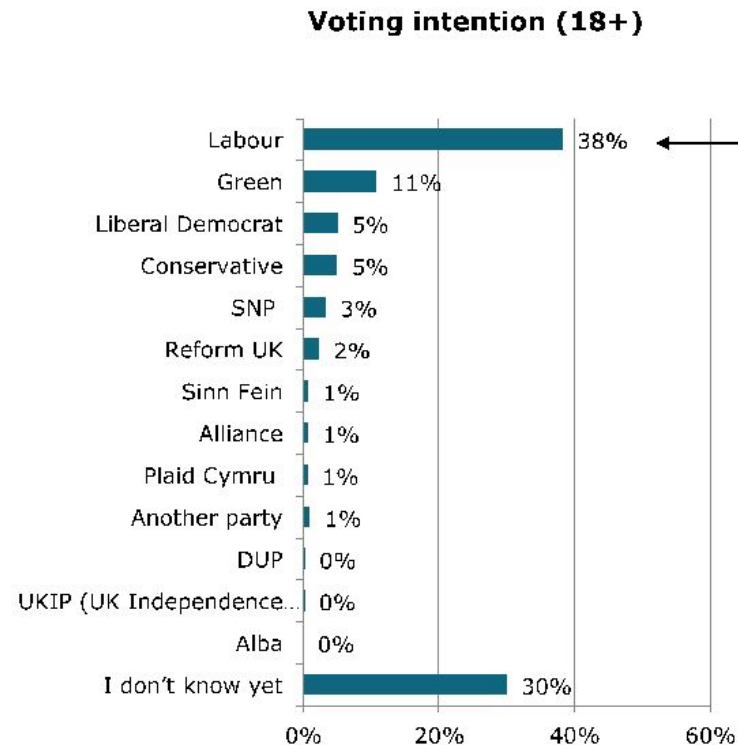
★★★★☆
TV review

Review

**Is University Really Worth It?
review - not when students
are left starving**

Inauspicious political backdrop

Almost two in five of those intending to vote say they will vote for Labour. This is particularly more likely for those studying in HE, students in England and Wales and men. Almost a third are undecided.



More likely amongst:

- HE
- Studying in England and Wales
- Men

Base: 3541 respondents. Balance: Not registered / not planning to vote / under 18

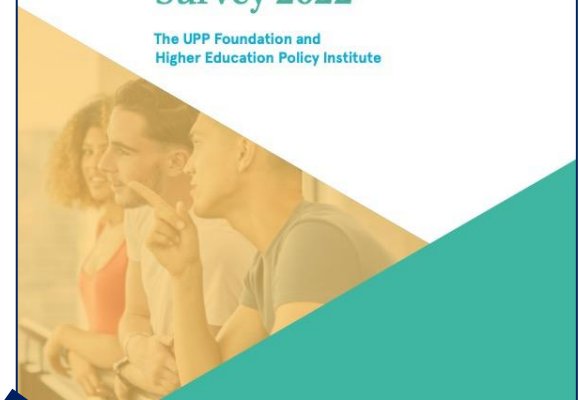
B10. And who do you intend to vote for?

nus
national union of students



Public Attitudes to Higher Education Survey 2022

The UPP Foundation and
Higher Education Policy Institute

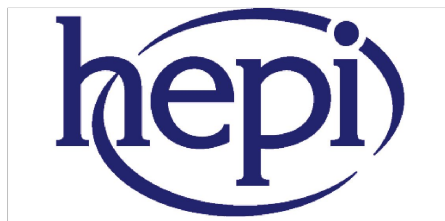


over half of those from the lowest social grade (DE) have never visited a university, and 62% of DE respondents reported no interactions at all with a university in the last year.

Starting point

Election issues

What to do?



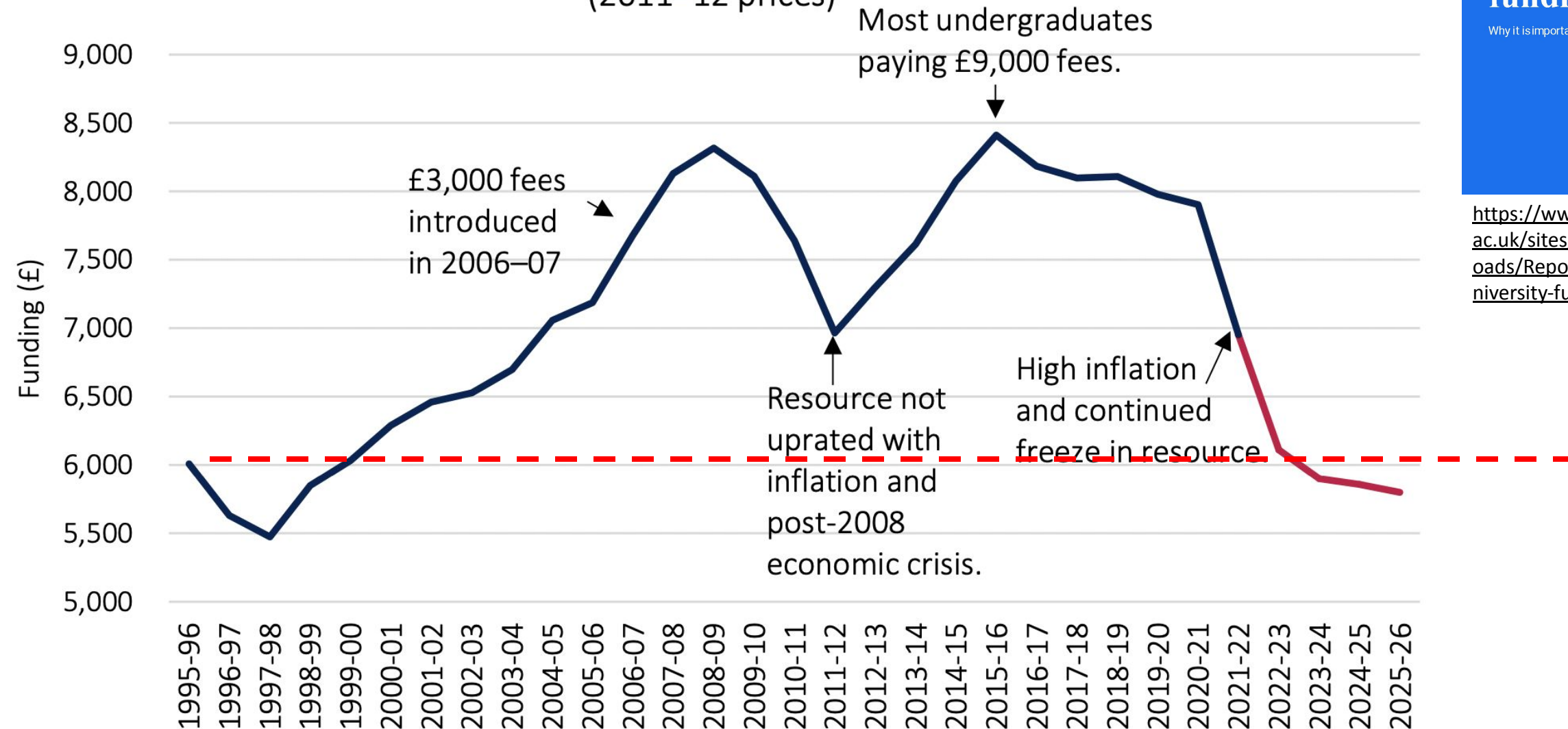
1. Sorting out the funding mess I

Sustainable university funding

Why it is important and what is needed

<https://www.universitiesuk.ac.uk/sites/default/files/uploads/Reports/Sustainable-university-funding.pdf>

English funding per student (tuition fees and teaching income) in real terms
(2011–12 prices)



1. Sorting out the funding mess II

How should undergraduate degrees be funded?
A collection of essays
Edited by Rose Stephenson



Higher Education Policy Institute

HEPI Report 173



Students back employer levy to fund English higher education

Hepi report on funding options, aimed at stopping politicians from 'keeping shtum', sees v-c back a graduate tax as 'genuinely progressive'

April 11, 2024

Patrick Jack

UCAS

A survey on behalf of **hepi**
Higher Education Policy Institute

Investigating the potential impact of funding scenarios on the likelihood of applying for higher education.

Survey Data

March 2024



2. An uncertain welcome for foreign students I



Suella Braverman MP ✓

@SuellaBraverman

...

Brexit gave us the tools. It's time to use them. As HS I pushed to:

- - Put an annual cap on net migration;
- - Raise the salary threshold to £45k (excluding health & social care);
- - Close the graduate visa route;
- Cap health & social care visas;
- - Limit dependents on all visas. 3/3

3:39 PM · Nov 23, 2023 · **270.5K** Views

2. An uncertain welcome for foreign students II

The UK's tax revenues from international students post-graduation

Report for the Higher Education Policy Institute and Kaplan International Pathways



March 2019

Paying more for less?

Careers and employability support for international students at UK universities



HEPI Report 143

'Not heard of this': Employers' perceptions of the UK's Graduate Route visa

Nick Hillman, HEPI Director



HEPI Policy Note 43

January 2023

Background

Migration policy has continued to dominate the news thanks to:

- **political shenanigans**, which in autumn 2022 saw the resignation of one Home Secretary (Suella Braverman), the appointment of another Home Secretary (Grant Shapps) who was in post for less than a week, followed by the reinstatement of the Home Secretary who had resigned just a few days earlier;
- **a sharp increase in the number of asylum seekers arriving on boats via the Channel**, with the number totalling over 40,000 in 2022, up from 8,404 in 2020 and the most since statistics started being collected in 2018;¹ and
- **employers facing significant challenges in finding staff**, with the Confederation of British Industry's annual *Employment Trends Survey* finding 'three-quarters of UK companies [have been] hit by labour shortages in the last 12 months' and the leading pro-Brexit business leader Lord Wolfson stating, 'in respect of immigration, it's definitely not the Brexit that I wanted!'

Just as this Policy Note was going to press, the House of Lords' Economic Affairs Committee published a report entitled *Where have all the workers gone?* This noted job vacancies had recently peaked at 1.3 million and that unemployment has been running at its lowest level for almost half a century:

Since the start of the pandemic, economic inactivity has increased by 565,000 people. This is quite different from what has happened in most other developed economies, where inactivity rose during the COVID-19 pandemic but has since fallen back. ... The rise in inactivity poses serious challenges to the UK economy. Shortage of labour exacerbates the current inflationary challenge; damages growth in the near term; and reduces the revenues available to finance public services, while demand for those services continues to grow.'

One related area of public policy that has been in considerable flux is the UK's policies towards both international students and former international students who have recently graduated.

During the period that Theresa May was Home Secretary, which coincided with David Cameron's time as Prime Minister (from 2010 to 2016), and while she was herself Prime Minister (from 2016 to 2019), the policy environment was tighter for those who wanted to come to the UK to study and to stay afterwards to work than it was either beforehand or afterwards. For example, the Post-

January 2023

1



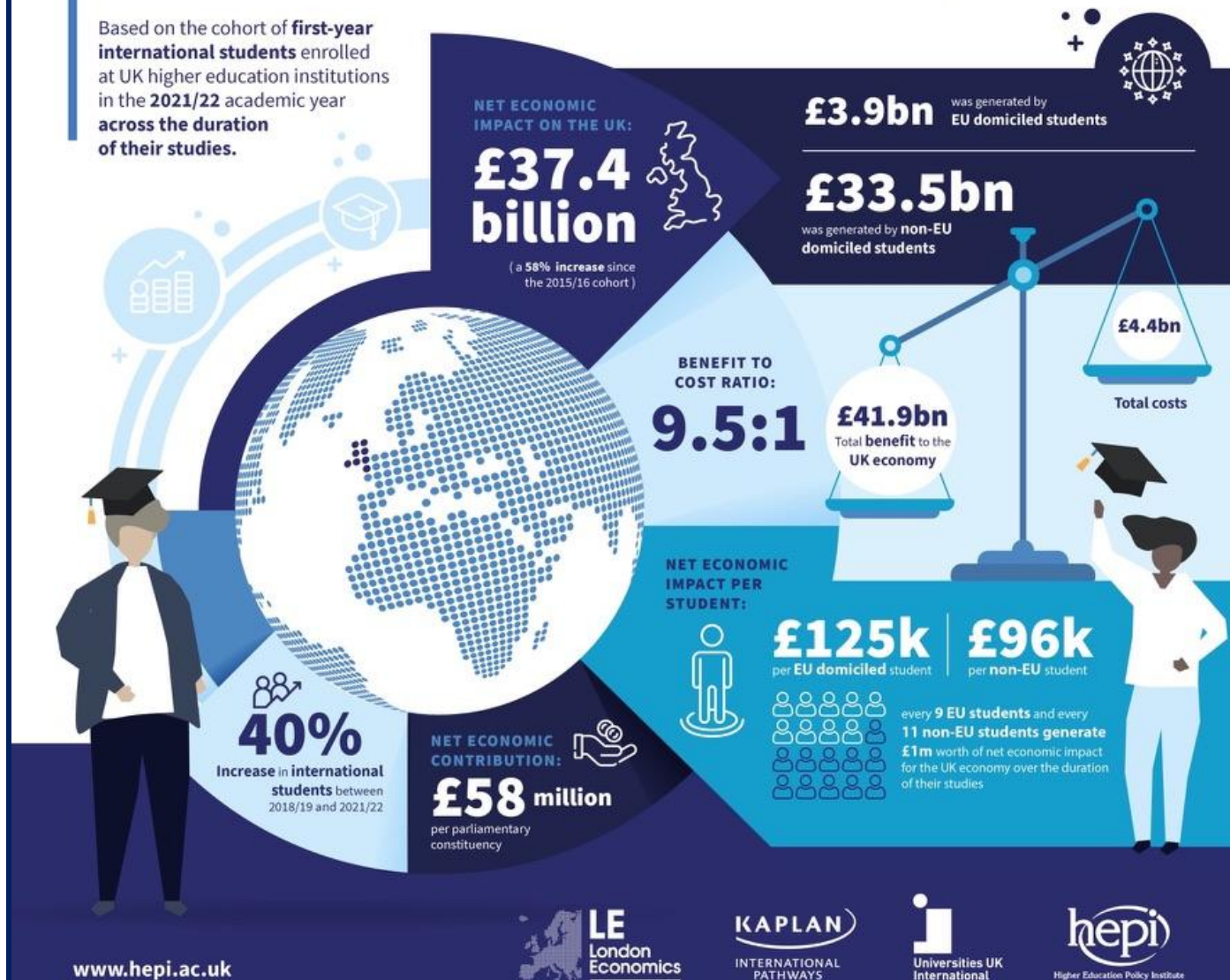
The benefits and costs of international higher education students to the UK economy

Report for the Higher Education Policy Institute, Universities UK International, and Kaplan International Pathways

May 2023

The benefits and costs of international higher education students to the UK economy

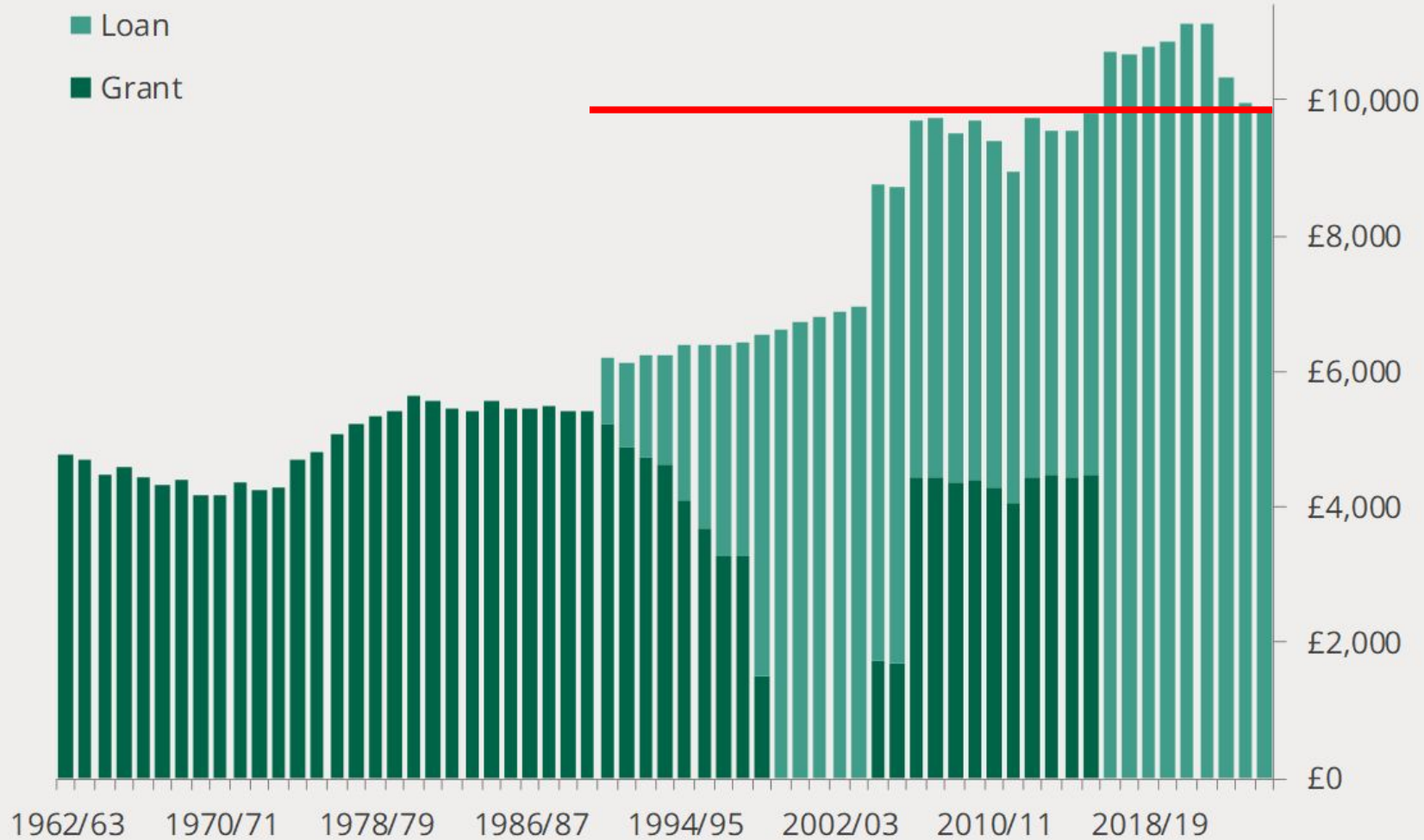
Based on the cohort of **first-year international students** enrolled at UK higher education institutions in the **2021/22 academic year** across the duration of their studies.



3. A better deal needed for home students II

Maximum value of standard maintenance grant and loan

Amount available for new students from England, September 2023 prices



House of Commons Library

By Paul Bolton
2 February 2024

The value of student maintenance support

Summary

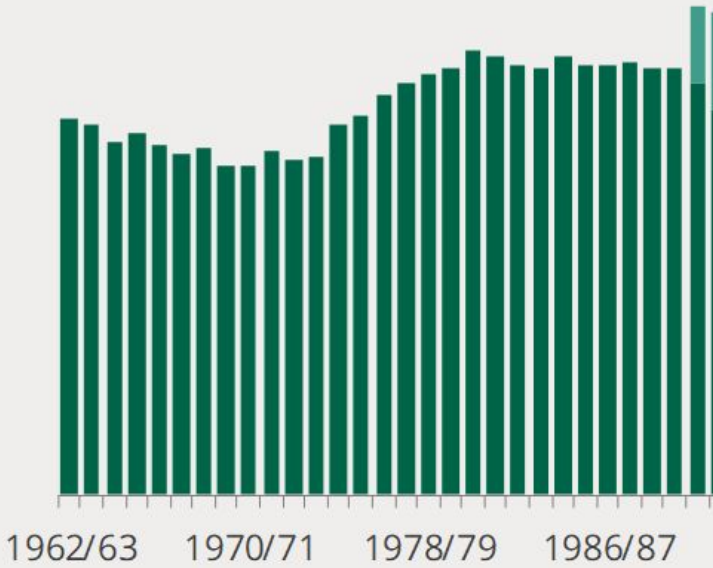
1. Summary background to changes in maintenance support
2. Illustrations of support levels and income thresholds
3. Value of support package
4. Appendix – Background to changes in maintenance support

commonslibrary.parliament.uk

3. A better deal for students II

Maximum value of standard maintenance support
Amount available for new students from 1962/63 to 2023/24

- Loan
- Grant



May 2024

A Minimum Income Standard for Students

Katherine Hill and Matt Padley
Centre for Research in Social Policy
Loughborough University

Josh Freeman
Higher Education Policy Institute



technologyone
Making life simple for our community

House of Commons
Library

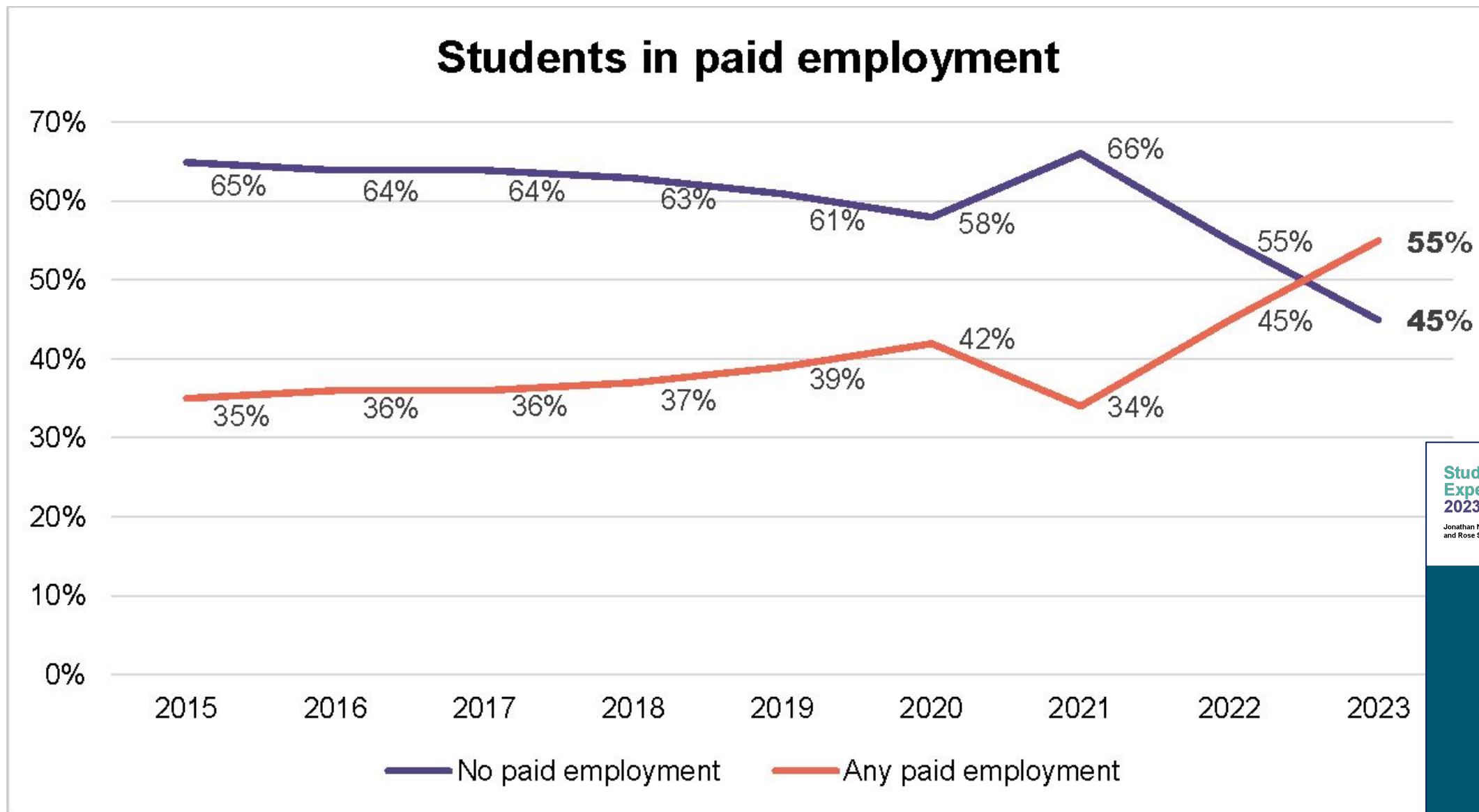
By Paul Bolton
2 February 2024

The value of student maintenance support



- Summary
1. Summary background to changes in maintenance support
 2. Illustrations of support levels and income thresholds
 3. Value of support package
 4. Appendix – Background to changes in maintenance support

3. A better deal needed for home students I



4. Future of the OfS

Office for
Students

OfS

Hefce had
to go once
higher fees
came in

yet to live
up to
'risk-based
'?

Too many
priorities?

New roles
being added –
eg free speech
/ LLE

No one likes
us, we don't
care?

Not looking to
'understand'
institutions

Flux in
staffing

Too
politicised?

Here for
the long
haul – or
not?

4. OfS: Left & right seem to think OfS is for the chop – but unlikely to be a priority of any government



News

Home Latest **Opinion** In-depth Leadership Digital editions

Providers must submit to regulation – and the OfS to proportionality

Hopes that a new regulator would bring light-touch, proportionate regulation in England have been dashed, says Iain Mansfield

February 16, 2023

[Iain Mansfield](#)



Higher education regulation is at a tipping point. The sector finds the OfS bureaucratic, heavy-handed and overbearing – but it is difficult to see that the government is getting anything out of the arrangement, either. Unless this can be resolved, the easiest solution for a new government might be to simply sweep the OfS away and give the job to Ofsted. And that would make no one happy.

Iain Mansfield is director of research and head of education and science at Policy Exchange.

WONKHE



Will Liz Truss abolish OfS?

ANALYSIS
| 26/07/22

Will Liz Truss abolish OfS? David Kernohan works through the policy implications.



Image: Shutterstock

5. Demand may keep on growing

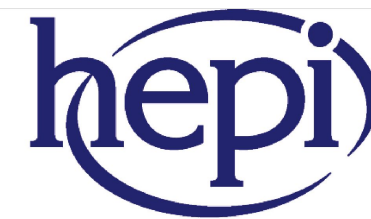
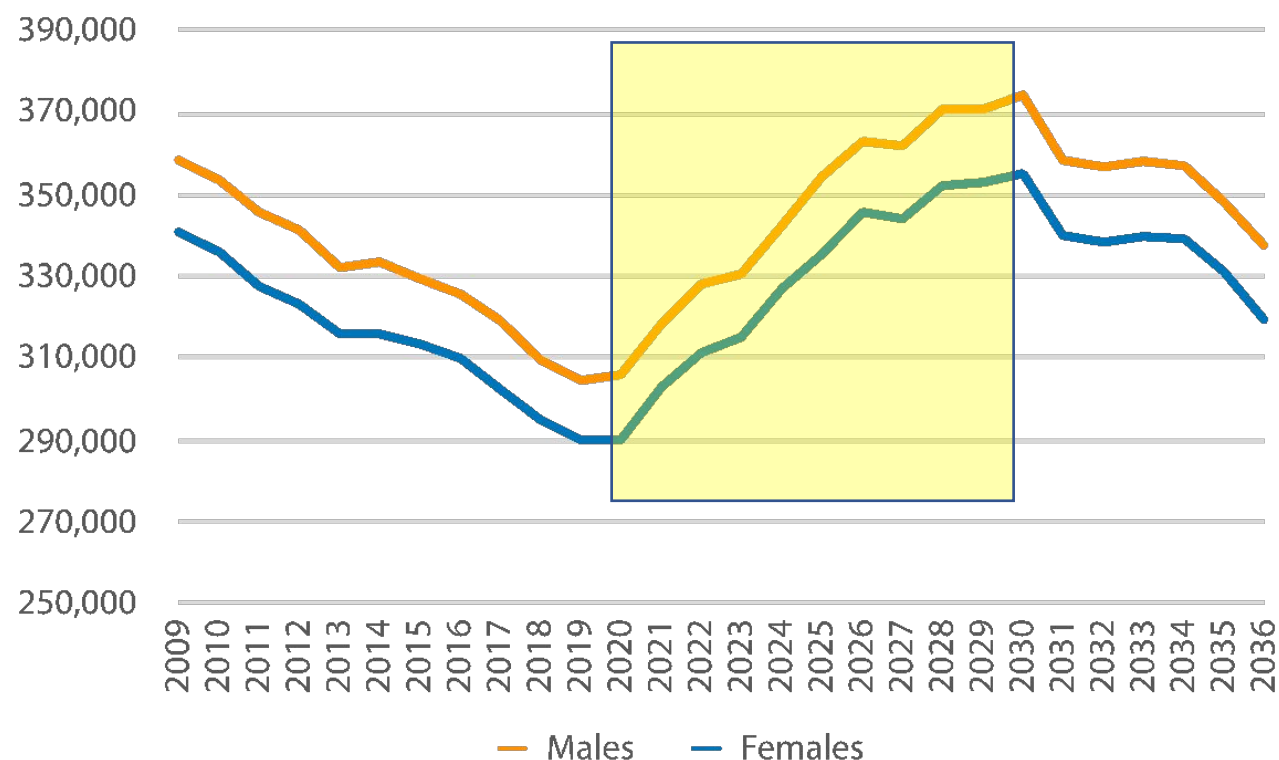
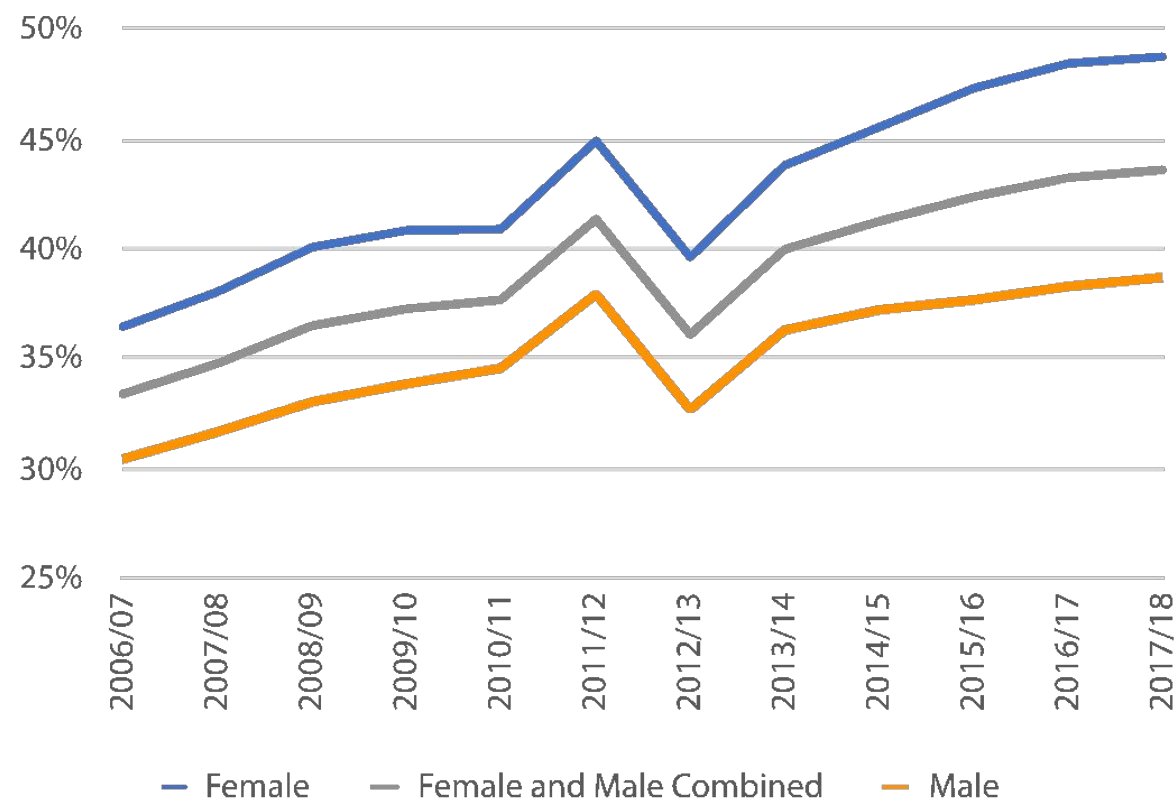


Figure 1: English and Welsh 18-year old population 2009-2036



Source: Office for National Statistics (ONS) - Births in England and Wales⁵

Figure 4: English Higher Education full-time and part-time initial participation rates (aged 20 and under)



Source: Department for Education Participation Rates in Higher Education: 2006 to 2018, 26 September 2019

Beware of those seeking to rewrite history to encourage an incoming Labour Government room to hit the sector



Pretty much the only aspect that survived intact was the removal of number controls – which students are now paying for through worse courses, woefully inadequate levels of student support, and rights they can't enforce. Any new government will have much more to fix – and more policy to develop – than just funding.

Beware of those seeking to rewrite history to encourage an incoming Labour Government room to hit the sector

WONKHE JIM DICKINSON | COMMENT | 15/04/24

Whatever happened to students at the heart of the system?

2010 ushered in a new government that promised that students' interests would be central to decision making. Jim Dickinson argues that it represents a decade of failure

Pretty much the only aspect that survived intact was the removal of number controls – which students are now paying for through worse courses, woefully inadequate levels of student support, and rights they can't enforce. Any new government will have much more to fix – and more policy to develop – than just funding.

BBC NEWS

Home UK World Business Politics

'250,000' to miss university places this year

By Sean Coughlan
BBC News education correspondent

26 May 2010



The number of people missing out on places has doubled in two years

6. Supply-side changes



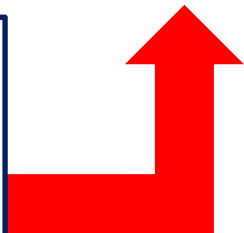
	2023/24 Predicted	2023/24 Actual
Approved (fee cap)	414	344
Approved	192	78
TOTAL	606	422



Securing student success: Regulatory framework for higher education in England

Impact assessment

July 2018



“it is not currently government policy to actively seek to increase the numbers of HE providers.”



Memorandum to the Education Select Committee

Post-legislative scrutiny of the Higher Education and Research Act 2017

December 2022

CP 761

6. Supply-side changes

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Chiefs consider prospect of setting up Queen Elizabeth University in Swindon

23rd September 2022

EDUCATION



MKCITIZEN

BREAKING The soap actor quits • TV bosses under pressure to sack star • Police

People

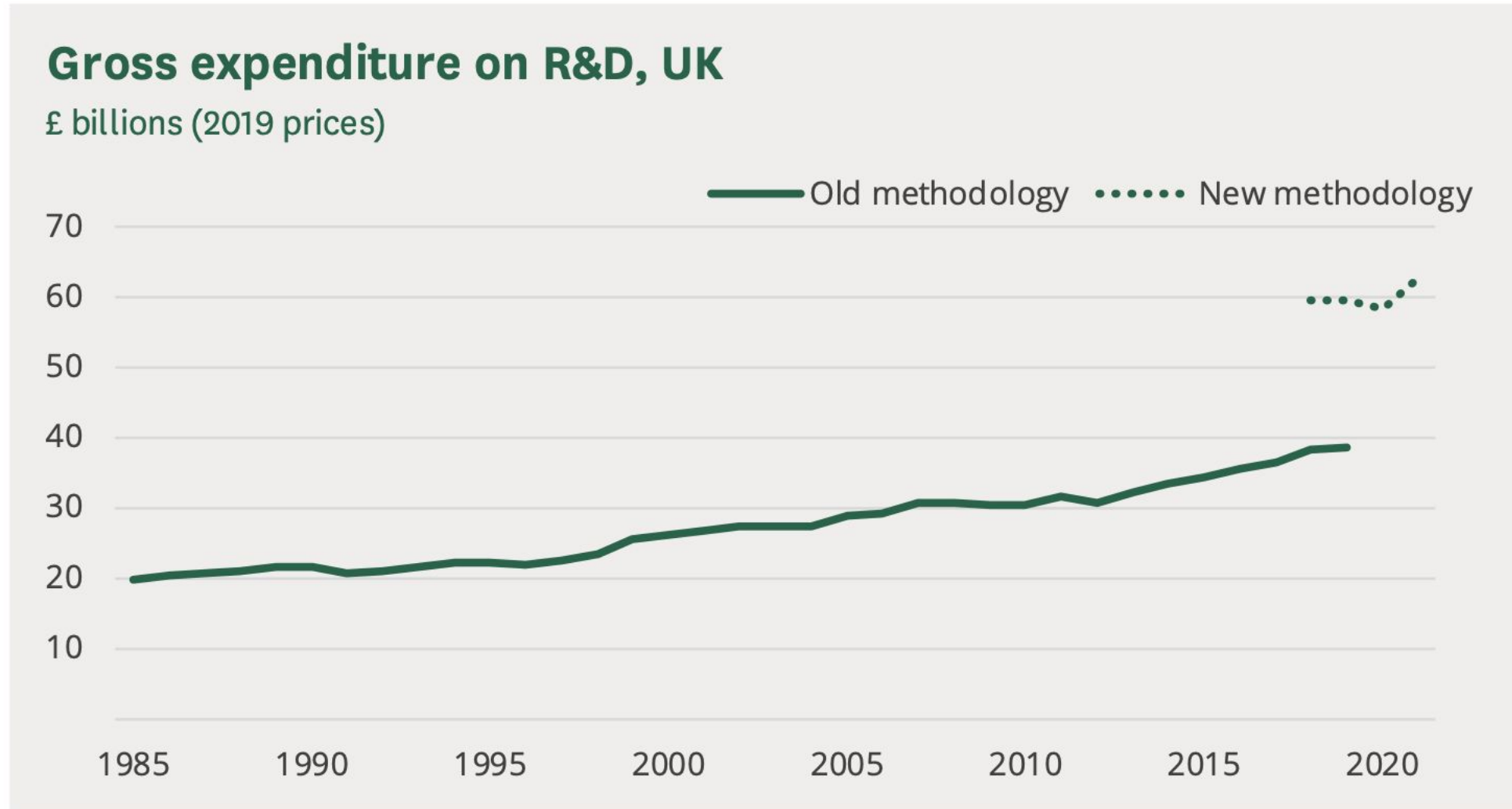
Higher education expert calls for new university named after the Queen to be built here in Milton Keynes

Milton Keynes would be the perfect site for a new university named after Queen Elizabeth II, an education boss has announced.

By Sally Murrer

Published 14th Sep 2022, 11:27 GMT

7. Sort out our asks on R&D



Source: ONS, [GLBD](#) (2019 prices), [UK gross expenditure on research and development 2021](#), table 2, House of Commons Library calculations using HM Treasury [GDP deflators](#)

‘strong evidence of market sector productivity benefits from public spending on research councils ... in a world of constrained fiscal spending government innovation policy should focus on direct spending on innovation, specifically research councils, rather than through tax incentives, such as the R&D tax credit’



DISCUSSION PAPER SERIES

IZA DP No. 4772

Public Support for Innovation, Intangible Investment and Productivity Growth in the UK Market Sector

Jonathan Haskel
Gavin Wallis

February 2010

THE EFFECT OF PUBLIC SCIENCE ON CORPORATE R&D

Ashish Arora
Sharon Belenzon
Larisa C. Cioaca
Lia Sheer
Hansen Zhang

Working Paper 31899
<http://www.nber.org/papers/w31899>

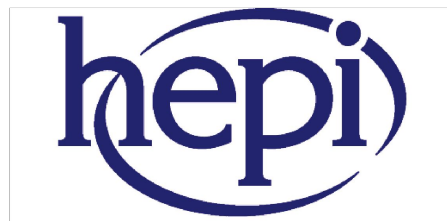
NATIONAL BUREAU OF ECONOMIC RESEARCH
1050 Massachusetts Avenue
Cambridge, MA 02138
November 2023

‘inventions from universities and public research institutes substitute for corporate inventions ... abstract knowledge advances per se elicit little or no response. Our findings question the belief that public science represents a non-rival public good that feeds into corporate R&D through knowledge spillovers.’

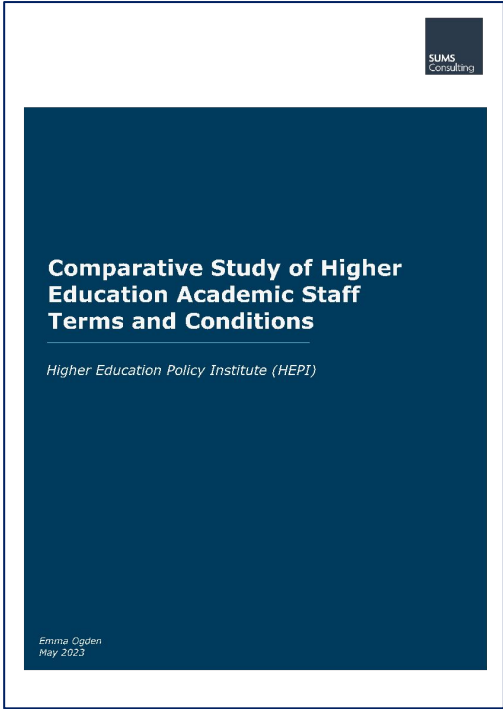
Starting point

Election issues

What to do?



Can the sector offer up anything in return?



Scorecard comparing the terms, conditions and benefits in HE and beyond

'Good Work' dimension	Provision (and average figure for the UK)	Red, Amber, Green (RAG) comparison rating
Pay and benefits	Median Pay (£33,000)	
	Pensions (5% employer / 4.5% employee)	
	Annual Leave (25 days excl Bank Holidays)	
	Sick Pay (statutory entitlement)	
	Parental Leave and Pay (statutory entitlements)	
	Sabbatical leave	
Health & wellbeing	Health and wellbeing benefits offered	
Contracts	Those on a permanent contract (94%)	
	Temporary contracts (e.g. Fixed Term) (6%)	

What is wrong with franchise provision?

Professor Nick Braisby, Ian Harper
and Professor Damien Page

Franchise



BUCKINGHAMSHIRE
NEW UNIVERSITY
EST. 1891

- We envisage the Office for Students opening a new part of its Register for franchisees.
- The Office for Students would need to facilitate light-touch, low-cost and rapid registration for franchisees

Franchising 'code of practice' needed, says Hepi report

Sector should embrace 'light touch' regulation of subcontracted courses, argue leaders of Buckinghamshire New University

February 22, 2024

[Tom Williams](#)

Twitter: [@TWilliamsTHE](#)



More accessible and relevant research



Slow Boring



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The economic research policymakers actually need

I was a senior administration official, here's what was helpful



JED KOLKO

APR 16, 2024

Under Secretary of Commerce for Economic Affairs in the Biden administration

But the structure of academia just isn't set up to produce the kind of research many policymakers need. Instead, top academic journal editors and tenure committees reward research that pushes the boundaries of the discipline and makes new theoretical or empirical contributions. And most academic papers presume familiarity with the relevant academic literature, making it difficult for anyone outside of academia to make the best possible use of them.

The most useful research often came instead from regional Federal Reserve banks, non-partisan think-tanks, the corporate sector, and from academics who had the support, freedom, or job security to prioritize policy relevance.

Accessible and relevant research




When I led Lib Dems on [@NorfolkCC](#) (ikr, the power crazed me) I tried to base decisions in research Sure Start outcomes, c charge, guided buses, rural road use, prizes to incentivise eco action hard to find. Council not good at own research either. [Unis cd be hubs for local policy](#)

8:30 AM · Apr 17, 2024 · 98 Views



"[Your paper is too readable](#), which gives me the impression that you're writing for a general audience rather than an academic one". Ok then.

[The PhD Place](#)  @ThePhDPlace · Apr 15
What's the most memorable feedback you've received on your work?

2:59 PM · Apr 16, 2024 · 878.9K Views

90

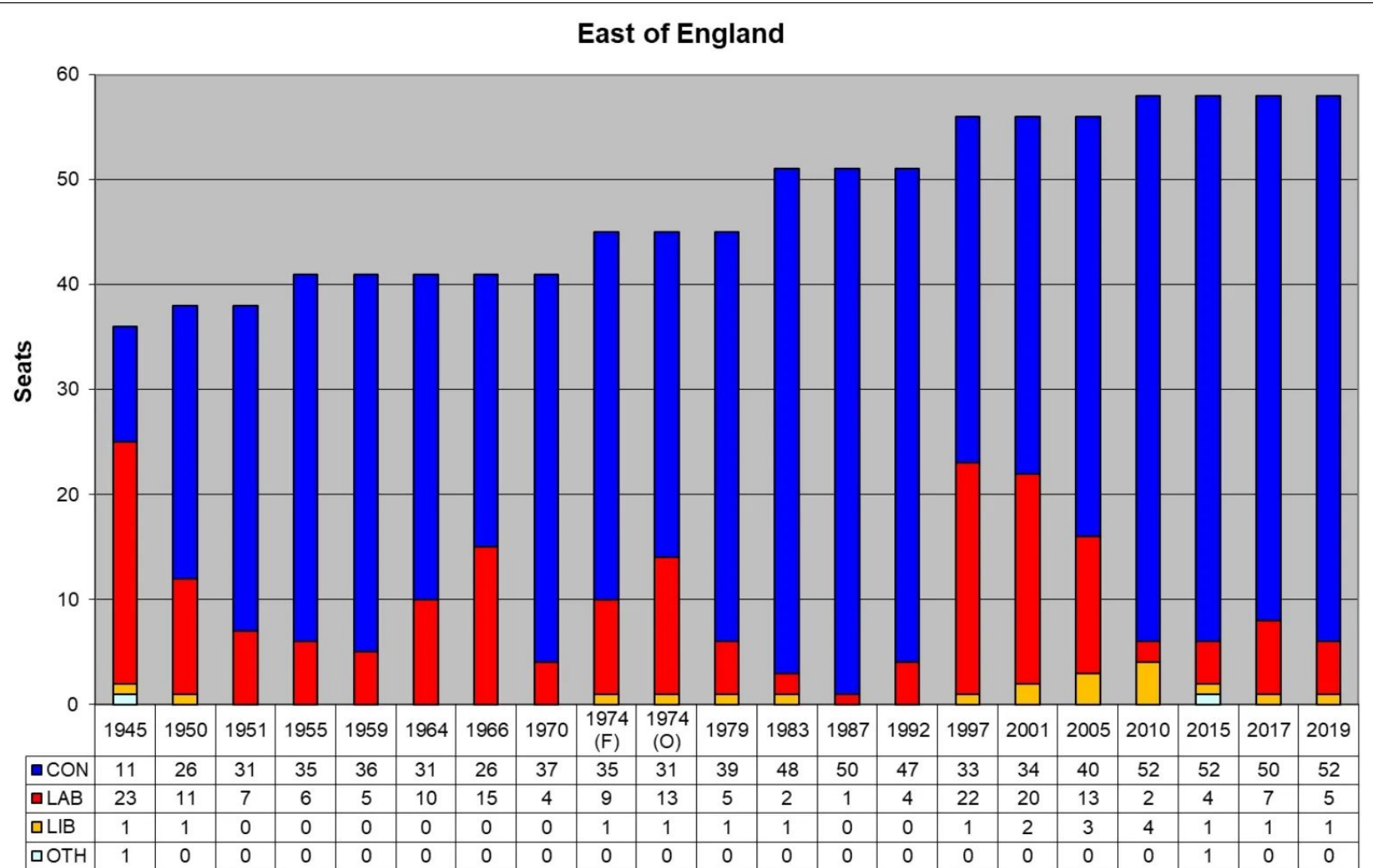
2.3K

31K

1.4K




Work with all MPs





Upcoming reports:

1. Trans student experience
2. Maintenance support levels
3. Graduate Route visa data
4. 2024 Student Experience Survey



Higher Education Policy Institute

'Dropouts or stopouts or comebackers or potential completers?': Non-continuation of students in the UK

Nick Hillman

HEPI Policy Note 53 April 2024

About the author

Nick Hillman has been the Director of the Higher Education Policy Institute (HEPI) since 2014. His most recent HEPI publications include: *Neoliberal or not? English higher education* (with Roger Brown, 2023); *The Robbins Report at 60: Essential facts for policymakers today* (2023) and *'Not heard of this': Employers' perceptions of the UK's Graduate Route visa* (sponsored by Kaplan, 2023).

His previous HEPI paper on student retention, *A short guide to non-continuation in UK universities*, was published in 2021. This new paper is based in large part on a speech delivered at the 'Exploring Student Progression in Higher Education' conference, hosted by Ireland's Higher Education Authority at Croke Park in Dublin on 29 February 2024.

How good is the evidence base?

Observers of education often assume measuring non-continuation – or, more colloquially, 'drop-out' rates – among students must be straightforward. Seemingly, someone enrolls on a course and they then either finish it or they do not. In fact, there are numerous different ways to measure the phenomenon of non-continuation that make it challenging to discuss, including:

1. leaving a course in the first few days or the first few weeks – so early that the student in question makes little burden on the student support system and does insufficient learning for it to be meaningful;
2. not progressing from year 1 to year 2 for full-time students (assuming the course is longer than one year) or not progressing from year 2 to year 3 for part-time students;
3. not completing the original learning objective that a student had when they enrolled;
4. not completing the original learning objective nor another qualification at the same Level;
5. not completing the original learning objective nor another comparable qualification;
6. not completing any form of higher education, even if at a lower Level than the original learning objective;
7. not completing the original learning objective within the original timeframe;
8. not completing the original learning objective within the original timeframe plus three years;
9. not completing the original learning objective at the original institution; and
10. never completing the original learning objective.

Even this list feels incomplete as there can be a very long gap between someone starting a course and it becoming clear whether or not they will finish it. The guitarist Brian May from the band Queen took 36 years to complete his doctorate in Astrophysics at Imperial College London, starting in 1971 and not finishing until 2007. Compared to some people, this was actually quite fast: Nick Axten took 52 years to achieve his PhD from the University of Bristol and Arthur Ross took 54 years to obtain his Bachelor of Arts

April 2024 1



20th YEAR ANNIVERSARY

The UK's only independent think tank devoted to higher education.



Search

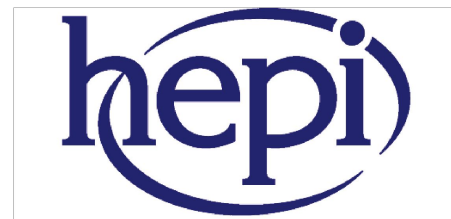
HEPI Annual Conference, Thursday 13 June 2024

13 June 2024

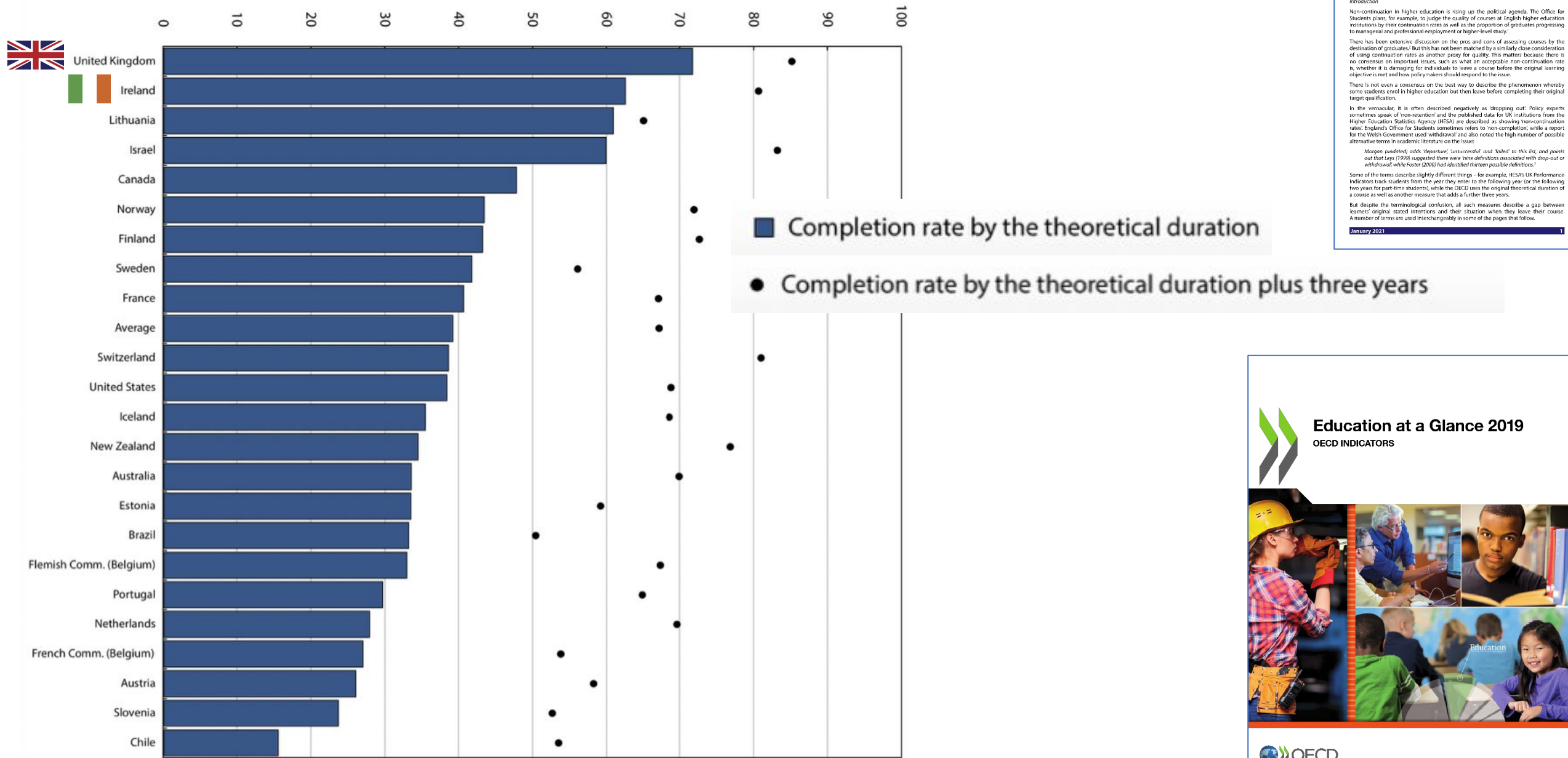
London

“dropouts or stopouts or comebackers or potential completers”

1. leaving in the first few days / weeks – too early to register in the numbers;
2. not progressing from year 1 to year 2 (year 2 to year 3 for part-time students);
3. not completing the original learning objective;
4. not completing the original objective nor another qualification at the same level;
5. not completing the original objective nor another comparable qualification;
6. not completing any form of higher education, even if at a lower level than intended;
7. not completing the original objective in the original timeframe;
8. not completing the original objective in the original timeframe + three years;
9. not completing the original objective at the original institution;
10. not completing the original objective anywhere else; and
11. never completing the original objective.



Completion rate of full-time students who entered a bachelor's or equivalent programme (2017)⁴



Introduction

Non-continuation in higher education is rising up the political agenda. The Office for Students plans, for example, to judge the quality of courses at English higher education institutions by their continuation rates as well as the proportion of graduates progressing to managerial and professional employment or higher-level study.

There has been extensive discussion on the pros and cons of assessing courses by the destination of graduates. But this has not been matched by a similarly close consideration of using continuation rates as another proxy for quality. This matters because there is no consensus on important issues, such as what an acceptable non-continuation rate is, whether it is damaging for individuals to leave a course before the original learning objective is met and how policymakers should respond to the issue.

There is not even a consensus on the best way to describe the phenomenon whereby some students enrol in higher education but then leave before completing their original target qualifications.


In the vernacular, it is often described negatively as 'dropping out'. Policy experts sometimes speak of 'non-retention' and the published data for UK institutions from the Higher Education Statistics Agency (HESA) are described as showing 'non-continuation rates'. England's Office for Students sometimes refers to 'non-completion', while a report for the Welsh Government used 'withdrawal' and also noted the high number of possible alternative terms in academic literature on the issue:

Morgan (undated) adds 'departure', 'unsuccessful' and 'killed' to this list, and points out that Lays (1999) suggested there were 'nine definitions associated with drop-out or withdrawal', while Foster (2000) had identified thirteen possible definitions.


Some of the terms describe slightly different things – for example, HESA's UK Performance Indicators track students from the year they enter to the following year (or the following two years for part-time students), while the OECD uses the original theoretical duration of a course as well as another measure that adds a further three years.

But despite the terminological confusion, all such measures describe a gap between learners' original stated intentions and their situation when they leave their course. A number of terms are used interchangeably in some of the pages that follow.

January 2021



Education at a Glance 2019
OECD INDICATORS

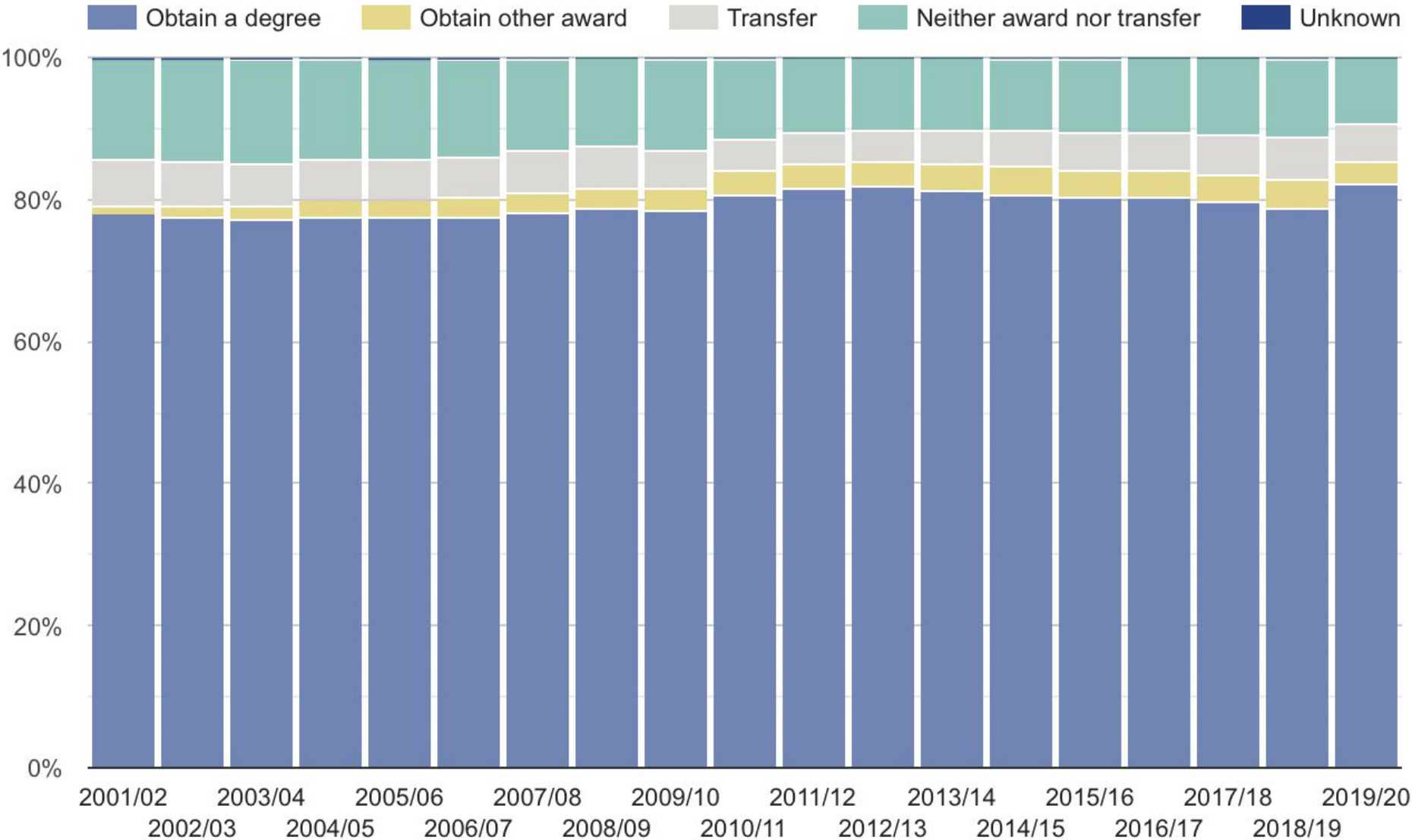


Education



Chart 9 - Projected learning outcomes of UK domiciled full-time first degree starters by academic year of entry

Academic years of entry 2001/02 to 2019/20





DROP OUT DILEMMA? APPRENTICESHIPS CAN HELP!

by Liam Croney | 18 September 2023

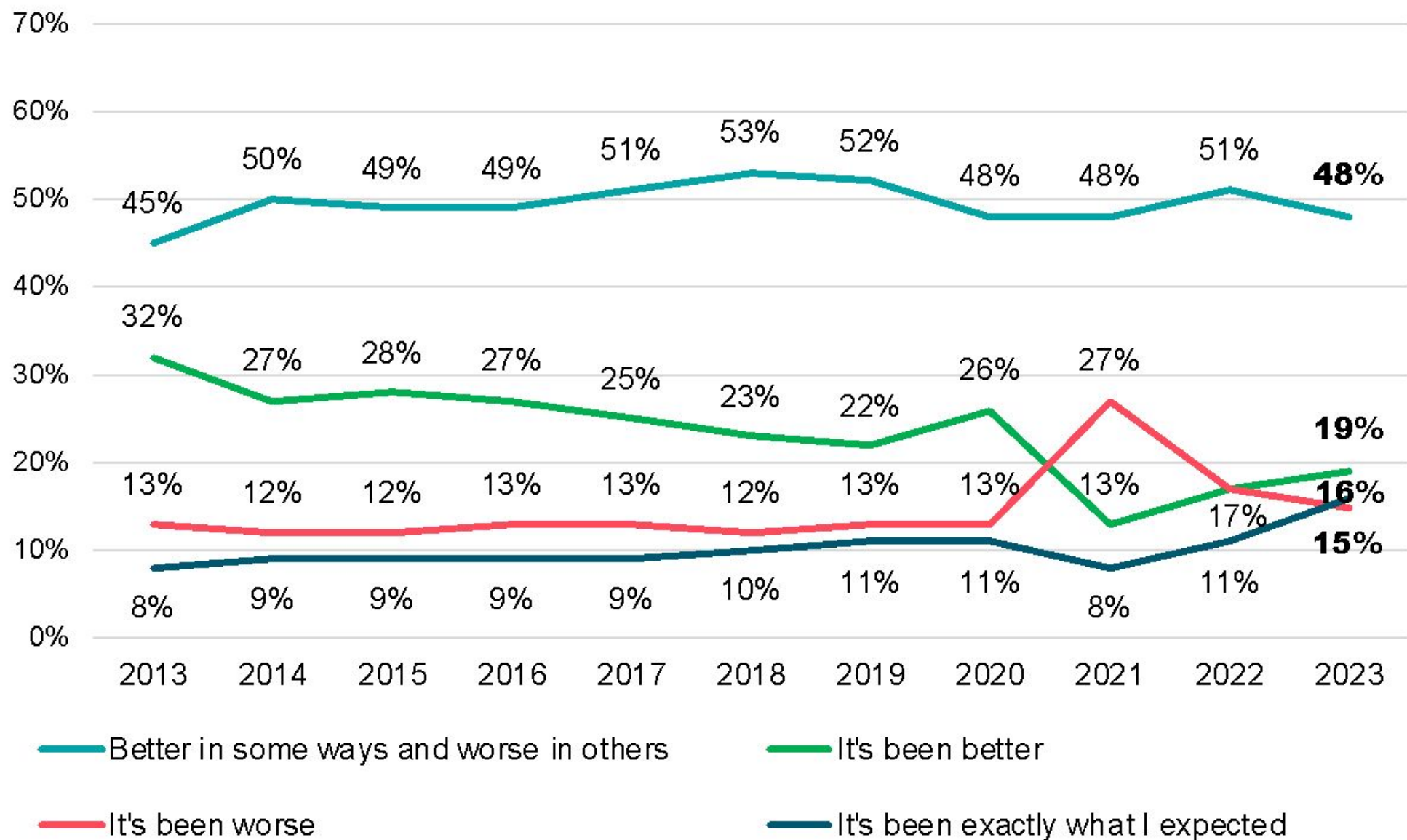
With a remarkable 91% of apprentices staying in work after the course has ended, it's time to delve into the benefits of apprenticeships and how they offer a promising solution to the dropout dilemma.

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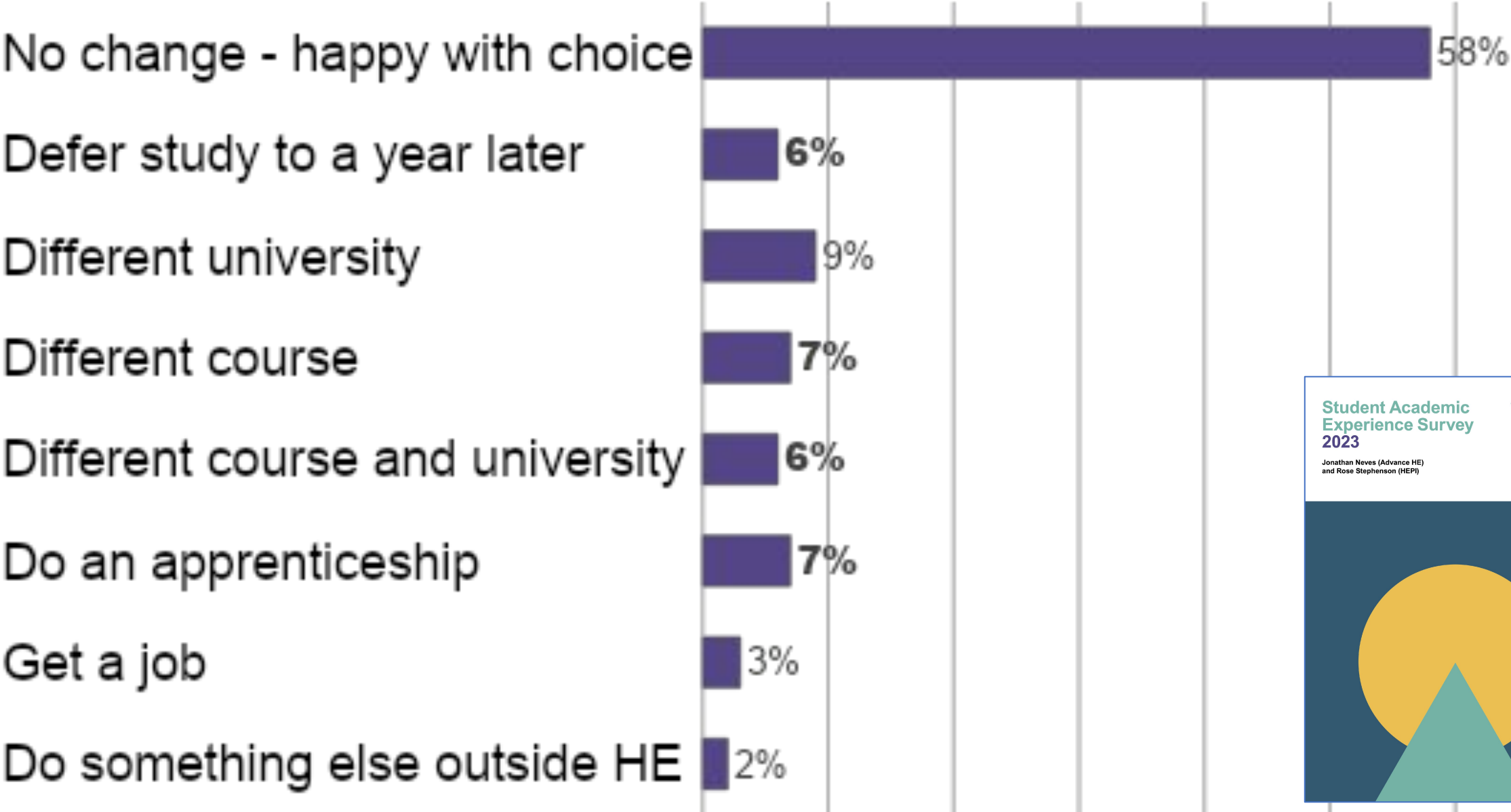
Government figures show that almost half of all apprentices are now dropping out of their course



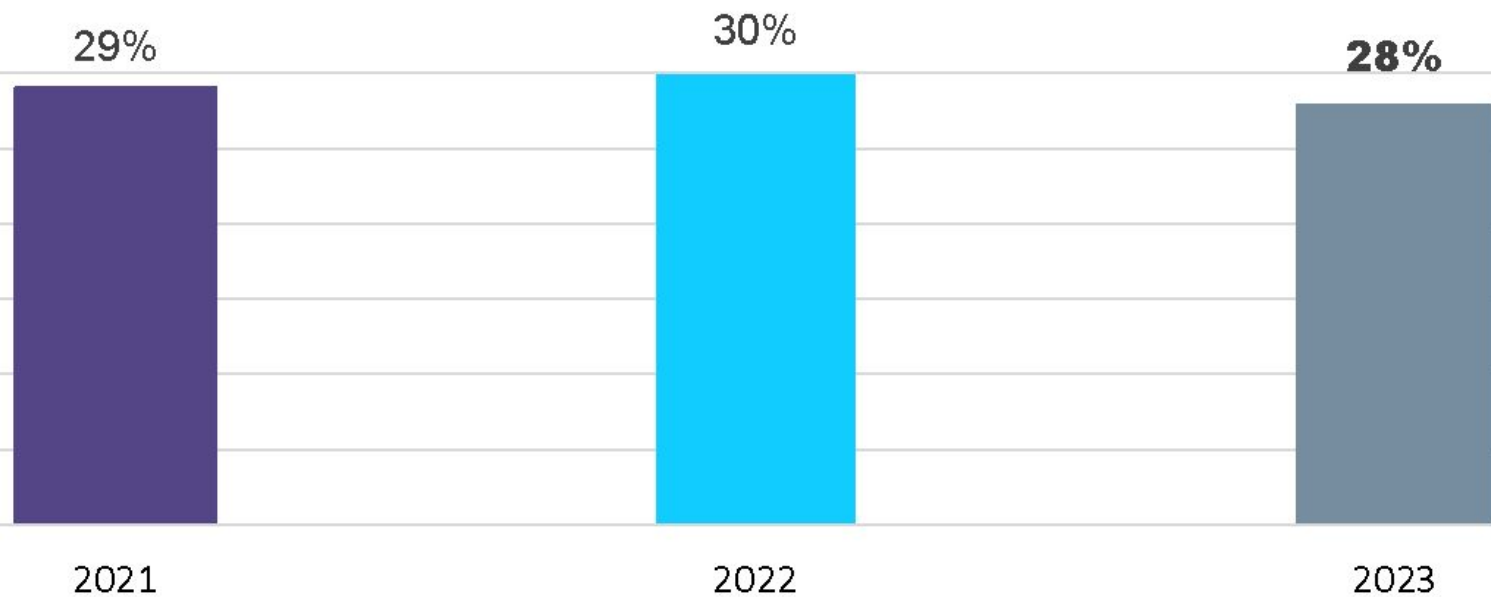
Experience compared to expectations



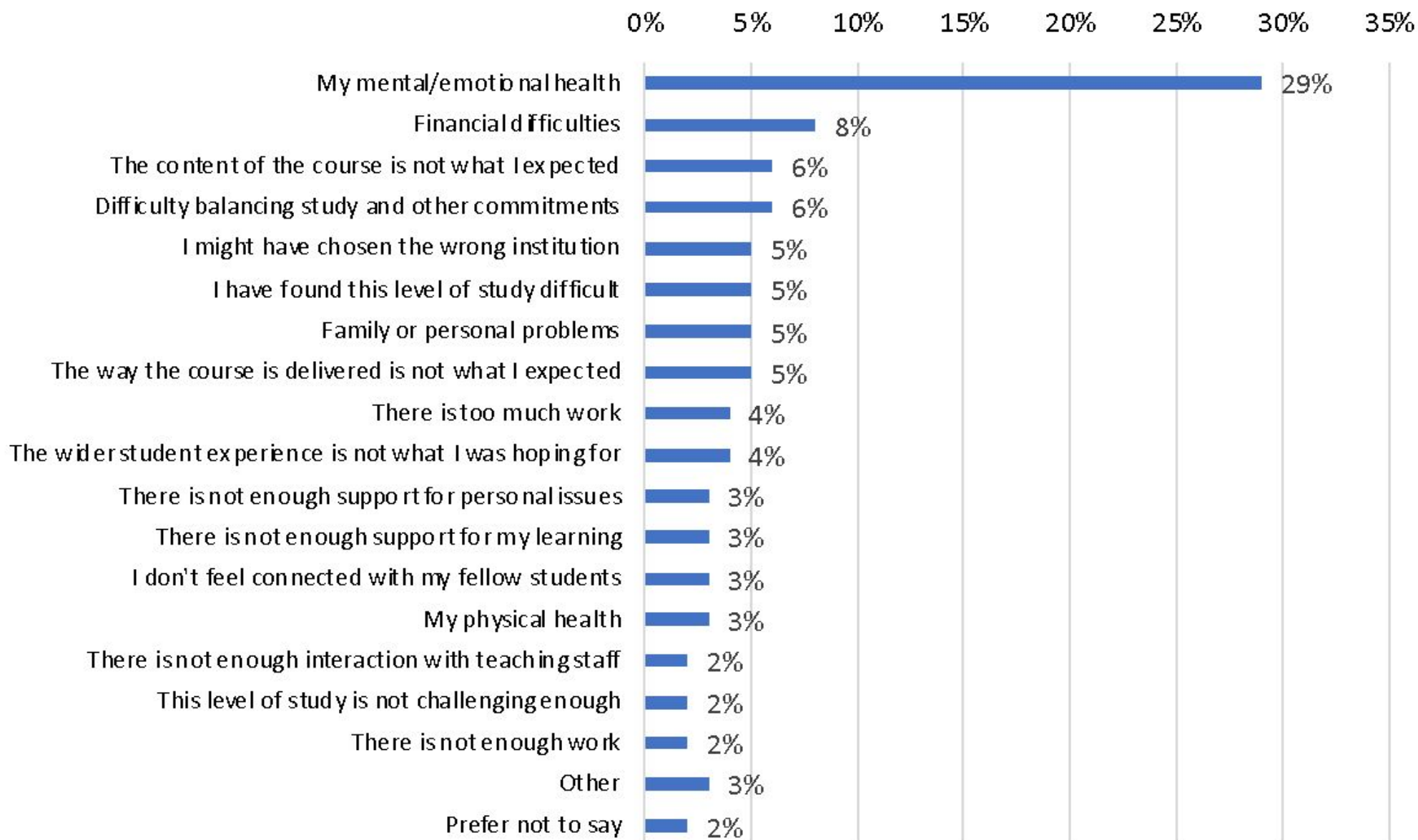
Q12bi. Thinking about your academic experience, knowing what you know now, if you had a second chance to start again, would you do any of the following?



% considered withdrawing from or leaving university



Q12fii. What was the main (or most recent) reason that led you to consider leaving?



Access and participation plans



TEF 2023 ratings

See the outcomes of TEF 2023

English universities face fines over dropout and employment rates

Criteria on career outcomes, drop-out rates and degree attainment unveiled for system of sanctions

Richard Adams *Education editor*

Fri 30 Sep 2022 17:14 BST

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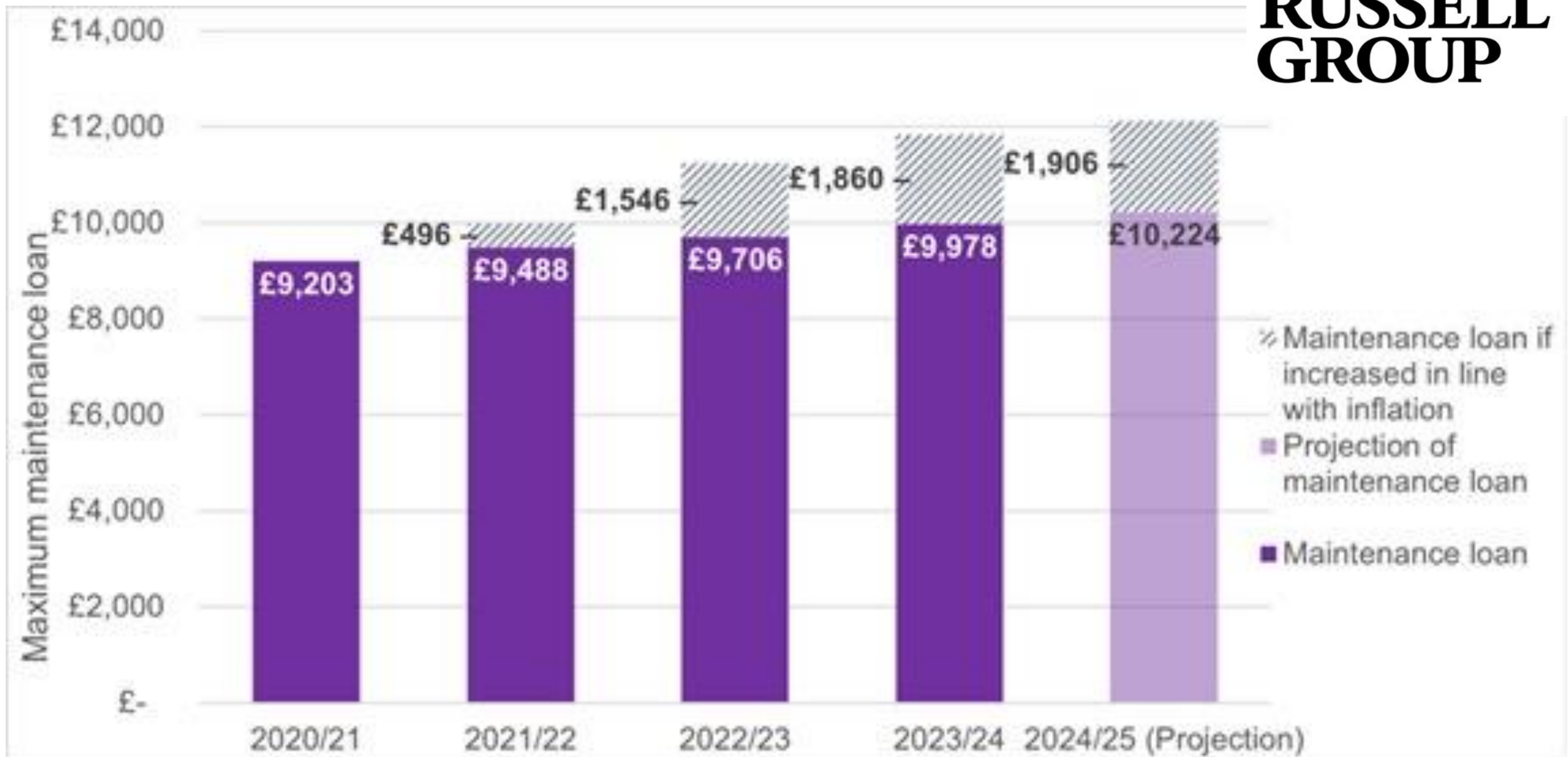
The proportion of students who graduate is one of the thresholds on which universities will be judged. Photograph: Chris Radburn/PA

Numerical thresholds for condition B3

Level and mode of study	Continuation	Completion	Progression
FT Other UG	75%	65%	45%
FT First degree	80%	75%	60%
FT UG with PG components	85%	85%	75%
FT PGCE	85%	85%	85%
FT PG taught masters	80%	80%	70%
FT PG Other	80%	80%	85%
FT PG research	90%	75%	85%
PT Other UG	55%	55%	65%
PT First degree	55%	40%	70%



“Since 2015, I’ve worked directly on two major drives to strengthen quality in universities, and neither have worked.”
Iain Mansfield, former Special Adviser to the Secretary of State for Education





“There is widespread recognition of the importance of student analytics: using data based on students’ interactions with HEPs to understand them better, and thus spot early signs of disengagement and distress. However, the right data are not always held in the right place, in the right combination or seen by the right people. Data about individual students can also only tell us so much; they reveal neither what the specific problem is nor how best to solve it in each unique circumstance. However, as these data become more available and external expectations of the effectiveness of our interventions grow, **universities cannot not know what they know.**”

Professor Edward Peck, HE Student Support Champion

NEWS | UK

Universities minister Michelle Donelan unveils plan to 'revolutionise' higher education loans



MS DONELAN SAID THE NEW LIFELONG LOAN ENTITLEMENT, WILL CREATE A "FUNDAMENTAL AND SEISMIC SHIFT" IN THE WAY PEOPLE LEARN THROUGHOUT THEIR LIVES.

PARLIAMENT TV