

Annex A: List of questions in consultation

Question 1: To what extent do you agree with our proposed approach to securing savings in the academic year 2019-20? (see paragraph 10)

Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know / prefer not to say
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N/A

Question 2: To what extent do you agree with our proposed approach to securing savings in the academic year 2020-21? (see paragraph 24)

Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know / prefer not to say
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Imperial College London focuses its teaching and research exclusively on science, technology, engineering, medicine and business. Annually, over 7000 students graduate from the College equipped with the ability to think critically and independently and with strong analytical skills allowing them to be leaders in tackling economic, industrial and social problems.

Providing the excellent research-led laboratory-based education required to produce high-quality graduates is highly resource intensive. At Imperial students will typically undertake 12 hours per week of laboratory practicals. For example, in the first three years of a Chemistry degree at Imperial, students will undertake 731 hours of practical work compared to the minimum 400 hours required by the Royal Society of Chemistry. In the first 2 years of the Medical Biosciences degree at Imperial, laboratory teaching is carried out over four full days across two laboratories in the first two terms. The provision of authentic learning experiences is an important part of education at Imperial, allowing skills developed through traditional teaching to be applied to solving open-ended real-world problems. The use of facilities such as a bespoke construction site and a scaled down chemical engineering plant enable such learning but require skilled teaching staff and technicians as well as expensive consumables.

Testament to the value of the skills developed by the teaching at Imperial, its graduates are highly sought after by employers with the average starting salaries of Imperial Home/EU graduates ranging from £28,125 to £46,000 six months after graduation. According to the government's Industrial Strategy 40% of employers are reporting a shortage of STEM graduates making it difficult to recruit appropriate staff.

The cost of delivering an undergraduate education to Home/EU students exceeds tuition fee income in every subject area and this will be exacerbated by the freezing of the tuition fee cap until 2020-21 and inflation. The average deficit per student is £4,100 and in subjects that qualify for High-Cost Subject funding and Very High-Cost STEM funding students are still taught at a loss. Long term cuts to STEM funding must inevitably impact on the number of Home/EU students taught or the nature and quality of education or both. This would worsen the skills deficit experienced by employers.

The College's Medicine programmes require clinicians to develop and deliver course content. The costs for employing such staff are significantly higher than for non-clinical staff

²² Protected characteristics are defined in Part 11 of the Equality Act as: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation. See www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1.

with such programmes being taught at a considerable deficit despite grants for clinical consultants' and GPs' pay. Any reductions to such funding would impact the UK's ability to train the future doctors that it needs.

Question 3: Do you have any comments about any unintended consequences of these proposals, for example, for particular types of provider or for particular types of student?

Imperial teaches predominantly STEM subjects. As result, the College does not have the ability to subsidise fee income from less expensive to teach subjects (such as arts, humanities and social sciences subjects) to more expensive to teach subjects (STEM subjects).

Question 4: Do you have any comments about the potential impact of these proposals on individuals on the basis of their protected characteristics?²²

N/A

Question 5: Do you have any other comments on the proposals?

N/A

²² Protected characteristics are defined in Part 11 of the Equality Act as: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation. See www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1.