

University Alliance briefing

Higher education reform, November 2025

About University Alliance

University Alliance (UA) represents the UK's leading professional and technical universities. Our members specialise in working with industry and employers.

Their teaching is hands-on and designed to prepare students for their careers. Their knowledge and research drive industry and the public services to innovate, thrive and meet challenges. Alliance universities are leading the way in innovation and business support in the green, tech, and healthcare industries. They are major educators in healthcare, engineering, the creative arts, social sciences, degree apprenticeships and more.

Background

On 4 November 2024, the Secretary of State for Education made a [statement to the House of Commons](#) outlining plans for an [inflationary increase in higher education tuition fees and student maintenance loans](#).

In the same statement, she set out her priorities for higher education reform. These were reiterated in a letter to the sector sent the same day. In summary, the five priorities for HE reform call on higher education providers to:

- Expand access and improve outcomes for disadvantaged students.
- Make a stronger contribution to economic growth.
- Play a stronger civic role in their communities.
- Raise the bar further on teaching standards.
- Deliver a sustained transformation and efficiency programme.

University Alliance and our member universities support these priorities, and they closely align with our own. This briefing sets out what is already being done by professional and technical universities in these areas and practical solutions that would enable us to do more.

Overview

Professional and technical universities stand ready to serve our nation. They have the 'fresh thinking and new ideas' the government is looking for and should be at the heart of our national renewal. In the past there has been a failure to fully exploit what universities can offer the country. Universities deliver on multiple fronts at national, regional and local level, but the policy landscape is often disjointed.

We are therefore delighted that the government plans to take a more strategic and joined-up approach to higher education through the creation of a Post-16 Education and Skills Strategy. This should enable higher education to put its weight behind all five of the government's missions. In partnership with government and industry, professional and technical universities can:

- Work with businesses to innovate and deliver economic growth.
- Train the next generation of NHS, teaching and policing professionals so that our public services can thrive.
- Provide life-changing opportunities for a wide range of learners throughout their lifetime.
- Put Britain at the forefront of the clean energy revolution.

Improve access and outcomes for disadvantaged and mature students

Alliance universities are deeply committed to widening access and participation and delivering a transformational experience for all students. Nearly 23% of students at English Alliance universities were eligible for Free School Meals (FSM) compared to a sector average of 18%. 20% study part-time, 33% are aged 25 or older, and commuter students make up 60-70% of some institutions.

Beyond access, Alliance universities are continually striving to improve student outcomes. 95% of graduates are in work or further study within 15 months, with nearly 93% of those reporting their roles as meaningful. However, efforts continue to close outcome gaps across student groups.

What Alliance universities are doing:

Access

- **They are using a wide range of information about applicants to reach admissions decisions.** In addition to predicted and final grades, personal statements, interviews, portfolios, and auditions help give UA members more information about an applicant's suitability for a particular course. Contextual admissions practices are used to address inequalities in access.
- **They are delivering outreach activities and initiatives at local schools.** Some of these have a particular focus on strategic subject areas or support young people less likely to participate in Higher Education. For example:
 - [Coventry University](#) is directly involved in running a Multi-Academy Trust (MAT) in its local area.
 - [Birmingham City University](#) is working in partnership with Liminal Education to provide opportunities for students to mentor young people with complex backgrounds and additional support needs.
- **They are creating new routes into higher education.** Examples include degree apprenticeships, level 4 and 5 qualifications and Foundation Years. Additionally:
 - Eight [Institutes of Technology \(IoTs\)](#) are supported by an Alliance university.
 - Circa 25% of all Foundation Year qualifiers studied at an Alliance university.
- **They have campuses in HE cold spots.** For example:
 - [Middlesbrough](#), [Darlington](#), [Scarborough](#), [Orkney](#) and [Peterborough](#).
 - 73% of Teesside University's home undergraduate students are recruited from the Northeast, with 46% from within a 15-mile radius of Middlesbrough.
- **They have innovative partnerships with local FE colleges.** For example:
 - The [Teesside University College Partnership \(TUCP\)](#) is made up of Teesside University and four local FE colleges working in partnership to deliver a seamless pathway of education and training tailored to regional needs.
 - The [Hertfordshire Higher Education Consortium](#) is a partnership between the University of Hertfordshire and four colleges. It has been working collaboratively to provide range of Extended Degrees and Foundation Degrees for over 20 years. All students studying at partner colleges are offered university accommodation and have full access to both the college and university facilities, academic support and extra-curricular offer.

Outcomes

- **They are supporting students with tailored interventions to maximise continuation through and completion of courses.** Examples include access to

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personal tutors, study skills training/clinics and coaching; new bursaries and hardship funds; and improved student services. They are increasingly making use of innovative data analytics tools to track course engagement and prompt action where it drops. For example:

- UWE Bristol has an innovative whole-university approach to mental health which embeds student wellbeing within teaching and assessment. All staff receive mandatory mental health training, and a university-wide risk matrix guides staff in supporting students and referring them for appropriate specialist support.
- **They make use of innovative teaching and assessment methods to support varied learning styles and needs.**
 - Evidence is emerging that assessment reform is particularly effective at helping more students succeed in higher education. Many Alliance universities are cutting back on traditional written exams and introducing innovative assessments such as industry-facing projects and reports.
 - A group of UA members has worked together to identify the [inclusive assessment attributes](#) that work on a practical basis, and which barriers need to be addressed to implement these.
- **They are embedding employability in their curricula and assessments.** This ensures graduates leave with relevant skills and competencies as well as benefitting from a range of careers support initiatives.
 - Kingston University is embedding [Future Skills](#) into every course, with all first-year undergraduates taking a mandatory Future Skills module.
 - Anglia Ruskin University has developed [Live Brief](#) modules, or equivalent professional experiences, for every undergraduate student. Live briefs are real professional briefs set by employer clients which students respond to.
- **They provide personalised support to enable all students to fulfil their potential, including work experience and careers guidance.**
 - The [Talent Team](#) is a specialist skills and employment-focussed service for students across the Coventry University Group.
 - [Lifetime careers support](#) is at the heart of the University of West London's approach. Six months after course completion, graduates are contacted about the Careers Lifetime Support offer. Those that are still looking for opportunities twelve months after graduation can access the graduate internship scheme either at UWL or with local SMEs.

They could go further if:

- **More students were supported to succeed at school through reforms to the curriculum and assessment system.** Many young people are not well served by the current curriculum and assessment system at key stages 4 and 5. Key features of the system are unsuitable for learners experiencing special educational needs and/or disabilities (SEND). The most disadvantaged learners, particularly those eligible for free school meals, rarely progress to university and a growing number are likely to be NEET (not in education, employment or training). UA made a [submission to the recent independent curriculum and assessment review](#) with proposals for reform.
- **Student maintenance was increased.** The failure of the maintenance system to keep up with living costs is affecting access to and success at university, with [over half of students working part-time](#) and [a quarter at risk of dropping out](#). It is vital that maintenance entitlements and parental income thresholds are uprated to widen support to more families. Means-tested maintenance grants should be reinstated to end the perverse phenomenon of the least well-off students graduating with the most debt. [Modelling demonstrates this can be done at no extra cost to the Exchequer](#).

- **Skills England was given a clear remit and objective to cut bureaucracy.** Higher and degree apprenticeships are caught in a tangle of regulation and unnecessary bureaucracy, which is hampering innovation and dampening growth. The fact that they grew by 190% between 2016 - 2022 is a testament to their value and potential. The creation of Skills England, with its convening power and wide-angle, long-focus lens, should be used to meaningfully cut bureaucracy whilst maintaining quality.
- **Credit value was applied to all post-16 qualifications to support lifelong learning.** Applying a credit value is a means of quantifying and recognising learning whenever and wherever it is achieved. As a first step, the government should introduce an approach for Trailblazers to assign both a credit level (as they do currently) and a credit value to new apprenticeship standards.
- **There was a fair and simplified approach to funding.** Degree apprenticeships are costly to deliver, in part due to several funding bands being set too low. The government should explore using the credit value established through the preliminary work on the Lifelong Learning Entitlement (LLE) to introduce a common approach to funding higher education provision, including degree apprenticeships.
- **Cuts to foundation year fees were reversed.** The planned fee cap for OfS Price Group D subjects will reduce the availability and choice of integrated foundation year provision, which has an [excellent track record of enabling progression to higher level study](#). This will compound the negative effects of early specialisation that is a feature of the post-16 system, particularly for disadvantaged learners and those with special educational needs.
- **The regulatory focus was broadened from student outcomes to value added.** The OfS's narrow regulatory focus on the three student outcomes of continuation, completion and progression does not measure the broader value of higher education and is affected by factors outside universities' control, such as students' backgrounds. As the House of Lords [Industry and Regulators Committee noted](#), it has the 'potential to run counter to efforts to widen access to university, both by penalising institutions that take on students from disadvantaged backgrounds'. The OfS should place a greater focus on 'learning gain' and the value added by higher education.

Make a stronger contribution to economic growth

Universities of all shapes and sizes, in all regions of the UK can play a key role in supporting output growth, productivity growth and employment growth. Our [response](#) to the Industrial Strategy green paper highlights how professional and technical universities contribute to many of the cross-cutting enablers of a pro-business environment identified and how these can be optimised through government policy.

Professional and technical universities are economic anchors for their communities, supporting businesses to grow and industries to flourish. In the latest iteration of the [Knowledge Exchange Framework \(KEF\)](#), our members, defined as 'large universities with a broad discipline base', increased their local growth and regeneration performance on average relative to the rest sector. Circa 24K businesses are supported to start up and grow every year by an Alliance university. We believe that supporting SMEs to overcome barriers to digital and technology adoption should be a priority in the Industrial Strategy.

What Alliance universities are doing:

- They are equipping high-potential SMEs with the capabilities they need to innovate and grow at scale, including through:

- Physical spaces that provide co-working and collaboration arrangements for entrepreneurs, spin-offs, start-ups and SMEs, and where they can access innovation support services.
 - Support from the University of Hertfordshire has enabled [spin-out ImmuONE](#) to access funding to relocate to larger premises and recruit staff to advance work on their 3D human lung, a revolutionary alternative to animal testing for new drugs.
- These are designed to help a range of businesses and social enterprises deliver better products and services, improved customer experience and increased sales, and can include training, workshops, and consultancy.
 - [Leeds Beckett University](#) has teamed up with Riverside Greetings Ltd on a Management Knowledge Transfer Partnership to develop new technologies to boost productivity.
- This is in addition to providing access to their specialist facilities (e.g., labs, studios and simulation suites), equipment (e.g., high-end printers, computers and machinery) and the expert technicians needed to operate them.
 - Birmingham City University's award-winning [STEAMhouse](#) provides support to companies of all sizes from sole traders to large corporations through the provision of co-working spaces; advanced production and prototyping facilities; and a digital hub with future technologies like AR (augmented reality), VR (virtual reality), 5G testbeds and trials. It drives business growth and overcomes commercial and societal challenges through collaborative innovation.
- **They are growing international partnerships and TNE.** In 2021 total UK education related exports were [estimated](#) to be £25.50 billion and UK TNE activity was £2.4 billion.

They could go further if:

- **Mechanisms were put in place to ensure effective join-up between higher education teaching, research and innovation.**
- **There was greater policy stability and clarity.** The [first Skills England report](#) highlights that 'colleges and universities lack the certainty they need to invest in future skills needs.'
- **Government considered how to incentivise greater demand and capacity for universities and businesses to co-locate, to drive efficiencies and growth through access to facilities, equipment and expertise.**
- **Funding was directed to achieve Local Growth Plans, focussing on improving skills, driving innovation and encouraging investment in each region's growth sectors.** There was a missed opportunity to adequately embed research, innovation, and support for SMEs in the UK Shared Prosperity Fund that needs to be rectified.
- **There was an independent evaluation of LSIPs and the Employer Representative Bodies.** This should include an assessment of how well universities were integrated into the process and delivery of actions.
- **There was greater coherence and sequencing between the various overlapping plans, strategies and interventions in the pipeline.** Including: LSIPs, Local Growth Plans, the Industrial Strategy and Sector Plans, the Post-16 Education and Skills Strategy, the Youth Guarantee, plans to simplify and devolve adult education, and flexibilities to the Growth and Skills Levy. A **policy roadmap** should be clearly communicated to help stakeholders marshal their expertise and resources effectively to maximise their contribution.
- **The five HE reform priorities (particularly economic growth and civic agenda) were aligned with the place-based approach to policy in the Industrial Strategy.**

- **HEIF was scaled up and its scope protected.**
- **The data informing allocations of knowledge exchange funding captured deeper insights on how universities support workforce planning and upskilling.** The links between innovation and skills needs to be better understood and reflected within both policymaking and delivery.
- **The government consulted widely on the review of the [International Education Strategy](#).** It should be used as an opportunity to promote the contribution of UK higher education as a major source of income, exports and soft power. The review should also seek to achieve greater policy alignment and coherence across relevant departments, including the Home Office.

Play a greater civic role in local communities

Alliance universities are anchor institutions and take the associated responsibilities aligned with this reputation very seriously. This role is informed by, but also extends beyond, their historical connections to their places and current presence in the built environment, as largescale employers and their proportion of local students; part of their mission is to be 'in, of and for' their places, actively working to benefit their local communities and populations.

What Alliance universities are doing:

- **They are place makers**, working with others to make their towns and cities exciting and vibrant places in which to live. In addition to their core activities of teaching and research, they are supporting local infrastructure and regeneration projects.
 - Leeds Beckett University's role as a Leeds anchor shapes everything it does. The university provides courses that support the needs of the local community, and this underpins its focus on research and innovation where it is a national leader in Knowledge Transfer Partnerships that directly support the ambitions of local employers. LBU is a responsible employer who seeks to recruit locally, purchase substantially from local suppliers (increasing their contribution to the local economy) and act as a local leader in carbon reduction. The university is increasingly linking its economic impact as a purchaser to the direct experience of its students, using procurement contracts to support the development of placement opportunities.
 - Teesside University is the only university fully based in the Tees Valley, an area with significant socio-economic challenges, including low levels of employment, low productivity and wages, and lower educational outcomes than the rest of the UK. It provides the vast majority of the skills, education, R&D and business support provision in the area. Outside its role as an educator and employer, the University is a key civic actor in the region, with a wider social and cultural impact across the local community.
 - [RGU Orkney](#) is an innovative satellite initiative based at the Orkney Research and Innovation Campus to enhance RGU's reach and create transformational projects. Within this island landscape, community engagement has been at the heart of RGU's approach, embedding the University's activities and ethos within local networks.
- **They are working in partnership with local and combined authorities and other anchor institutions.** These include NHS trusts, FE colleges, schools and large employers, as well as SMEs.
 - [ARU Peterborough](#) is a new institution specifically designed to target local skills needs, co-creating the curriculum with employers, with a focus on healthcare, science, business, and engineering. It is working to meet the specific needs of local NHS partners and other providers in the Peterborough

- region through tailored provision. For example, it recently launched a course on paediatric nursing in response to the needs of the local NHS trust.
- [Oxford Brookes University](#) has developed a set of resources to train volunteer Hospital Navigators to help improve the lives of vulnerable people. The Navigators build relationships and help promote positive life outcomes such as careers and mental health support as well as violence prevention initiatives.
 - The [University of Brighton's Worthing Ignite](#) project is a partnership between researchers and the West Sussex Parent Carers Forum with the aim of improving children's mental health in Worthing, a town with high levels of teenage self-harm. It developed sustainable, long-term solutions informed by the latest research.
 - **They are training significant numbers of local nurses, paramedics, teachers, social workers, police officers.**
 - Alliance universities train one in three nurses in England and a sizeable proportion of allied health professionals, social workers and teachers.
 - A [healthcare education consortium](#) comprising 7 Alliance universities has been awarded over £3.3million to develop healthcare degree apprenticeships following a bid led by Middlesex University and supported by UA. This pooling of resources will boost the number of apprenticeship starts and contribute to achieving the goals set out in the NHS Longterm Workforce Plan.
 - **They are providing active roles for students within their local community.** For example, placements, enterprise schemes, volunteering and internships.
 - [Anglia Ruskin University's Law Clinic](#), set up in 2018, works with local law firms to provide free, independent and confidential legal advice to people who otherwise might struggle to obtain it.
 - Through the [Innocence Project London](#), law and criminology students at the University of Greenwich work with a practicing lawyer to investigate cases of individuals who claim innocence but have exhausted the appeals process.
 - **They are supporting cultural institutions and events in their local community such as museums, theatres and festivals.**
 - The [Newham Plays](#) create cultural participation opportunities for young people from diverse backgrounds, embedding a strong public engagement and inclusive ethos in their approach to the arts. Produced by the School of Art at Middlesex University, the shows offer local youth opportunities for creative expression and participation in building a professional theatre production, in a community usually considered to be a cold spot for arts performance and education.
 - [Derby Theatre](#), owned by the University of Derby, is the first ever Learning Theatre of its kind and is recognised regionally, nationally and internationally as a unique model for real-life learning. Offering undergraduate and masters' courses, it offers a unique opportunity for students to learn their craft by working alongside both academics and theatre professionals on real shows and events in the heart of a professional producing theatre.

They could go further if:

- **They were actively positioned at the heart of place-based approaches in the Industrial Strategy.** This would utilise their role as anchor institutions that also have a national and international presence.
- **They had a long-term sustainable funding settlement.** Universities receive a third less per domestic student than they did a decade ago and make a loss on both research and teaching. As a result, 72% [could be in deficit by 2025/26](#). When

budgets are tight, civic-facing activities are among the first to be cut as obligations to students and staff must always come first.

- **They were embedded in NHS and social care workforce planning.** UA and other sector bodies are calling for a cross-government health education taskforce to coordinate delivery of the NHS Long Term Workforce Plan and a key role in Integrated Care Systems (ICSs) and Integrated Care Boards (ICBs). Joint working is crucial to ensure local workforce capabilities can be grown and/or adapted to meet changing demands.
- **Initial teacher training (ITT) was reformed to maximise the involvement of universities.** One of the immediate and direct impacts of the ITT market review and resulting accreditation process was the loss of universal coverage of accredited providers. This is now directly compounding the teacher recruitment shortage in specific areas.
- **There were stronger incentives for people to join and remain in the public sector workforce,** for example as nurses, teachers and police officers. The government should work with the higher education sector to design incentives such as bursaries and/or student loan forgiveness schemes that can help reverse under-recruitment, as well as improve retention.

Raise the bar further on teaching standards

As teaching-intensive institutions, Alliance universities are proud of their long history of teaching excellence. They are more likely to be rated gold for teaching excellence than universities in any other group according to the latest results of the [Teaching Excellence Framework \(TEF\)](#). UA members were also rated as very high quality or outstanding for educational gain intentions in [TEF 2023](#). In addition, Alliance universities came top for student satisfaction in the 2023 [National Student Survey](#). Our average NSS 2024 score for Learning Opportunities was 83% positive.

What Alliance universities are doing:

- **Their teaching is practice-informed and inclusive, tailored to the varied learning styles of their diverse student bodies.**
 - Oxford Brookes University developed the sector-leading [IDEAS curriculum model](#) to embed the principle of inclusivity across all its curricula, pedagogies and academic experiences. It is built around five features crucial for the success of its students and graduates: 1) Inclusive learning and teaching; 2) Digital inclusion; 3) Employability learning; 4) Assessment for Learning; and 5) Sustainability Mindset.
 - The University of Greenwich has developed an [Inclusive Curriculum Enhancement Tool](#), which has been widely used across the sector to evaluate the extent to which curricula are accessible, how well students see themselves reflected, and to help develop the skills needed to contribute positively in a global and diverse environment. The university has also created new 'Inclusivity Consultant' student roles in conjunction with the student's union, who audit and feedback on modules.
- **Their provision is informed by industry and the professions, and much of it is professionally accredited.**
 - UWE Bristol works actively with 76 professional, statutory and regulatory bodies (PSRBs), and over 70% of undergraduates study on accredited programmes.
 - In partnership with Rolls-Royce, the University of Derby opened a [Nuclear Skills Academy](#) delivering engineering and business leadership programmes

for 200 apprentices per annum from Levels 3 to 6. The university's commitment to partnership working with industry is also reflected in its engagement with professional bodies, employers and industry advisory boards, which ensures curricula are industry led and meet the higher skills need of the students and local and global economies. In 2021-22, 60% of students were studying on a programme that conferred professional recognition or accreditation.

- **They support the continuous professional development and career progression of their staff, including technicians.** This ensures students benefit from well-qualified teachers and up to date teaching methods. Many UA members are undertaking sector-leading specialist pedagogic research and initiatives.
 - Alliance universities have a high proportion of teaching staff with a recognised teaching qualification. The number of staff across the Alliance achieving a level of Fellowship under the [UK Professional Standards Framework \(UKPSF\)](#) exceeds the sector average (61.6% compared to of 46.1%).
 - As one of the founding signatories to the [Technician Commitment](#) in 2018, UWE Bristol has cross institutional principles that govern how it recruits and retains technical staff, ensures equality of recognition, and provides clear opportunities for career progression and development. This includes direct involvement in course delivery, and collaboration in the development of techniques and practice innovations. Technical staff also provide expert advice and guidance to staff and students on safe, effective and appropriate use of technologies, equipment and materials. The university has invested significantly in CPD and wider development for technicians and actively support technicians to become Fellows of Advance HE.
- **They are investing in physical and digital facilities to enhance the learning experience**, with use of cutting-edge technology and simulation suites in multiple programme areas.
 - [Simulation units and virtual and augmented reality training suites](#) enable healthcare students at Alliance universities to practice rare or risky procedures, as well as everyday skills, in safe but highly realistic environments, before using them on real patients.
 - The [Hydra Simulation Centre](#) at the University of South Wales provides a unique learning and teaching environment and is used to conduct immersive, simulated scenarios for a variety of students from Police Sciences, Nursing, Global Governance and Social Work to Public Health, Business and Marketing courses. Hydra is a training tool that enables the monitoring of group dynamics, real-time leadership and naturalistic decision making in critical incidents. It has assisted in the training and decision making of police officers, emergency personnel, health care professionals and the military and private sectors in the United Kingdom and internationally.

They could go further if:

- **They had a long-term sustainable funding settlement.** Universities receive a third less per domestic student than they did a decade ago and make a loss on both research and teaching. As a result, 72% [could be in deficit by 2025/26](#). It is impossible to provide high quality and innovative teaching on the cheap.
- **Higher education funding and regulation truly incentivised teaching excellence, enhancement and innovation.** The development of an integrated approach to quality in the coming months offers an opportunity to achieve this.
- **They had access to additional capital funding to invest in innovative teaching activity such as simulated provision.** Continued government support is needed to

grow simulated provision – taking further pressure off clinical placement providers in areas such as nursing.

Drive efficiency and reform for better long-term value

Given the [highly precarious](#) state of higher education finances in the UK, all Alliance universities are taking urgent and immediate steps to address their financial sustainability.

What Alliance universities are doing:

- **They are making significant efficiency savings**, e.g. through:
 - Reviewing their provision of courses and modules
 - Reducing module options and number of assessments per module to free up academics' time and make them more efficient
 - Reviewing academic workload allocation models
 - Undertaking staffing reviews and restructures
 - Reviewing, pausing and/or cancelling capital programmes to invest in campus developments or expansions
 - Diversifying income streams
 - Cutting back on less mission-critical activity
- **They are working together to:**
 - **Share advice and best practice.** Areas of UA-wide collaborative discussions include the academic workload model, managing resources, and professional service structures.
 - **Explore the potential for shared services and shared service delivery, especially across professional services.**

They could go further if:

- **Universities had greater flexibility to set their pension arrangements.** A review of pension rules across the higher education sector would save universities millions at little cost to the Exchequer, while still offering staff a fair deal.
- **Student Loan Company (SLC) payments to universities were reprofiled to align payments to the reality of expenditure.** The [OfS](#) found that universities face low levels of liquidity at certain points in the annual cycle. This could be mitigated by reprofiling the SLC payments that providers receive throughout the year (ideally 40:40:20).
- **The UK could continue to compete as a top destination for international talent.** International students make a significant contribution to our universities, communities, the economy and our soft power. Effective immigration policy that clearly signposts the UK as a welcoming environment for international students is essential to the financial sustainability of UK universities. International student numbers have declined significantly mostly due to the political choices of the previous government. We welcome the government swiftly [adopting a different approach](#). As part of this reset, international students should be removed from estimates of long-term migration statistics, as the majority are not long-term migrants.
- **Higher education regulation was proportionate and fit for purpose.** Universities are rightfully subject to robust regulation, but the current regulatory regime is disproportionate and costly, encompassing the Office for Students (OfS), Ofsted, and multiple Professional, Statutory and Regulatory Bodies (PSRBs). [The House of Lords found this is leading to duplication and red tape](#). Burdensome regulation diverts

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university resources away from frontline teaching and student services. UA would like to see a more co-regulatory approach between OfS and other regulators to reduce unnecessary duplication and bureaucracy.

Conclusion

We understand the government is facing significant challenges: revitalising growth, addressing skills shortages and low productivity and ensuring public services are fit for the future, to name just a few. Yet there is plenty of cause for hope. With the right policies and practices in place, we know that professional and technical universities can go further in supporting economic growth and delivering a better future for the UK. We look forward to working with the DfE as it develops its HE reform programme and Post-16 Education and Skills Strategy.