

# 2012 Fees – are you ready for the consumer?

Adapting to the world of the White Paper: ‘Students at the Heart of the System’

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“

As graduates are asked to contribute more than they do at present, the higher education sector should be more responsive to their choices and continuously improve the design and content of courses and the quality of their academic experience. [WP 1.4]

Institutions that can attract students, by showing them that they offer good quality and good value for money, should grow and prosper, and may well increase their overall income. Institutions that cannot attract students will have to change. [WP 1.8]

We want to ensure that the new student finance regime supports students on choice, and that in turn student choice drives competition, including on price. [WP 1.19]

”

*From the White Paper: Students at the Heart of the System*

**The ‘consumer’ metaphor is not new to higher education.  
We have for many years used the language of acquisition.  
We speak of:**

‘Gaining’ skills and qualifications

‘Credit accumulation’

Programme ‘resources’

The ‘quality’ of academic provision

Student/‘customer satisfaction’

The ‘student contract’ at enrolment

‘Complaints’ to the provider or to the OIA as ombudsman

# Is a student only a consumer?

“ A good student is not simply a consumer of other people’s knowledge, but will actively draw on all the resources that a good university or college can offer to learn as much as they can. [WP 3.1]

Charters should emphasises that to pursue higher education is to belong to a learning community and that the experience will be most enriching when it is based on a partnership between staff and students. [WP 3.4]

*From the White Paper: Students at the Heart of the System*

## The two metaphors compared

Student	Consumer	Participant
Learning	Acquiring facts and skills	Participating in an expert community
Teacher	Deliverer, provider	Expert, dialogue partner
Student attitude	Passive	Active
Knowledge	Commodity	Aspect of practice

What should the dominant metaphors be?

Applicant - a consumer in the marketplace

*Transition through admissions and induction*

Student – a participant in an academic community

*Transition through employability and graduation*

Graduate/Alumnus - a ‘shareholder’ with an investment

# NEW INFORMATION REQUIREMENTS

Applicant:

the KIS - the 'Key Information Set'

Student:

the 'Student Charter'

Graduate:

the Higher Education Achievement Report - the HEAR

# THE KIS

“

Each university will now make the most requested items [of information for prospective students] available on its website, on an easily comparable basis.

These items, together with information about course charges, are called the Key Information Set (KIS) and will be available on a course by course basis, by September 2012....

This will help applicants to find quickly, and compare easily, the headline items which students consider most important.

”

*From the White Paper: Students at the Heart of the System*



Undergraduate Study

Postgraduate Study

International Students

Alumni

- [Undergraduate home page](#)
- [View all undergraduate entry 2011 courses](#)
- Cell and Molecular Biology
  - [Entry requirements](#)
  - [What our students say](#)
  - [Course features](#)
  - [Facilities](#)
  - [Learning support](#)
  - [After you graduate](#)
  - [Postgraduate opportunities](#)
  - [Fees and funding](#)
    - [Living costs](#)
    - [Applying for funding](#)

Ask a question about this course

Science Admissions  
Tel: +44 (0)20 8417 2492  
[Email us](#)

Location

This course is taught at Penrhyn Road



- [View Penrhyn Road on our Google Maps](#)



**VIRTUAL TOUR**  
Take a tour of our campus →

## Health Studies BSc(Hons)

### Facts

Year of entry	2011
Qualification	BSc(Hons)
Application route	3 years full-time: apply through UCAS (code CC17) 4 years sandwich: apply through UCAS (code CC1R) 4 years full-time including foundation year: apply through UCAS (code CC1T) 6 years part-time: apply direct to the University
Modules	<a href="#">Module Listing</a>

### About this course

#### Why choose this course?

Cell and molecular biology has formed the basis of many advances in our understanding of subjects such as agriculture, animal and plant development, ecology, genetics, medicine and drug development. If you would like to learn about the theory, techniques and applications relating to cell and molecular biology, this course is ideal.

#### What will you study?

You will gain a firm foundation in molecular biology, biochemistry, genetics and physiology in Year 1, when you will also be introduced to laboratory techniques and procedures. You will then study research methods and develop your knowledge of genetics, biochemistry, immunology, microbiology, analytical

→ [Apply for this course](#)

☆ [Favourite this course](#)



Find out more about our [online and on-campus open days](#).

### Related courses

Related to this course:

- [Biology BSc\(Hons\)](#)
- [Forensic Biology BSc\(Hons\)](#)
- [Human Biology BSc\(Hons\)](#)
- [Science foundation year](#)

**KIS** KEY INFORMATION SET **SHARE** **ALL STATS**  
**BSc Health Studies (b900)**  
Newtown University

**69%** Student Satisfaction

**99%** In work or study after 6 months

**£21k** Average Graduate Salary

More course stats →

Independent data collected by **HEFCE**

# BSc Health Studies (B900)



[Guidelines for interpreting this data](#)

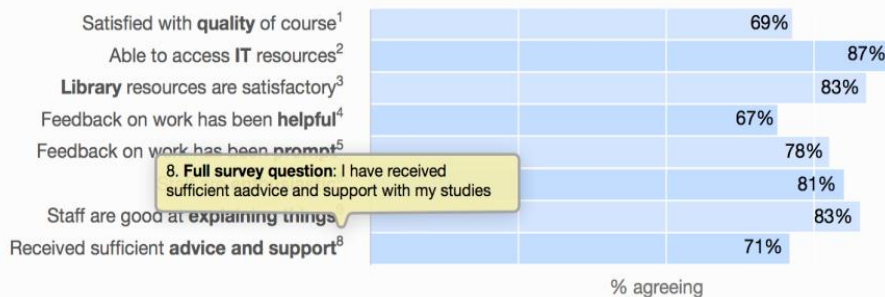
Due to a small number of students, some data presented here have been aggregated with similar courses. These are indicated by a A

## STUDENT SATISFACTION

**69%**

### Overall student satisfaction

A Aggregated data: data are for all Health courses at Newtown University



**8. Full survey question:** I have received sufficient advice and support with my studies

56 Source: [National Student Survey](#)

#### Sections

- ▶ [Student Satisfaction](#)
- ▶ [Graduate Employment](#)
- ▶ [Financial](#)
- ▶ [Learning & Assessment](#)



#### Download

- ▶ [PDF \(212kb\)](#)
- ▶ [Raw data \(.csv 78kb\)](#)

#### Share



#### Widget

Add a KIS widget for this course to your site

#### Choose a layout



```
<script type="text/javascript"
src="http://www.hefce.org.uk/r
esources/kis/js/embed&cours
elD=BATHW300"></script>
```

[copy to clipboard](#)



## GRADUATE EMPLOYMENT

**£21,000**

**Average annual salary after 6 months** (interquartile range: £20,000 - £21,000)

Average for all Health Studies courses in England & Northern Ireland:

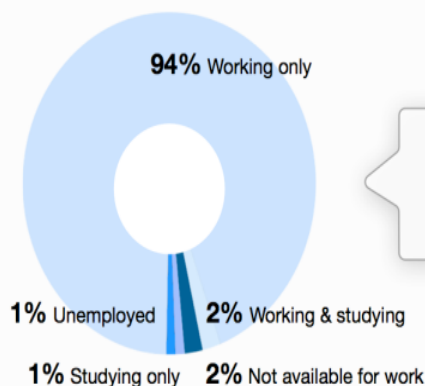
**£20,500** after 6 months (interquartile range: £20,000 - £24,000)

**£25,000** after 40 months (interquartile range: £24,027 - £26,074)

Source: [DHLE Survey](#)

**97%**

**go on to work and/or study**



**Destinations from this course 6 months after graduating** 92% of those who work are in a graduate level job

Data from 31 students

31

Source: [DLHE Survey](#)

**£8,500**

## Tuition fees, per year (for UK domiciled students)

Financial support available:

- Fee waiver ✓
- Means tested support ✓
- Non-means tested support ✓
- National Scholarship Programme ✓

For more information about what financial support you could claim visit  
[www.newtown.ac.uk/finance](http://www.newtown.ac.uk/finance)

**£7,000-£9,600**

## Average annual cost of institution owned/sponsored accommodation

8500 beds available  
[www.newtown.ac.uk/accomm](http://www.newtown.ac.uk/accomm)

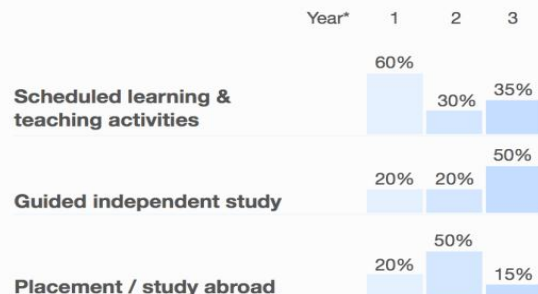
Source: [Newtown University](http://www.newtown.ac.uk)

**£6,000-£8,500**

## Private rental market

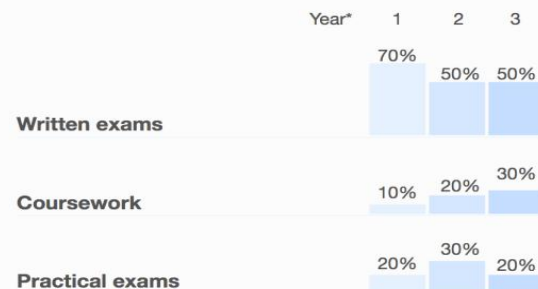
[www.newtown.ac.uk/accomm](http://www.newtown.ac.uk/accomm)

Source: [Newtown University](http://www.newtown.ac.uk)

**38%****of course spent in scheduled learning & teaching**See more detailed information at [www.newtown.ac.uk/B900/detail](http://www.newtown.ac.uk/B900/detail)

\* if studied full time

**Percentage of time spent in different teaching & learning activities, by year for this course**  
[www.newtown.ac.uk/b900](http://www.newtown.ac.uk/b900)

Source: [Newtown University](http://Newtown University)**57%****of assessments are written exams**See more detailed information at [www.newtown.ac.uk/B900/detail](http://www.newtown.ac.uk/B900/detail)

\* if studied full time

**Breakdown of assessment methods, by year for this course**  
[www.newtown.ac.uk/b900](http://www.newtown.ac.uk/b900)

Source: [Newtown University](http://Newtown University)**81%****view the Students' Union positively**Source: [National Student Survey](http://National Student Survey)

**The University of Poppleton  
offers a price guarantee!**

**If you find another university  
offering our contact hours  
at a lower price,  
we guarantee to match the offer!**

Applicant - a consumer in the marketplace

*Transition through admissions and induction*

Student – a participant in an academic community



# The Charter

“ ... each institution should have a student charter, or similar high level statement, to set out the mutual expectations of universities and students.

They must include clear information on what to do if expected standards are not met, and provide links to more detailed information in course handbooks and university regulations. ”

*From the White Paper: Students at the Heart of the System*



## Some of the Charter Principles

“

Charters are joint ventures with the Students' Union.

Charters are for all staff and should engage all student facing staff.

A charter should communicate the ethos of the institution

The emphasis should be on partnership working ....

It should be clear what a charter is not. It is not an agreement or contract.

”

*From the Student Charter Group Final Report*

# What can we learn from the one-stop shop model?

- a single location
- easy to access and find right service
- focus on ‘customer needs’
- efficient business processes
- ‘counter’ and ‘back office’ services’ split
- use of web self service

Student – a participant in an academic community

*Transition through employability and graduation*

Graduate/Alumnus - a ‘shareholder’ with an investment

Will the HEAR help?

How will the role of the SLC affect these three phases and the transitions between them?

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# Do we need to review our disclaimers?

The University shall not be liable for non-performance of any obligation where performance is prevented by acts, events, omissions or accidents beyond the reasonable control of the University including, but not limited to: strikes, lockouts or other industrial disputes; failure of a utility service or transport network; Act of God, terrorist attack, nuclear, chemical or biological contamination; disease, sonic boom, war, riot....

So...

How are you going to manage your student expectations?

Will the role of the SLC moderate or encourage a consumerist attitude among your students?

How are you going to deal with the student who hasn't had a good service and demands a refund?