

Office for  
Students



# Office for Students

## Business plan 2018–19

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Enquiries to [info@officeforstudents.org.uk](mailto:info@officeforstudents.org.uk)

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# Office for Students business plan 2018-19

This document sets out the Office for Students' (OfS's) initial business plan for the financial year 2018-19.

The plan is structured around the four objectives set out in our strategy and regulatory framework, along with an additional objective focused on the efficient and effective operation of the OfS as an organisation. The strategic outcomes give more detail on what we are trying to achieve with each objective, and the activities set out the work we will do in the coming year to achieve these outcomes.

Although each activity is only listed once, in many cases they contribute to multiple strategic outcomes and objectives. Where this is the case, we have indicated the other headline activities that they will make a major contribution to.

## Strategic objective: participation

**'All students, from all backgrounds, with the ability and desire to undertake higher education, are supported to access, succeed in, and progress from higher education.'**

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
<p><b>P1</b> Access, success and progression are not limited by background and identity, and gaps are significantly reduced.</p>	<p><b>P1.1</b> Develop and implement access and participation plans and statements, and their relationship with OfS registration.</p>	<ul style="list-style-type: none"> <li>• Implement first round of access and participation plans using interim approach:               <ul style="list-style-type: none"> <li>- Publish first access and participation plan and statement guidance in February 2018.</li> <li>- Assess first access and participation plans from April 2018, to inform the 2019-20 admissions cycle beginning in autumn 2018.</li> </ul> </li> <li>• Develop a new, outcomes-focused approach to access and participation plans and statements by November 2018, and implement this approach through new guidance by February 2019 (<b>P2.1, V1.1</b>):               <ul style="list-style-type: none"> <li>- Set targets for the OfS and the sector on access and participation by November 2018.</li> <li>- Evaluate the return on investment on access and participation investments and OfS evaluation and impact work.</li> </ul> </li> </ul>

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
	<p><b>P1.2</b> Distribute and reform funding to support social mobility and equity through higher education.</p>	<ul style="list-style-type: none"> <li>• Distribute access and participation funding during the transition year, including the National Collaborative Outreach Programme and student-based funding streams.</li> <li>• Reform funding streams to align them with the OfS strategic approach to supporting social mobility and equity through higher education (<b>P2.1</b>): <ul style="list-style-type: none"> <li>- Decide future approach to the National Collaborative Outreach Programme and student-based funding streams, to inform funding decisions for 2019-20 onwards and to align with 2020-21 access and participation plans.</li> </ul> </li> </ul>
	<p><b>P1.3</b> Develop and implement information, advice and guidance (IAG) strategy to support informed choice by all students, at all levels, through academic and technical routes, directly from school and later in life.</p>	<ul style="list-style-type: none"> <li>• Develop IAG strategy, drawing on higher education outreach and practice in other parts of the education system (<b>P1.1, E1.2, E2.3, E3.3, O1.1, V1.1</b>): <ul style="list-style-type: none"> <li>- Gather evidence on student decision-making by summer 2018.</li> <li>- Assess the effectiveness of the current IAG landscape.</li> <li>- As part of the strategy, decide approach to Unistats by autumn 2018.</li> </ul> </li> <li>• Develop new measures to track the effectiveness of IAG, including: <ul style="list-style-type: none"> <li>- Ongoing research and evaluation of Unistats and its effectiveness.</li> <li>- Tools and measures to understand whether students think they have made the right choice of institution, and the influence of IAG in that choice, including through the use of the Graduate Outcomes survey.</li> <li>- Analysis of the levels of access to impartial IAG.</li> </ul> </li> <li>• Map outreach activity by higher education providers and identify any cold spots in coverage.</li> </ul>
<p><b>P2</b> All access and participation activity is underpinned by evidence and ‘what works’.</p>	<p><b>P2.1</b> Develop and begin to implement evidence and impact strategy for access and participation.</p>	<ul style="list-style-type: none"> <li>• Develop evaluation and impact strategy by November 2018 (<b>P1.1</b>).</li> <li>• Monitor existing access agreements and student premium funding commitments.</li> <li>• Launch Evidence and Impact Exchange in spring 2019 (<b>P1.1</b>).</li> </ul>

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
		<ul style="list-style-type: none"> <li>• Develop approach to measuring the impact of access and participation plans.</li> <li>• Update and share evidence on effective practice in key areas – e.g. contextual admissions, working with schools, employer engagement, intersectional analysis and targeting, working with the third sector and other agencies – and publish update in February 2019.</li> <li>• Announce plans for ‘championing’ activities by summer 2018 to focus on key challenges:               <ul style="list-style-type: none"> <li>- Access for white men from underrepresented socioeconomic groups.</li> <li>- Mature student access and participation.</li> <li>- Black, Asian and minority ethnic attainment and progression.</li> <li>- Disability and mental health.</li> </ul> </li> </ul>
	<p><b>P2.2</b> Develop a more standardised set of measures and key performance indicators for access and participation to track the performance of the sector.</p>	<ul style="list-style-type: none"> <li>• Develop standardised measures, including the following <b>(P1.1)</b>:               <ul style="list-style-type: none"> <li>- Intersectional measures of disadvantage for all students using Higher Education Statistics Agency data.</li> <li>- Working age participation index.</li> <li>- Postgraduate participation measure.</li> </ul> </li> <li>• Review and refine these measures on a rolling basis.</li> </ul>
	<p><b>P2.3</b> Increase transparency in relation to access and participation.</p>	<ul style="list-style-type: none"> <li>• Issue first transparency data guidance in February 2018 for data from August 2019.</li> <li>• Develop further reforms to extend the scope of transparency data to include a wider range of student characteristics in November 2018, and implement this through new guidance by February 2019 for data from April 2021.</li> <li>• Conduct initial analysis of unconditional offers and report by December 2018.</li> </ul>

## Strategic objective: Experience

**‘All students, from all backgrounds, receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure.’**

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
<p><b>E1</b> Students are able to choose from a diverse range of high quality higher education provision, which is responsive to the preferences and needs of students from all backgrounds and to the shifting national and global environment.</p>	<p><b>E1.1</b> Create a single gateway for market entry.</p>	<ul style="list-style-type: none"> <li>• Complete registration of current and new providers ensuring that risk appetite and decision-making promote both high quality and competition <b>(P1.1, E4.1, O1.1)</b>:               <ul style="list-style-type: none"> <li>- Design and implement registration system for current providers and new providers.</li> <li>- Establish and work with Provider Risk Committee to ensure that agreed risk appetite is delivered in practice.</li> <li>- Use agreed operational capability measures to continually review and improve operational delivery of registration for providers.</li> </ul> </li> <li>• Develop understanding of providers that choose not to register (and their students), and identify any barriers to their entry into the registered system.</li> <li>• Establish role and activities of designated quality body (DQB) for market entry and degree awarding powers (DAPs) <b>(E1.2)</b>:               <ul style="list-style-type: none"> <li>- Agree designation agreement and issue associated guidance to the DQB by end of May 2018.</li> <li>- Agree and implement DQB proposals for market entry, quality and standards review by September 2018.</li> </ul> </li> <li>• Establish new DAPs and university title system ensuring that risk appetite and decision-making promote both high quality and competition <b>(E1.2)</b>:               <ul style="list-style-type: none"> <li>- Design and implement new approaches to DAPs and university title by September 2018.</li> <li>- Work with Provider Risk Committee to ensure that the new DAPs arrangements are effective in removing barriers to competition.</li> </ul> </li> </ul>

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
		<ul style="list-style-type: none"> <li>- Agree and implement DQB proposals for new approach to DAPs.</li> <li>- Develop and implement measures to continually review and improve operational delivery of the DAPs system for providers.</li> </ul>
	<p><b>E1.2</b> Address known barriers to entry.</p>	<ul style="list-style-type: none"> <li>• Review the validation system to identify and remove barriers to competition:               <ul style="list-style-type: none"> <li>- Complete comprehensive review of the operation of the validation system, drawing on work previously undertaken by sector bodies, by the end of 2018-19 (activity from September 2018).</li> <li>- Decide whether the OfS should enter into commissioning arrangements by end of 2018-19.</li> <li>- Decide whether the OfS should ask for its powers to validate (under the Higher Education and Research Act 2017) to be implemented by end of 2018-19.</li> </ul> </li> <li>• Allocate funding for recurrent and capital teaching for 2018-19 by May 2018:               <ul style="list-style-type: none"> <li>- Review funding streams in advance of 2019-20 to ensure they reflect strategic priorities including for new providers.</li> <li>- Determine approach to 2019-20 teaching funding and related data collection.</li> <li>- Work with UK Research and Innovation (UKRI) to deliver oversight and funding of Jisc.</li> </ul> </li> </ul>
	<p><b>E1.3</b> Facilitate new and alternative forms of provision.</p>	<ul style="list-style-type: none"> <li>• Develop a topology of the diversity of the higher education sector, drawing on information from the registration process and our exploration of those providers that remain unregistered.</li> <li>• Begin to develop measures of diversity of provision and innovation within the sector:               <ul style="list-style-type: none"> <li>- Mechanisms to understand innovation in the sector.</li> <li>- A quality dashboard for co-regulated Level 4+ and all Level 6+ apprenticeships where these also include a higher education qualification.</li> </ul> </li> </ul>

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
		<ul style="list-style-type: none"> <li>- A work placement measure beyond sandwich placements and the 'Higher education - business and community interaction' survey data.</li> <li>• Make investments through the Innovation Challenge Fund to support innovative forms of provision from autumn 2018 <b>(P1.2, E2.3, O1.2)</b>: <ul style="list-style-type: none"> <li>- Determine the strategic focus of the fund, which could include access and participation, wellbeing, novel provision, and joint work with UKRI.</li> </ul> </li> <li>• Support growth in technical routes <b>(P1.2, P1.3, O1.1)</b>: <ul style="list-style-type: none"> <li>- Agree approach to co-regulated apprenticeships provision at Levels 4 and 5 with the Quality Assurance Agency for Higher Education, the Education and Skills Funding Agency, the Institute for Apprentices and Ofsted, and submit proposals to the Department for Education (DfE) by autumn 2018.</li> <li>- Conduct assessments of proposals for the first Institutes of Technology by autumn 2018 and support the government's review of Level 4 and 5 provision.</li> <li>- Promote findings from degree apprenticeship development projects from summer 2018 onwards.</li> </ul> </li> <li>• Develop approach to removing barriers to provision of accelerated degrees <b>(E1.2)</b>.</li> </ul>
<p><b>E2</b> Students have a positive experience of higher education and are highly satisfied with the quality of teaching, learning, wider experience and outcomes.</p>	<p><b>E2.1</b> Improve approach to understanding students' perception of their experience.</p>	<ul style="list-style-type: none"> <li>• Develop and deliver the National Student Survey (NSS) <b>(P1.3)</b>: <ul style="list-style-type: none"> <li>- Announce outcomes of NSS 2018 in August 2018.</li> <li>- Develop approach to analysing free text comments in NSS and on social media.</li> <li>- Develop measures to regularly review the impact of the NSS on institutional behaviours and the student experience.</li> </ul> </li> </ul>

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
		<ul style="list-style-type: none"> <li>• Explore and begin to develop new measures and monitoring tools, including <b>(P1.3)</b>:               <ul style="list-style-type: none"> <li>- A more frequent survey that captures views of students in different years.</li> <li>- A social media scraping methodology to create further measures of the student experience.</li> <li>- Measures based on staff surveys at institutions.</li> <li>- Experimental models for a taught postgraduate student survey, and an approach to implementation to be announced by early 2019.</li> </ul> </li> </ul>
	<p><b>E2.2</b> Protect the student interest during the transfer between regulatory systems.</p>	<ul style="list-style-type: none"> <li>• Regulate current providers during transition period:               <ul style="list-style-type: none"> <li>- Publish regulatory notices and associated documents to set out how different providers will be regulated during the transition period.</li> <li>- Sign memoranda of understanding with partner organisations to cover the transition period.</li> </ul> </li> <li>• Operate dual regulatory systems while minimising conflicts and unnecessary burden <b>(E4.1)</b>:               <ul style="list-style-type: none"> <li>- Coordinate regulatory activity related to alternative providers with DfE, including ‘teach out’.</li> </ul> </li> </ul>
	<p><b>E2.3</b> Incentivise positive student experiences beyond the conditions of registration.</p>	<ul style="list-style-type: none"> <li>• Develop and begin to implement the OfS approach to student welfare and wellbeing <b>(E3.3)</b>:               <ul style="list-style-type: none"> <li>- Determine scope of work in May 2018 and engage with the sector in summer 2018, informed by the monitoring and evaluation of the recent safeguarding projects, including by the Leadership Foundation for Higher Education.</li> <li>- Continue to work with students, providers, DfE and other stakeholders to develop a longer-term strategy for this area, including on mental health.</li> </ul> </li> <li>• Define and begin to deliver the OfS’s role to promote and protect free speech.</li> </ul>



Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
		<ul style="list-style-type: none"> <li>• Publish the OfS equality objectives and action plan by autumn 2018 <b>(P1.1, P1.2, P1.3)</b>.</li> <li>• Conduct equality analysis by spring 2019 for all protected characteristics, identifying any barriers not addressed through access and participation plans on underrepresented groups with regard to <b>(P1.1, P1.2, P1.3)</b>: <ul style="list-style-type: none"> <li>- Entry to higher education.</li> <li>- Non-continuation.</li> <li>- The student experience.</li> <li>- Progression to postgraduate study.</li> <li>- Progression to professional employment.</li> </ul> </li> <li>• Implement the Prevent duty and associated responsibilities: <ul style="list-style-type: none"> <li>- Conclude assessment process for Prevent activity in 2016-17 by June 2018 and publish monitoring outcomes by July 2018.</li> <li>- Develop and implement a more risk-based approach to monitoring compliance of the Prevent duty by autumn 2018.</li> <li>- Deliver an ongoing programme of continuous improvement and thematic reviews to support the sector in demonstrating compliance, including workshops and ongoing delivery of training materials.</li> </ul> </li> <li>• Remove barriers to student transfer: <ul style="list-style-type: none"> <li>- Assess information landscape for student transfer.</li> <li>- Conduct research on how best to encourage transfer (of students for whom it is the right choice).</li> <li>- Develop strategies for student transfer.</li> </ul> </li> </ul>
<p><b>E3</b> Students' knowledge and skills are improved during their higher education experience.</p>	<p><b>E3.1</b> Develop approach to maintaining baseline standards across the sector.</p>	<ul style="list-style-type: none"> <li>• Prepare for full implementation of regulatory framework, ensuring that a provider's context is recognised in decision-making; take action where necessary to maintain both high quality and competition <b>(P1.1, P2.1, E1.3, E4.1, O1.1, O1.2, O3.1, V1.1, V1.3, EF2.2, EF3.1)</b>: <ul style="list-style-type: none"> <li>- Develop approach to monitoring and risk assessment.</li> </ul> </li> </ul>

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
		<ul style="list-style-type: none"> <li>- Construct and test lead indicators.</li> <li>- Develop and implement operational system (to include information technology components) to deliver effective regulation.</li> <li>- Develop and implement measures to continually review and improve operational delivery of regulation for providers.</li> <li>• Develop approach to the measurement of the impact of our regulatory interventions by the end of December 2018. Collection and reporting on measures to be built into operational design for 1 August 2019 <b>(EF3.1)</b>.</li> <li>• Develop approach to student contracts <b>(P1.3, E2.3, V1.1)</b>: <ul style="list-style-type: none"> <li>- Conduct analysis of current state of student contracts across all parts of the sector.</li> <li>- Engage with students and prospective students to understand demand.</li> <li>- Develop plan for addressing the issue.</li> </ul> </li> </ul>
	<p><b>E3.2</b> Improve approach to understanding the benefits of higher education.</p>	<ul style="list-style-type: none"> <li>• Support evaluation of the learning gain pilots and determine follow-up activities <b>(P1.3, E3.3, V1.1, V1.2)</b>.</li> <li>• Monitor registration process for patterns of high non-continuation rates and conduct thematic review if there is evidence of a cross-cutting issue <b>(P1.1)</b>.</li> </ul>
	<p><b>E3.3</b> Incentivise improvements above the baseline.</p>	<ul style="list-style-type: none"> <li>• Assess the primary incentives influencing provider behaviour.</li> <li>• Continue to implement and develop the Teaching Excellence and Student Outcomes Framework (TEF) <b>(P1.3)</b>: <ul style="list-style-type: none"> <li>- Run applications process for TEF Year 4.</li> <li>- Conclude TEF Year 3 and publish the outcomes by June 2018.</li> <li>- Conclude first year of subject pilots by September 2018.</li> <li>- Initiate the next phase of subject TEF developments by autumn 2018.</li> <li>- Agree protocols with UKRI to ensure that TEF, the Knowledge Exchange Framework and the Research Excellence Framework are mutually supportive.</li> </ul> </li> </ul>

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
<p><b>E4</b> Students' interests are protected when events have a material negative impact on their ability to continue to study on a course, at a campus, or with a provider.</p>	<p><b>E4.1</b> Implement approach to student protection and other intervention in the event of course, campus or provider closure.</p>	<ul style="list-style-type: none"> <li>• Develop strategy and processes related to student protection cases and market exit scenarios by autumn 2018.               <ul style="list-style-type: none"> <li>- Develop engagement strategy that is proactive and proportionate to student protection risks identified during registration.</li> <li>- Develop approach to case management of providers that need to enact their student protection plan.</li> <li>- Design process for managing cases of market exit.</li> <li>- Develop approach to 'teach out' for use during the full implementation of the regulatory framework.</li> </ul> </li> </ul>

## Strategic objective: Outcomes

**'All students, from all backgrounds, are able to progress into employment, further study, and fulfilling lives, and their qualifications hold their value over time.'**

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
<p><b>O1</b> Graduates and postgraduates leave with the knowledge and skills that will contribute to their national and local economies and communities, and drive productivity.</p>	<p><b>O1.1</b> Establish OfS strategic response to the industrial strategy, identifying how we will address sector and place-based skills priorities.</p>	<ul style="list-style-type: none"> <li>• Agree and begin to implement strategic response by summer 2018 (<b>P1.1, P1.3, E3.1, E3.2, E3.3, O.12</b>):               <ul style="list-style-type: none"> <li>- Define and launch two pilot projects.</li> </ul> </li> <li>• Complete masters' conversion pilot and determine next steps.</li> <li>• Continue to support science, technology, engineering and mathematics and high-cost subjects through funding.</li> <li>• Begin to develop measures of the system's ability to meet future labour market demand (e.g. matching courses to skills groups, comparing with skills needs of the economy at local and national levels).</li> </ul>

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
		<ul style="list-style-type: none"> <li>• Implement and monitor the Institute of Coding during 2018 and develop and implement further projects with the Department of Culture, Media and Sport to address the digital skills gap.</li> </ul>
	<p><b>O1.2</b> Develop approach to collaborative working with UKRI.</p>	<ul style="list-style-type: none"> <li>• Conduct analysis with UKRI during 2018-19 to identify joint priorities for postgraduate participation and equality and diversity.</li> <li>• Launch joint activities on supporting progression to postgraduate education and equality and diversity with UKRI from 2019-20.</li> <li>• Promote student engagement with the workplace, local communities, and social and student enterprise <b>(E2.3, E3.3)</b>: <ul style="list-style-type: none"> <li>- Develop the Higher Education Innovation Fund (HEIF) during 2018-19 so that it systematically enhances and captures the student contribution to, and benefits from, knowledge exchange, to inform decisions on HEIF allocations for 2019-20 in March 2019.</li> <li>- Develop measures of impact, including of social value and return on investment, for student-related HEIF activity.</li> </ul> </li> </ul>
	<p><b>O1.3</b> Support local prosperity, productivity and progression by improving outcomes for graduates.</p>	<ul style="list-style-type: none"> <li>• Develop and implement pilot projects testing ways of improving progression outcomes for graduates who do not move beyond the place they grew up and studied <b>(P1.2, E1.3)</b>.</li> <li>• Work with the National Centre for Universities and Business during 2018-19 to develop models for enhancing work placement opportunities for students from all backgrounds and in all parts of the country.</li> <li>• Improve understanding of graduate outcomes, including through Longitudinal Education Outcomes data, the Graduate Outcomes survey and work-readiness tools.</li> </ul>

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
	<p><b>O1.4</b> Support medical student expansion and health reforms.</p>	<ul style="list-style-type: none"> <li>• Monitor the impact of nursing, midwifery and allied health funding on particular parts of the student population (especially mature learners).</li> <li>• Fund and deliver the Strategic Interventions in Health Education Disciplines.</li> <li>• Update institutional targets for medicine for 2018-19 following expansion process in April 2018.</li> <li>• Update institutional targets for 2019-20, following overseas changes and the expansion process in summer 2018 to ensure a clear baseline to measure the 2019-20 recruitment against the expansion.</li> </ul>
<p><b>O2</b> Students' lives are improved and enriched by their time in higher education.</p>	<p><b>O2.1</b> Develop approaches to better understand the wider outcomes students experience following higher education.</p>	<ul style="list-style-type: none"> <li>• Ensure the Graduate Outcomes survey captures wider outcomes beyond work and study.</li> </ul>
<p><b>O3</b> Qualifications hold their value over time, and students are able to use them long after leaving higher education.</p>	<p><b>O3.1</b> Develop approaches to ensure the reliability of degree standards.</p>	<ul style="list-style-type: none"> <li>• Work with sector bodies and the devolved administrations through the UK Standing Committee for Quality Assessment to agree sector recognised standards beyond the threshold – final agreement by end of September 2018 <b>(E3.1)</b>.</li> <li>• Complete and publish analysis of degree classifications over time by end of summer 2018.</li> <li>• Engage with the Higher Education Careers Services Unit on ensuring that degree certificates from registered or formerly registered providers can be verified by August 2019.</li> </ul>

# Strategic objective: Value for money

**‘All students, from all backgrounds, receive value for money.’**

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
<p><b>V1</b> Higher education delivers value for money for students, graduates, taxpayers and employers, especially in the form of positive student outcomes.</p>	<p><b>V1.1</b> Develop OfS approach to value for money for students.</p>	<ul style="list-style-type: none"> <li>• Identify existing data sources and insights into different perspectives on value for money for students and other key stakeholders.</li> <li>• Conduct programme of student and stakeholder engagement to build on perceptions of value for money to identify ‘what matters and why’ between June and November 2018.</li> <li>• Develop a value for money strategy, setting out how the OfS will address the key factors which affect students’ perceptions of value for money and how we will measure progress.</li> </ul>
	<p><b>V1.2</b> Ensure efficient use of taxpayer money by the sector.</p>	<ul style="list-style-type: none"> <li>• Support the DfE review of post-18 education and funding.</li> <li>• Develop approach to funding, including its evaluation, from academic year 2019-20.</li> <li>• Develop approach to monitoring the financial health of the overall sector.</li> <li>• Develop quantitative and qualitative analysis of providers’ transparency on institutional expenditure and value for money.</li> </ul>
	<p><b>V1.3</b> Promote restraint and accountability in senior staff remuneration.</p>	<ul style="list-style-type: none"> <li>• Publish accounts direction and guidance on senior staff remuneration and severance pay.</li> <li>• Publish data and trends on senior staff remuneration following submission of audited financial statements in December 2018.</li> </ul>

# Strategic objective: Efficiency and effectiveness

**'The OfS is an efficient and effective regulator.'**

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
<p><b>EF1</b> The OfS is a well managed and appropriately structured organisation, which supports and develops its staff to enable delivery of its objectives.</p>	<p><b>EF1.1</b> Establish and deliver a transformation programme to ensure the OfS has the right staff, structure, culture and working practices to deliver its objectives.</p>	<ul style="list-style-type: none"> <li>• Establish and deliver a programme of engagement with staff, to clarify the OfS approach in a number of areas, including:               <ul style="list-style-type: none"> <li>- Values and behaviours.</li> <li>- Equality and diversity.</li> <li>- Knowledge and information sharing.</li> <li>- Stakeholder management and communications.</li> </ul> </li> <li>• Design and implement the staffing structure by autumn 2018.</li> <li>• Ensure the access and participation agenda is properly integrated with the entirety of the OfS's approach.</li> <li>• Establish a portfolio management office function from April 2018.</li> <li>• Set up in-house legal function by June 2018.</li> <li>• Deliver the Digital, Data and Technology programme by November 2019.</li> </ul>
	<p><b>EF1.2</b> Enable continuous improvement by using evidence and feedback from stakeholders to inform OfS operations.</p>	<ul style="list-style-type: none"> <li>• Develop a coherent, holistic strategy for understanding student and other stakeholder perceptions:               <ul style="list-style-type: none"> <li>- Produce student engagement strategy.</li> <li>- Develop and implement an employer engagement strategy to apply the employer voice to the work of the OfS.</li> <li>- Review all existing and proposed stakeholder surveys.</li> </ul> </li> <li>• Establish internal culture and mechanisms through which staff are empowered to challenge existing approaches and accepted ideas.</li> </ul>

Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
<p><b>EF2</b> The OfS has the right systems and process infrastructure and resources to support delivery of its objectives.</p>	<p><b>EF2.1</b> Ensure effective use of data and evidence to inform decision-making.</p>	<ul style="list-style-type: none"> <li>• Develop and publish the OfS data strategy by December 2018.</li> <li>• Develop approach to horizon scanning and foresight <b>(P1.3)</b>:               <ul style="list-style-type: none"> <li>- Establish horizon scanning function.</li> <li>- Establish horizon scanning panel.</li> </ul> </li> <li>• Conduct fundamental review of approach to benchmarking used in analysis.</li> <li>• Prepare for designation as an official statistics producer by 20 May 2018.</li> <li>• Continue ongoing work to support the return of high quality data and an efficient and effective analytical infrastructure:               <ul style="list-style-type: none"> <li>- Maintain existing classification systems, e.g. Participation of Local Areas.</li> </ul> </li> </ul>
	<p><b>EF2.2</b> Monitor performance of internal operations and identify areas for improvement.</p>	<ul style="list-style-type: none"> <li>• Drive continuous improvement in the efficiency and effectiveness of corporate services:               <ul style="list-style-type: none"> <li>- Maintain availability of key systems, services and infrastructure to required standard.</li> <li>- Develop and implement measures to continually review and improve key service delivery performance.</li> </ul> </li> <li>• Manage OfS finances within the agreed DfE budgets, identifying and implementing efficiencies where possible.</li> <li>• Establish high standards of governance and process, including:               <ul style="list-style-type: none"> <li>- Ensure the OfS is compliant with the General Data Protection Regulation requirements.</li> <li>- Set up board committees including running a robust and open selection process for independent members.</li> </ul> </li> </ul>
	<p><b>EF2.3</b> Plan for the introduction of the OfS registration fee and any monetary and financial penalties.</p>	<ul style="list-style-type: none"> <li>• Put systems in place to implement the registration fee:               <ul style="list-style-type: none"> <li>- Identify robust measures to demonstrate value for money for registration fee.</li> </ul> </li> </ul>



Strategic outcomes	Headline activities 2018-19	Detail on outputs and activities 2018-19
<p><b>EF3</b> Regulatory burden for providers is minimised.</p>	<p><b>EF3.1</b> Develop methodology for appropriate measurement of regulatory burden.</p>	<ul style="list-style-type: none"> <li>• Identify and collect specific measures of regulatory burden on providers, including <b>(E3.1)</b>:               <ul style="list-style-type: none"> <li>- Measures of additional hours and financial cost spent on regulation by providers.</li> <li>- Number of repeat requests for identical information from providers.</li> <li>- Business impact target methodology.</li> <li>- Understanding of perceptions of regulatory burden.</li> </ul> </li> <li>• Updated equality impact assessment for the OfS regulatory framework by March 2019.</li> </ul>

A fundamental component of our approach is the use of measurement, data, and evaluation to inform and improve the way we regulate. In June 2018 we will update our strategy and this business plan with a set of key performance indicators and measures, against which we will track our performance and that of the sector.

### Abbreviations

DAPs – Degree awarding powers

DfE – Department for Education

DQB – Designated Quality Body

HEIF - Higher Education Innovation Fund

IAG – Information, advice and guidance

NSS – National Student Survey

OfS – Office for Students

TEF – Teaching Excellence and Student Outcomes Framework

UKRI – UK Research and Innovation



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