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## Chapter 1:

# Executive Summary



## Key facts and figures

A recent report from Universities UK, in partnership with London Economics, reveals that higher education makes a £166bn contribution to the UK economy. Universities support more than three-quarters of a million jobs (768,000), of which nearly

half (382,500) are indirect, employed by local businesses such as restaurants and retailers who benefit from the economic stimulus universities create.

*This report sets out the specific contribution that the University of Greenwich makes to its local economies and beyond.*

The University of Greenwich is an extremely significant Institution in Greenwich and Medway providing higher education opportunities to a very broad range of students, generating a large economic and social impact within the local area

and contributing long lasting skills and research outcomes for the UK economy. This report sets out the wide-ranging impacts of the university both in qualitative and quantitative terms.



## Overall Quantitative Impacts

The university is estimated to generate in excess of  
**£768m**  
in GVA  
each year  
for the UK economy<sup>1</sup>

The university also generates an estimated  
**£341m**  
in tax receipts  
to the UK economy from  
each year of activity<sup>2</sup>

The university  
**receives**  
**£139m**  
per annum from UK  
public sector sources  
(including repayable tuition fees)

The university  
**employs**  
**2,528**  
people in the local  
economy<sup>6</sup>

The university provides a return of  
**x5.5**  
meaning that for every **£1**  
spent **£5.50** is generated<sup>8</sup>

In 2022 there were  
**28,000**  
students undertaking  
courses at the  
university's UK base<sup>3</sup>

Figures generally based on 2022 data.



## Quantified Local Impacts

- The largest economic impact of the university is generated from the long-term future earning potential of students achieving higher level skills (£445m in lifetime future earnings from the cohorts leaving the university every year).<sup>16</sup>
- Local impacts are also very significant with university direct expenditure and the expenditure of staff and 1students generating a further £323m GVA every year – and with the high majority of this directly benefiting the economies of Greenwich and Medway.
- Overall, the activity of the university is estimated to create a further 2,017 jobs locally in addition to the 2,528 employed by the university itself.

## Wider Impacts<sup>17</sup>

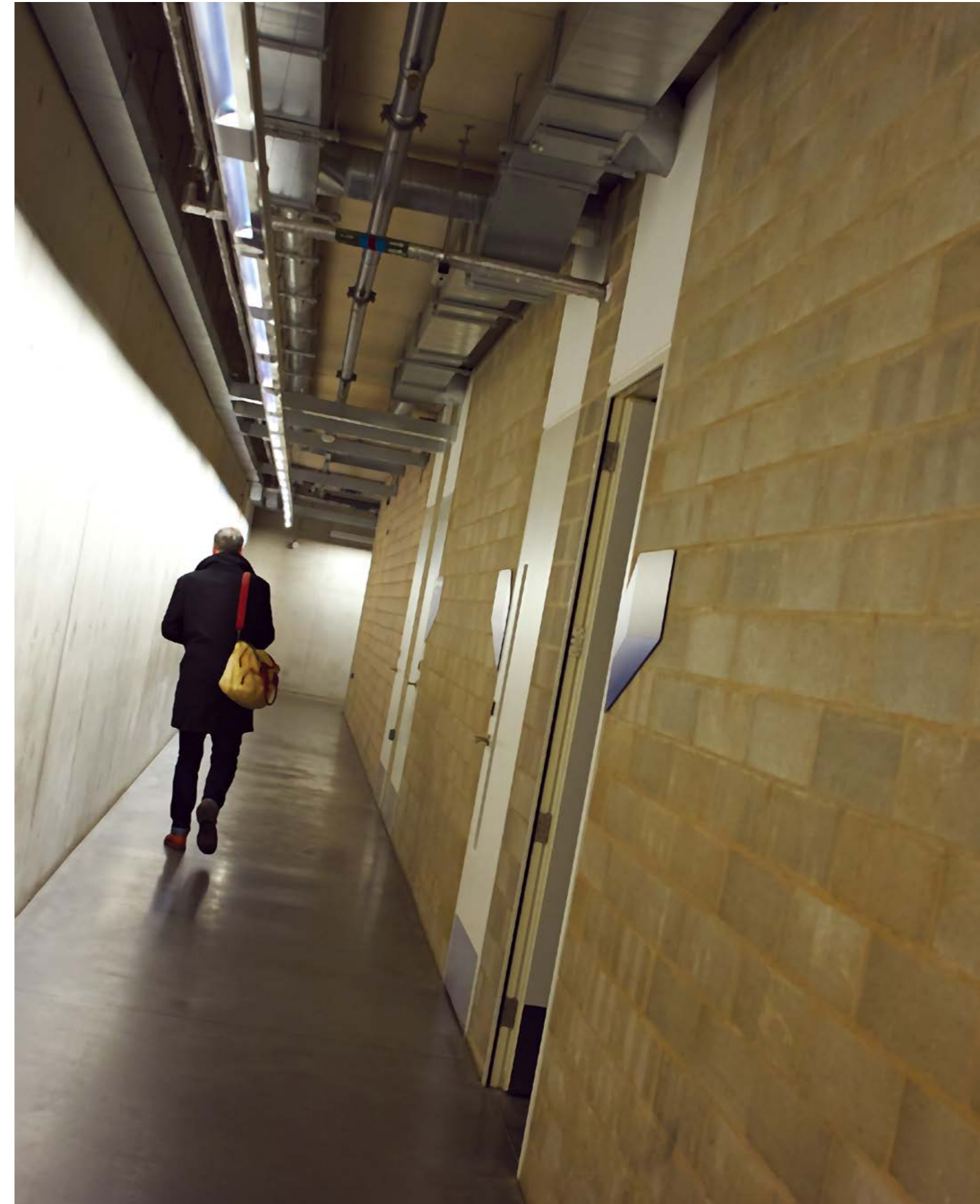
- By increasing the accessibility of its courses and focusing on equality, diversity and inclusivity the university is ranked 4th in terms of social mobility in the UK by the Institute for Fiscal Studies.
- University of Greenwich students are more likely to come from more deprived neighbourhoods than across the HEI sector – 58.2% of Greenwich students come from the 40% most deprived neighbourhoods compared to 44.1% across the UK as a whole.
- Graduates from the university are more likely to enter full-time employment than those from other Universities with 61% of graduates in full time employment after graduating compared to 53% across England – and 71% of University of Greenwich graduates will be in highly skilled employment 15 months after completing their degree – also higher than for England as a whole.
- A higher proportion of graduates from the University of Greenwich are estimated to earn £27,000 or above on graduating (54.8%) compared to the sector as a whole (45.8).
- The university is also addressing the challenge to achieve net zero by 2030 and reduced its Scope 1&2 emissions from 7,021 tCO<sub>2</sub>e in 2018/19 to 5,384 tCO<sub>2</sub>e in 2021/22<sup>18</sup>.

## Research and Economic Development

The university generates almost  
**£21m**  
in funding  
directly associated  
with its research  
activities each year

The university doubled  
the number of academic  
staff involved in research  
**(to c400)**  
between the **2014 Research  
Excellence Framework (REF)  
ranking 2021 - the 4th fastest  
increase in REF  
rating in the rankings.**

Knowledge  
Transfer  
Partnerships  
**R&D Expertise  
for KTP and access  
to research centres.**





Chapter 2:

# Introduction





The headline estimates from the work undertaken by the University of Greenwich and quantified in this report are as follows<sup>19</sup>:

Estimated GVA per annum	£m	Estimated Tax return to Government per annum	£m
<b>Activities</b>		<b>Fiscal Contribution</b>	
Student employment	£445m	Employers NI	9.8m
<b>Operations</b>		Employees NI	7.6m
Core GVA	£161m	Employees PAYE	12.8m
Supplier spend GVA	£72m	Student earnings uplift PAYE	283m
Impact of capital spend	£10m	VAT	27.5m
Staff salary GVA	£17m	<b>Total</b>	<b>340.7m</b>
Student spend GVA	£36m		
Student employment GVA	£27m		
<b>Total</b>	<b>£768m</b>		

The Economic and Social Assessment of the University of Greenwich examines the core economic impacts of the university as well as the wider social contributions made by the Institution in line with its vision of education without boundaries.

## Introduction and Purpose

The University of Greenwich is a large Higher Education Institution (HEI) located in the London Borough of Greenwich and in Medway, Kent.

The university has four faculties across three campuses, serves 20,000 UK-based students from over 140 countries (plus another 15,000 transnational education students), an annual Research and Knowledge Exchange (R&KE) income of over £30m with over half of the 940-strong academic population engaged in R&KE. The university is firmly embedded in its locale but has gained national and international recognition<sup>20</sup>.

In 2023, the university commissioned this economic and social impact assessment to understand the depth and breadth of its impact.

## History

The University of Greenwich, established as a university in 1992, has a 130-year heritage covering high standards of teaching, learning and research, reflecting the needs of its local, regional, national and global communities. Its vision is to be the best modern university, continuing as a positive force for change,

with strategic priorities focussed on transformational work across Learning and Teaching, and Research and Knowledge Exchange.

Founded as Woolwich Polytechnic in 1890, and combining courses with other local higher education establishments, it pioneered the first sandwich course in 1935 – an innovation dedicated to “education without boundaries”, which remains an integral part of its ambition.

Its three sites are the Grade 1 listed Old Naval College standing on the River Thames in Greenwich, a campus at Avery Hill (also in Greenwich), and the campus at Chatham, Medway. The Chatham campus originated from the Natural Resources Institute which has been integrated into the work of the university.

The university has always collaborated closely with local colleges and is now a member of the Partner College Network. The network aims to deliver higher education within further education and to work on a range of initiatives related to widening participation and access as part of a broader commitment to regional development in line with the regeneration of the Thames Gateway.

All three campuses have been the recipients of consistent investment and development. Recently, investment into the Greenwich Learning and Stimulation Centre for healthcare programme won an award for excellence in clinical education and research at the Zenith Global Health Awards.

In July 2022 the university had 28,009 campus-based students and 2,511 staff.

The university has also built a strong academic and social reputation, with recent achievements (highlighted in the 2022 Annual Report), including:

- Overall student satisfaction increased by 4% in the National Student Survey 2022, which is 3% higher than the average increase in the sector.

- Score of 86% overall satisfaction in the Postgraduate Taught Experience Survey.
- According to the Graduate Outcomes Survey of 2019/20, 71% of graduates were in highly skilled employment 15 months after the end of their course. This is 1% higher than sector average.
- Placed 19th worldwide in the category of reducing inequalities.
- Achieved a 1st class rating by the People & Planet University League for their environmental and ethical performance.

## Strategy for 2030

The university’s most recent University Strategy, published in 2021, is centred around the phrase ‘This is Our Time’, and sets out its mission to become the best modern university in the UK by 2030.

The strategy builds on the 130-year heritage to deliver on the university’s vision for ‘Education Without Boundaries’ and its key objectives are:

- Student success – through offering an enhanced student experience, by which each student has the opportunity to learn and develop to their full potential, the university is able to transform lives;

- Inclusivity and culture – staff development and inclusivity are vital for the future success of the university;
- Impactful research and knowledge – knowledge created through research permeates the university and its regions of influence; and
- Connected and sustainable campuses – through investing in its physical infrastructure, each campus will gain a distinct identity that reflects its students and its place in the local community.

## The university and local growth

The university sits within the local economies of Greenwich and Medway and, to some extent, its admissions will be shaped by these communities while the university helps shape the skills employed in the area and the future skills being developed.

Medway and Greenwich have productive economies, with large percentages of the working age population being economically active. An above average proportion of the population of Greenwich is employed in knowledge-intensive or professional occupations. The university is a significant employer in the area and contributes

to the relatively high levels of employment in the education sector in both locations.

Both areas have a relatively high proportion of deprived households: Medway has 39.5% of neighbourhoods in the 30% most deprived quantiles while Greenwich has 45.7%<sup>21</sup>.

More detailed information on the economies of Medway and Greenwich can be found in Appendix One.



## Assessment

The history and current strategy of the university are important considerations in completing the economic assessment. Some of the work undertaken considers the impact of the university within the framework of its own ambition.

Specifically, however, this report sets out the economic and social impact that the various activities of the university have in the regional and UK economy. This is considered in terms of the activity of the university (teaching and research), the operations of the university (employing staff and accommodating students), and wider impacts such as its social impact and the fiscal impact for the UK economy.

## Summary of Economic Contribution

The methodology used to determine the university's economic impact (aside from its social impact) is as follows:

- The ongoing work of the university
- the indirect and multiplier impacts of the on-going work of the university
- the future improved salary outcomes from graduates
- the increased tax take to the Treasury of all these items.

The impact is expressed in terms of Gross Value Added (GVA) benefit to the economy, which monetises all of the impacts. GVA measures the contribution to the economy of each individual producer, industry or sector. It is the value of the amount of goods and services that have been produced, less the cost of all inputs and raw materials that are directly attributable to that production.

The single largest impact is the future lifetime earning potential of students over what might be expected to take place anyway. Studies show that the university has a higher proportion of courses falling into the higher future earnings qualifications, and the impact of the university in enabling the attainment of students who are less likely to attend Higher Education suggests that its

role is significant in driving higher earnings. The calculation takes an average uplift in earning by course, number of students and average length of their career.

The second largest impact of the university is through normal operations. This calculation takes the salaries of staff, any university surplus and includes interest income and adds back depreciation.

## Assessment

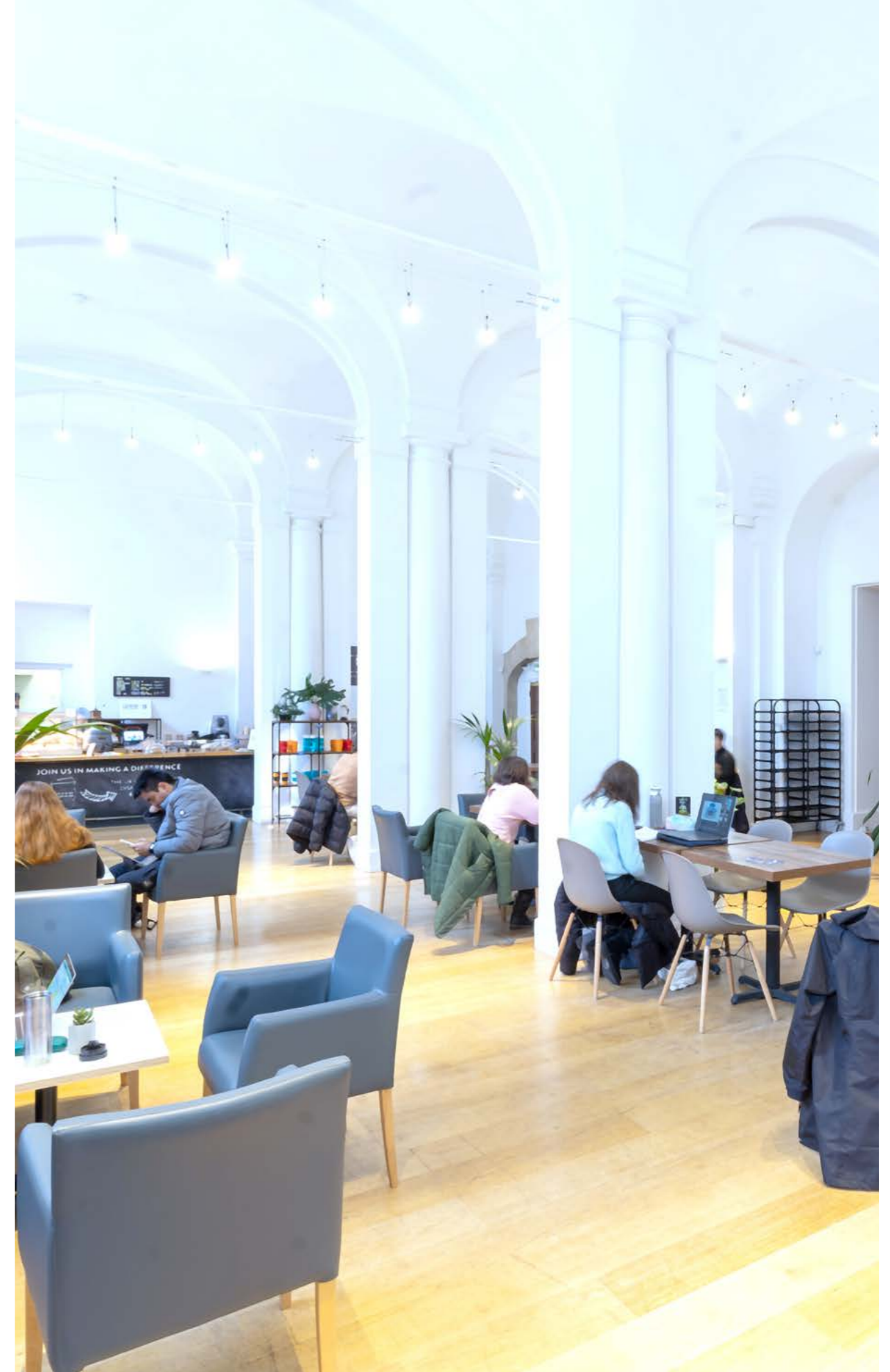
The indirect and multiplier impacts of the university include the impact of spend on suppliers, capital equipment, local part-time employment of the student workforce and the impact of the expenditure of earnings by staff. In each case, the GVA impacts arise from the additional employment that the expenditure creates.

The final category estimates the taxation benefit that all of the activities described will achieve on an annual basis. This includes income taxes and National Insurance contributions of staff and alumni as well as the VAT accruing from wider purchases.

All of the categories of benefit are then combined to calculate the annual economic impact of the university.

## Mickledore

Mickledore is a specialist economics advisory business focused on strategy; sectors and investment; business cases and evaluations. Established in 2008, the business has completed numerous engagements for Higher Education Institutes and Science Parks across the UK. Nigel Wilcock, Director holds a position on the Governing Body of the University of Salford.





Chapter 3:

# Strategic Context





The Higher Education Institution (HEI) sector faces a number of funding headwinds but the core role of HEI in delivering high quality skills, improving productivity and undertaking collaborative research is important to the region. Changes in funding schemes and the frameworks of economic development are changing and this will impact on both likely future activity and core regional relationships.

## Higher education overview

The Higher Education sector in the UK faces numerous challenges. Participation in Higher Education increased in the 2000s and the introduction of tuition fees provided a period of greater income certainty, but tuition fees have not increased since their introduction and, as a result, universities have had a limited ability to increase incomes against inflation.

One opportunity has come from attracting overseas students (where higher tuitions fees can be charged) but competition is extremely high. Government immigration policies have also impacted the ability to attract certain types of students.

Brexit, too, had an effect. Historically, the

Higher Education sector had benefited from free movement of academic staff and European research funding opportunities. Both have diminished post-Brexit and the UK's potential participation in the Horizon programme, a source of collaborative research funding, had stalled until it was recently announced that the UK is to rejoin.

The headwinds impacting the core teaching activities of universities have created serious financial difficulties for some institutions. However, other Government policies have been introduced to encourage university participation in the wider/ local economy.

## Research and links to business

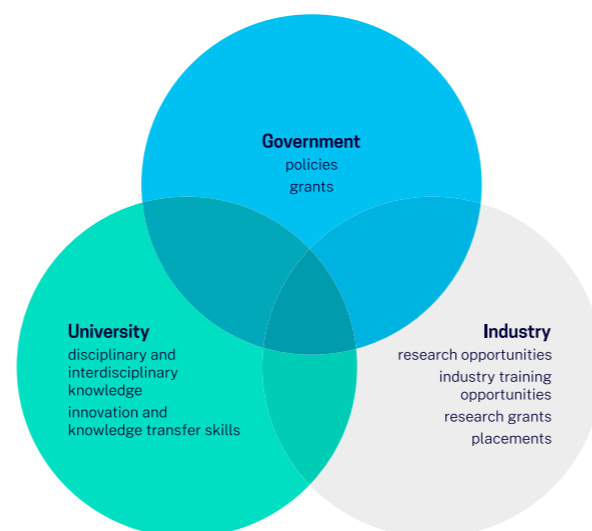
UK Research & Innovation (UKRI) is the principal funding agency involved in establishing links between HEIs and industry. An agency of the Government Department for Science, Innovation and Technology, UKRI is responsible for the UK's Research Councils and Innovate UK.

Innovate UK funds research challenges between business and HEIs as well as running competitions such as the Strength in Places Fund. Innovate UK is also responsible for Knowledge Transfer Partnerships – providing an element of funding for businesses with a research challenge to place an employee within an academic setting to study and research the issue. These have historically benefitted a wide range of HEIs, including the University of Greenwich, although the initial process was impacted badly by Covid.

Extensive research and development practices at universities help increase the spread of knowledge and innovation, both of which are central to economic growth which is driven by productivity. Therefore, productivity growth is driven by knowledge and

innovation diffusion which puts universities at the centre of national economic development.

Typically, the research and development impact of a university working with industry and influenced by Government intervention is described as the triple helix model, below:



## Business engagement

Wider business engagement activity is often undertaken by universities in conjunction with local economic development activities. Many of these were funded by European Strategic Investment Funds. These have been replaced by the UK

Shared Prosperity Fund although, whilst similar programmes to those run by the European Regional Development Fund (ERDF) are in place in many areas, the limited length of contracted funding has restricted the ability of some to take part.

## Civic impact of the university

Universities have a huge impact on their local communities. Providing employment opportunities and facilities, working alongside key public sector partners such as local authorities, the relevant Local Enterprise Partnership (LEP), the third sector, other anchor institutions and local business, are just some of the ways in which they can influence the culture and economic growth potential of an area.

The Government is winding up LEPs, with core funding ending in March 2024. However, the principles of HEIs working on economic development and skills initiatives in their regions will still be important although the key relationship will increasingly be with Local Authorities.

## Summary

The HEI sector faces numerous funding headwinds but its core role – delivering high quality skills, improving productivity and undertaking collaborative research – is still important to the region. Changes in funding schemes and the frameworks of economic development are changing and this will impact on likely future activity and core regional relationships.

The University of Greenwich is an important strategic asset in the Greenwich and Medway economies, through its operations, teaching and research and knowledge exchange activity, its civic impact and wider contribution to areas such as social value and net zero. These impacts are considered in the following chapters.

*Extensive research and development practices at universities help increase the spread of knowledge and innovation, both of which are central to economic growth which is driven by productivity.*



Chapter 4:

# Impact of Activity





This section highlights the economic impacts associated with the teaching, research and knowledge exchange activities of the University of Greenwich.

## Introduction

This report defines the impacts of activity as those impacts achieved from driving innovation and economic development in the area local to the university while also working to achieve the university's teaching and research objectives.

The economic impacts laid out include:

- Learning and teaching impacts: related to graduates, and wider learning offered by the university; and
- Research, knowledge transfer
- Innovation and enterprise support

## Graduate Productivity<sup>22</sup>

The education that students receive at the University of Greenwich is aimed at increasing their skills which, in turn, is likely to impact their future productivity and ensure that they are ready to enter the workplace. The university also contributes to the skill level of the local workforce, given that 86% of graduates from the academic year 2019/20 were employed in either London or the South East of England.

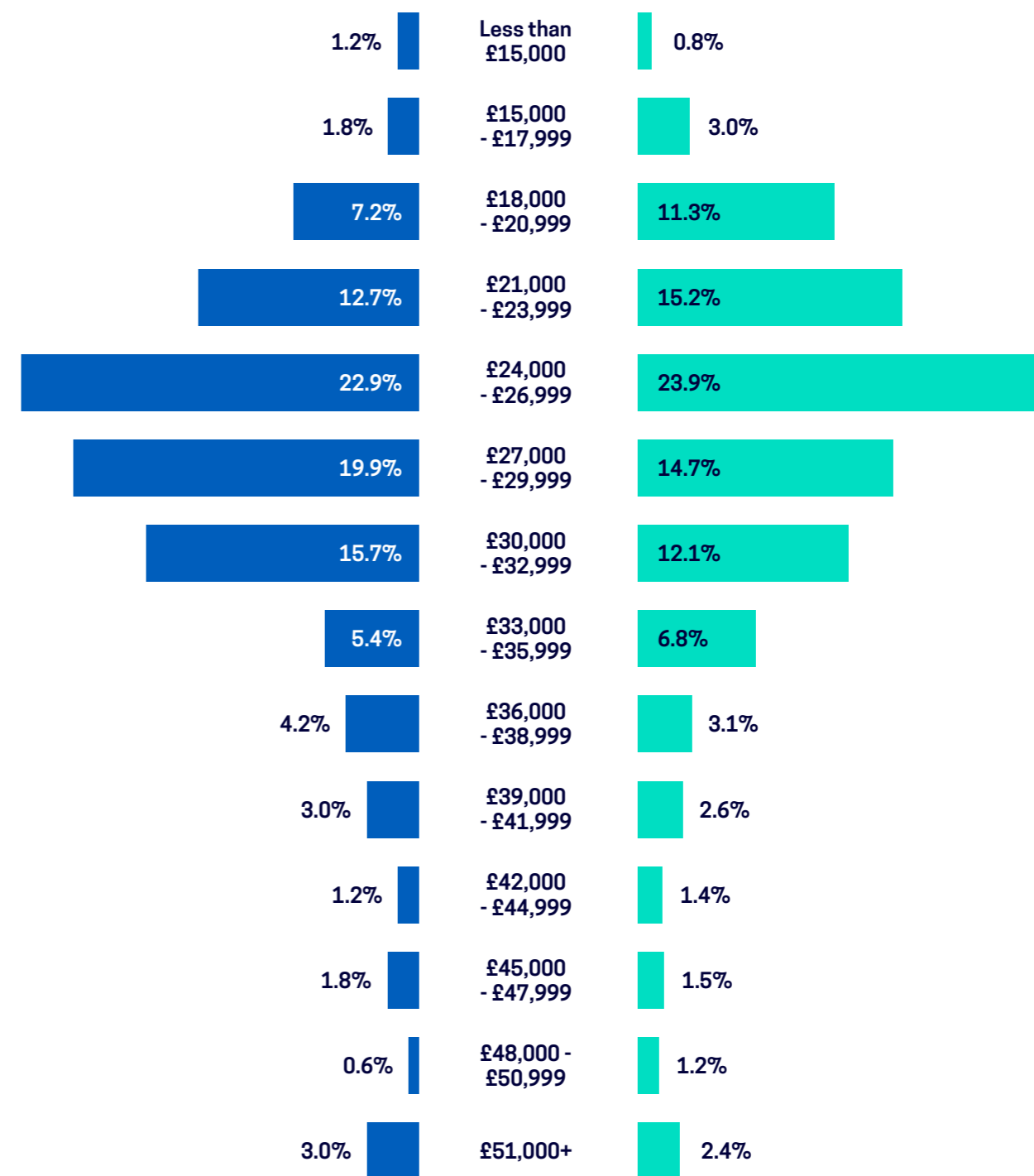
Graduates from the university are more likely to enter full-time employment after graduating compared with other graduates in England. In 2020/21, 61% of graduates from the university were in full-time employment compared with just 53% of other graduates in England. Additionally, 71% of graduates from the university were in highly skilled employment just 15 months after the end of their course, which is 1% higher than the sector average.

Those who graduated from the university in the academic year 2020/21 and view employment as an activity were less likely to earn below £27,000 compared to graduates from all other English higher education providers. Graduates from the university are more likely to earn £27,000 to £32,999 compared to other graduates from English higher education establishments. The proportion of students from the university earning between £39,000 and £50,999 aligns with that of the average for graduates across England. However, the proportion of graduates categorised in the highest salary band (£51,000 and above) is at 3% for the university, compared to 2% across England.

This is illustrated in the graph of student earnings shown opposite.

*Graduates from the University of Greenwich are more likely to earn £27,000 – £32,999 compared to other graduates.*

## Distribution of graduate earnings



Distribution of graduate earnings

Source: HESA Statistics

University of Greenwich  
All English Higher Education Providers



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## Elevate Degree<sup>23</sup>

In 2017/18, 33.6% of students at the university were mature students (aged 21 and over) compared to the average of 24.3% across all English HEIs. This is likely to be due, in part, to the university's 'Elevate Degree', which allows students to attend campus for just one day a week, offering them the flexibility to balance their education and other commitments.

The Elevate Degree ensures that more mature students at the university are provided with a skill that not only improves their employment prospects but also the skill level of the local population compared to that of other universities.

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## Enhanced Student Experience<sup>24</sup>

Work has been undertaken by the University of Greenwich to ensure that each student receives a personalised, inclusive and immersive teaching experience. The university is committed to providing teaching, learning and graduate outcomes that are classified as meeting the Teaching Excellence Framework Gold Standard, which includes the innovative practice of transdisciplinary teaching.

A co-creation system enables student representatives and the Greenwich Students' Union to voice their feedback and to be involved at every

step of the decision-making process. Alongside this, staff are supported to enhance and develop their capabilities in their areas of expertise.

The exclusive curriculum adopted at the university includes a commitment to ensuring that there is no BAME awarding gap by 2030. The university has been found to have less disparity between degree completion and the different ethnic groups than the average of all UK HE providers. Not only does this increase the graduate prospects of BAME students but it also allows for more culturally diverse places of work.

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## Research and Knowledge Exchange Activity

The knowledge exchange and research initiatives of the University of Greenwich have added value to both the region and the country. The university made research efforts a recognised priority when releasing their Research and Enterprise strategy, from 2016 to 2021. In the 2021/2022 academic year, the university received £13.7 million from research grants and contracts, of which £7.1 million came from overseas<sup>25</sup>.

Alongside this, the university also has an academic population of roughly 400 people involved in the research and knowledge exchange process<sup>26</sup>.

This activity is overseen by Greenwich Research and Innovation (GRI) which undertakes:

- Consultancy support
- Contract and collaborative research
- Knowledge Transfer Partnerships
- Intellectual Property (IP) support and commercialisation
- The operation of research centres and other facilities providing access for business

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## Knowledge Exchange Framework (KEF) 2023

The national KEF is designed to increase efficiency and effectiveness in how universities use public funding for "knowledge exchange". The KEF is an annual, metrics-driven exercise that seeks to review each university's engagement with seven perspectives, expressed within the context of a cluster of similar institutions. These focus on research partnerships, levels of working with business, public and third sector partners, impact on local growth and regeneration, and community engagement.

The University of Greenwich performed strongly in the KEF results for 2023, achieving 'very high engagement' in the area of research partnerships. A high engagement level was achieved for working with business, working with the public and third sector and local growth and regeneration.

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## Strategic Partnerships

Strategic Partnership work at the university is carried out within the Partnership Hub. The Hub aims to work with partners across the UK and worldwide to create opportunities for students to thrive at and beyond university, and for organisations to benefit from the university's people, research and leading-edge facilities. The result helps provide economic and social benefits for the local and regional economy.

As an anchor institution, the University of Greenwich along with eight other universities, contributes to the strategic work of the South East LEP. The university sits on several boards/committees at the LEP and contributes to sharing best practice and strategic insight into skills needs planning. There is also input into the Major Projects Board, to address skills deficits in this area.

The university has a formal partnership with Visit Greenwich, the private sector-led Destination Management Organisation for the Royal Borough of Greenwich. It has representation on its board and is a Partner member. The university is itself a contributor to the Greenwich brand, with a campus based in part of the Old Royal Naval College, and there is growing recognition that it is a key marketing asset for visitors and tourists.

Visit Greenwich also acts as a broker with the university's Business School students, finding and funding placements with Visit Greenwich partners

such as The Royal Museums, Knight Dragon (the urban regenerator in charge of the Greenwich Peninsula), and Punchdrunk Theatres.

The economic impact made by international students, their families and friends to the visitor economy is also worth noting, with latest figures from Universities UK suggesting that nationally in 2018/2019, income from students' visitors was £0.7 billion.

The University of Greenwich and Visit Greenwich partnership also brings benefits through its conferencing programme, ensuring a maximised impact in hotels, social programmes etc.

Peabody is one of London's oldest and largest housing associations, managing over 66,000 homes across London and the South East. Peabody and the university work closely together across key themes of employment, skills/training and barriers to work. Collaborative projects include information sessions for tenants, joint business forums, and ensure that university courses and programmes serve people with child care issues. Peabody also encourages local people into the university using available bursaries.

The university has recently signed a Memorandum of Understanding with Discovery Park, a leading science park based in Sandwich, Kent, driving improvements in healthcare through innovation





and collaboration. Key goals include community engagement such as volunteering projects, careers events and campaigns to promote science, skills development of Discovery Park staff, degree apprenticeship opportunities and work placements for university staff and students.

Other relationships with organisations involved in driving economic or social benefits for the local economy include Kent Invicta Chamber of Commerce and Medway Voluntary Action, where a recent project researched the capacity and sustainability of SMEs. The Medway Together project involved the university and Medway Voluntary Action, including various voluntary and community sector groups. The project, using CRF funding, aimed to bring about change and provide real employment opportunities to underserved groups regarded as persistently economically inactive. Not only has it helped c435 individuals with job searches, life skills, access to benefits, education and training, and new business creation, but it has also generated significant social value.

The university has a long standing relationship with Charlton Athletic Football Club (CAFC) and its charity arm, Charlton Athletic Community Trust (CACT). The 'Football Vs Homophobia' project aimed to leverage shared networks, bringing likeminded organisations together to create a high-profile project and authentic allyship that both called out homophobia and celebrated our partner LGBTQ+ communities. The project reached a local combined audience of 524,205 with over 21,600 engagements across channels and was shortlisted for the Heist Awards 2023 for best community/business engagement campaign 2023.

#### CACT said

*“the University of Greenwich contributes to the social impact of Charlton Athletic Community Trust.”*

**Our research partnerships were rated as 'very high engagement' KEF 2023**

**The Medway Together project generated significant social value by helping c435 from underserved groups**

2022/2023 CACT's charitable spend was **£6.3m** generating a social value of **£49.6m**

Our partnership work includes outreach work in local schools and community settings; placement opportunities for students in sports coaching and physiotherapy and guest speakers at events and themed match days in relation to equality, diversity and inclusion. In 2022/2023, CACT's charitable spend was £6,277,000, generating a social value of £49,609,000.

The University of Greenwich and the RSK Group have announced a new partnership designed to empower the university to shape its green skills agenda, achieve its net-zero goal and offer students access to a new Green Skills Academy. The partnership will give the university access to the Group's wealth of knowledge and experience which is underpinned by sustainability and engineering experts across 40 countries

Part of the partnership will include the delivery of 'Living Lab' projects with Greenwich staff and

students, encouraging and stimulating more engagement with applied learning and research.

Other initiatives with strategic partners include the Kent Cricket Partnership – this community partnership is focused on collaborative work across the Club's County Ground in Beckenham to make Southeast London an attractive place to live, work and study. The partnership will give students access to work opportunities with the club and its partners, access to club facilities and reduced ticket prices to matches. It will also enable collaboration on events such as out-reach work across schools and colleges.

For Kent Cricket, the new partnership will provide the University's academic expertise, research knowledge and leading-edge facilities along with community outreach projects.

## Employer engagement and support<sup>27</sup>

Another key strand of knowledge exchange activity is around engaging with employers and encouraging entrepreneurial activity and business growth.

The employer engagement programme at the University of Greenwich aims to connect students and graduates with leading employers across a range of sectors, bringing benefit to both through internships, placements, employer talks, careers fairs and mentoring schemes. The scheme targets disadvantaged groups who would typically otherwise be under-represented in such activity. The university is also committed to only promoting paid internships and will fund some internships with SMEs for a month, so that there is no cost to the SME.

There is a large mentoring scheme with over 800 registered and a number of corporate partnerships exist, 7% of which are large employers, mainly located in the City of London or Canary Wharf. This work is partly why the university ranks 5th in the country for social mobility, helping people from disadvantaged backgrounds earn higher wages.

Economic benefit to the local economy is achieved through the university's Generator programme.

Generator aims to inspire and encourage students and graduates with new ideas. It supports around 1,200 students a year, of whom about 100 attempt to set up a new business, with 35 of those successfully trading. The programme has supported 50 refugees to start businesses with 100% trading one year later. The project is estimated to have saved the public purse around €700,000.

Generator also organises an external business mentoring scheme, whereby local businesses mentor or provide talks to current students, with over 90 businesses taking part across SE London.

The university has also hosted the Annual Enterprise Challenge for the last 11 years. The Challenge provides £14,000 worth of funding to be shared by six winning teams. Alongside this, the university also supports 16 students to help them grow their businesses and social enterprises through its Generator Bursaries, with awards of up to £1,250.

The university runs a Help to Grow programme, a government initiative designed to help SMEs get the infrastructure in place so that they are ready to scale operations for growth. The programme covers



an overview of all the major functions (including strategy, marketing, finance and operations) to give business owners and managers different perspectives when growing their businesses. The programme is 90% funded by the government and includes 50 hours of hybrid learning across 12 weeks. Comprising both online and in-person sessions, it provides industry-relevant courses accredited by professional bodies. To date, 24 companies/ individuals have been supported across various industry sectors, including transport and education.

#GreHacks is a two-day hackathon which tasks teams of students to 'hack' a challenge or challenges set with local businesses. The project was initially for two years with funding from the Office of Students and Research England. #GreHacks offered 400 students the chance to engage in Knowledge Exchange via a series of two-day hackathons for 8 partners who were local employers and social enterprises.

#GreHacks targeted students from under-represented groups in extra-curricular KE activity, including students with caring responsibilities, BAME students and disabled students. Typically, 4 partners a year are sought and 50 students are recruited for each partner.

The Innovate UK EDGE team sits within GRI. As part of the Innovate UK funded consortium, it delivers innovation led growth services to SMEs, primarily in the South East. Since April 2022, the team has worked with 575 SMEs, helping to safeguard 12 jobs and create 153 new ones. The team has been instrumental in helping companies raise £77,964,996.00 finance and £5,700,773.00 grant funding and has improved the growth prospects for most.

The University of Greenwich, as part of the Growing Kent & Medway project, runs a four-month Food

Accelerator Programme to help innovative food and drink businesses in Kent and Medway grow and scale up. Since its launch in September 2022, it has supported 58 businesses. The successful applicants received business and technical support from the University's food experts and academics, including the new Medway Food Innovation Centre. They also receive free mentoring, support to access finance and become part of the Growing Kent & Medway community, with lots of networking opportunity and exposure.

The team organise a monthly in-person workshop with the group and there are online workshops on topics such as branding, marketing, food safety, sustainability and food preservation. The programme has helped launch products to market and attract businesses to relocate to Kent to take advantage of the support on offer and includes innovation around food processing, shelf life and bringing plant based alternatives to market. Of the 58 supported so far, seven have gone on to open new businesses and, of those, three have launched a new product.

Borough 22 is an example of a successful start up that has benefited from collaborating with the university. Ryan Panchoo, its founder, makes vegan and gluten free doughnuts from his kitchen in London's 22nd borough, Royal Greenwich. Borough 22, which supplies retailers including Selfridges, has been nominated for several awards and won food product of the year at the Free From Awards 2023 for its Fried Gluten Free Vegan Custard Filled Doughnut. The university's support has helped Ryan to accelerate his business and, through the food accelerator programme, he has gained access to expertise which has led to a 42% decrease in oil intake for the doughnuts.

assessed: the quality of outputs (e.g. publications, performances, and exhibitions), their impact beyond academia, and the environment that supports research.

## Research Excellence Framework (REF)

The REF is a narrower national framework than the KEF, focusing purely on research driven metrics. It is a national exercise that assesses research quality based on expert review. For each submission, three distinct elements are

Greenwich performed very strongly in the latest 2021 assessment and increased its score from the last REF in 2014 in all Units of Assessment submitted. The university has also doubled the number of staff with significant responsibility for research to 400 for the 2021 assessment.

## Outputs

There were increases in proportion of internationally excellent or world-leading quality outputs across all Units of Assessment.

Over 80% of the outputs assessed in two submissions – English Language and Literature

Overall, the university has improved its ranking in the sector from REF2014 by 25 places, taking it to joint 78th place (data taken from the Times Higher Education), which is the fourth highest increase nationally.

and Engineering – were scored as internationally excellent and world-leading. These were the highest scores across the 12 sole submissions made by the university.

## Impact

All of the Greenwich impact case studies assessed in the Law Unit of assessment were considered outstanding in terms of the reach and significance of the impacts described (the highest grade).

The impact case studies in four units of assessment – Agriculture, Veterinary and Food Science; Anthropology and Development Studies; Chemistry and Law - were scored as 100%

outstanding or very considerable in terms of the reach and significance of the impacts described.

Of the 12 Units of Assessment submitted by Greenwich, 10 had the majority of their impact profile ranked as outstanding or very considerable in terms of the reach and significance of the impacts they described.

## Environment

Greenwich improved its league table position for the environment element of the assessment from 111th to joint 67th, the largest improvement nationally (data taken from the Times Higher Education).

The research environments of three units of assessments, namely Agriculture, Veterinary and Food Science; Anthropology and Development Studies; and Allied Health Professions, were rated at 100% internationally excellent or world-leading, in terms of vitality and sustainability.

There are numerous case study examples of REF Impact Case Studies available on the University of Greenwich website, including:

- Establishment of Police Super Recogniser Units and Super Recogniser testing to enhance police and business performance

- Helping at risk children in Lewisham through researchers at the university in partnership with a local charity which enabled societal, practitioner and policy impact, by emerging leadership capabilities of marginalised young people and improving police and youth-worker professional practices.
- An Allied Health Professions, Dentistry, Nursing and Pharmacy unit of assessment addressed issues of chronic and acute pain. The work contributed to professional clinical guidelines on the assessment and management of pain, the use of technology for pain assessment and monitoring, and the perception of pain in ageing populations and those with mental and neurological disorders.





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## Natural Resources Institute

The Natural Resources Institute (NRI) at the University of Greenwich is one of the strongest examples of impactful research undertaken at the university. The NRI promotes efficient management and use of renewable natural resources in support of sustainable livelihoods, with research focused primarily on developing and emerging economies.

NRI's presence and research partnerships in developing countries, and its training and capacity building programmes, provide the platform for the Institute to develop and share key technologies and knowledge. This has resulted in substantial impact at farmer and community level and has made significant contributions to the international

research community. Much of the work also involves interaction with the developed world where it is equally applicable.

There are numerous examples of the impact the work of the Institute is doing on its website and include:

- Transforming cassava to improve livelihoods in sub-Saharan Africa
- Informing sustainable supply chain initiatives and policy for better impact
- Informing policy and practice on secure land tenure rights and governance

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## Researcher Development Frameworks

Not only is supporting their researchers an essential element of the mission of the University of Greenwich, but it also helps create significant wider value through the discovery, application and sharing of knowledge.

The Researcher Development Framework supports the training and development of the researchers, which allows the university to uphold their European Commissions' HR Excellence in Research accreditation through highlighting their commitment to continuously improving their

researchers' working environments and supporting their career development.

The support teams of the University of Greenwich help to nurture and develop essential skills, identify and successfully attain funding for projects and then help completed research ideas to be commercialised.

As a result, it improves the quality of the research produced, which in turn has benefits both regionally and nationally, as highly qualified researchers work on projects impacting multiple areas.

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## Summary

The teaching and research & knowledge exchange activity of University of Greenwich contributes significantly to local economic growth. As an increasingly research and knowledge transfer orientated institution, the university can drive local projects and contribute to the economy through its strategic partnerships, research power and business engagement activity.

The recent REF and KEF ratings reflect the priority the university has placed on becoming more R&D driven:

- The university doubled the number of academic staff involved in research (to c400) since the 2014 Research Excellence Framework (REF) ranking and this enabled the university to dramatically

increase its REF rating in 2021 – the 4th fastest increase in REF rating in the rankings.

- The University of Greenwich performed strongly in the 2023 KEF, achieving 'very high engagement' in the area of research partnerships and 'high engagement' in the areas of working with business, working with the public & third sector and local growth and regeneration.

The activity captured in this chapter which can be quantified into the overall economic impact calculations are summarised below.

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## Research & Development Impacts

The University of Greenwich received £13.7m in research income and grants in 2021/22 and these are included in the overall GVA calculation for the university<sup>28</sup>.

The impact of the expenditure involved in the delivery of the research work will be included in

the analysis of expenditure on goods and services undertaken by the university.

It is anticipated that the impact of the research on those businesses it assisted will result in wider economic benefits specific to each individual project.

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## Student Employment Impacts

The economic impact of student outcomes can be measured in terms of their additional earnings potential throughout their career. The additional earnings potential has been studied and documented most recently by the Institute for Fiscal Studies and the Department for Education for the Economic and Social Research Council. This report, published in 2019 'The impact of undergraduate degrees on lifetime earnings', used 2018 values and measured additional discounted lifetime earnings of different classifications of graduates to examine impacts.

An analysis has been completed of the graduate output of the University of Greenwich by subject and calculated the likely uplift achieved by the student employment impacts of the university. In addition, the report sets out the impact of a post-graduate qualification on earnings potential although this is recorded as substantially lower on average than the additional earning potential of a degree at graduate level.

The GVA impact of additional earnings from the university is calculated at £445m when adjusted for inflation to 2022 earning values<sup>29</sup>.

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## Business Engagement Impacts

The business engagement impacts of the university are generally achieved through the university delivering externally funded programmes of different types of business support. These would typically have been funded by European funding programmes such as ERDF and may now transition through Shared Prosperity Fund.

The impact of these programmes often relies on a wider network of organisations and the economic impacts are reported to the funding organiser.



Chapter 5:

# Impact of Operations





This section highlights the economic impact created through the activities of the University of Greenwich, ranging from the purchase of goods and services, the impact created by the diverse student and staff communities, and the employment of staff

## Introduction

Operational impacts can arise from any organisation that employs a number of people, and ordinarily reflect the scale of the organisation. The University of Greenwich, with 3 campuses across London and Medway, creates a sizeable economic footprint in its local areas. However, it is through the university's operational impacts that it creates the greatest impact.

Operational impacts of the University of Greenwich arise from:

- High value employment and the direct GVA of the university activity
- The wider spending of the university on Goods and Services
- The spending of staff and students within the area
- Capital investment projects undertaken
- Contribution of students to the labour market whilst they are students
- Visitors to the university

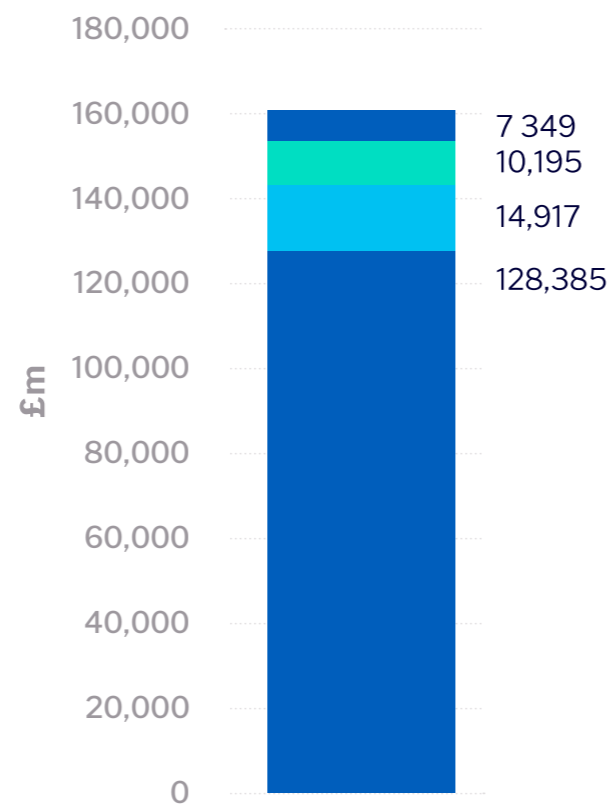
## University Operations<sup>30</sup>

The day-to-day activity of the university through the employment of staff and the wider expenditure in the economy directly lead to economic outputs. This impact can be expressed in terms of Gross Value Added (GVA) which is calculated as the staff salaries plus finance costs and the surplus of the university.

In the financial year 21/22 the University of Greenwich received total income of £272m and generated a surplus of £15m before the actuarial gain on pension funds. The GVA of the direct activities of the university are set out below and amount to £161m.

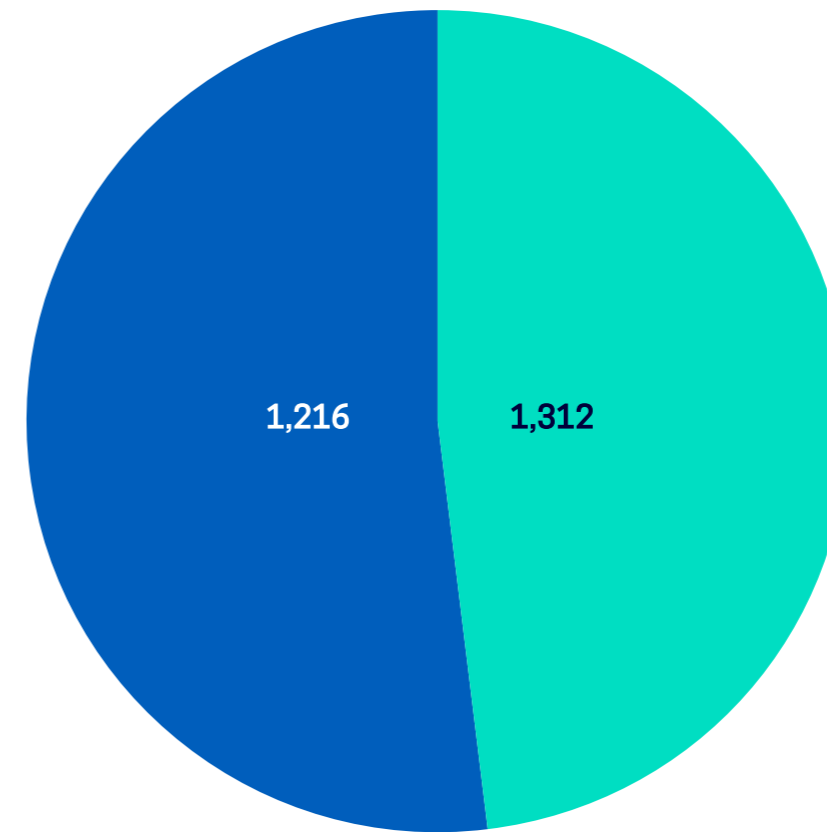
- Staff cost
- Gross surplus
- Depreciation
- Interest and finance costs

### Calculation of operational GVA



The university supported 2,528 jobs during the period (FY21/22) and these were broken down as follows:

### Breakdown of employment



- Academic and research staff
- Administrative and technical staff

## University Supply Chain

The university creates an additional economic benefit to its suppliers. The university spent £111m on operating expenses in 21/22 which includes expenses on goods and services including contracted services. Whilst an analysis of the geographic benefit of supply chain expenditure is almost impossible, the university estimates c41% of this expenditure is made within Greater London.

In order to calculate the GVA generated by the supply chain expenditure in the economy, the employment impacts of the expenditure can be generated (using ONS Business Population Estimate data) and the GVA/employee calculated.

The £111m expenditure on operating expenses is estimated to support 910 jobs in the UK economy and this is calculated to generate a further £72m in GVA<sup>31</sup>.



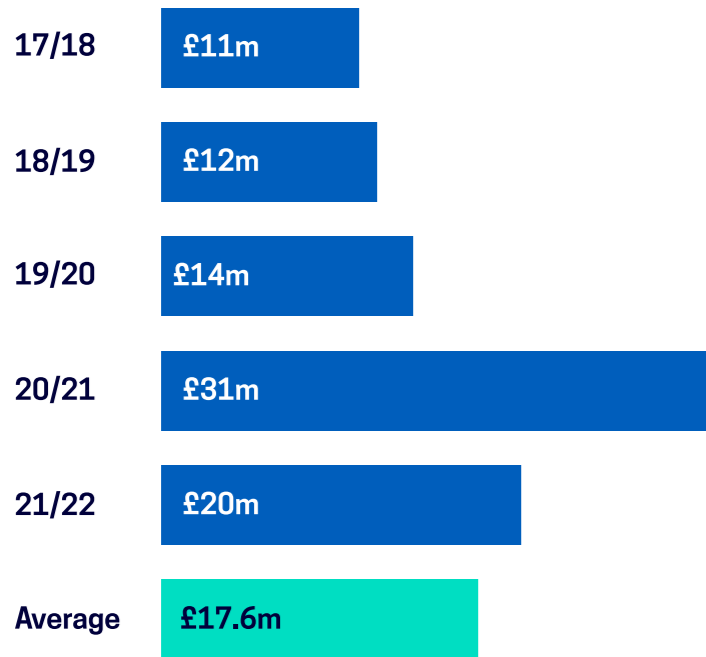
## University Capital Spend

Capital spend by the university can have a major economic impact albeit the level of spend varies significantly between years as major projects are planned and delivered. From this perspective,

it is appropriate to take a 5-year average of capital spend and then calculate the average level of expenditure over the period.

### Average 5-year capital expenditure

#### Capex



By applying anticipated employment levels and GVA rates to that employment generated by expenditure predominantly related to other professional, scientific and technical activities,

the impact is estimated as an increase in employment arising from the expenditure of 214 and an increase in GVA of c£10m<sup>32</sup>.

## Staff Expenditure

A further economic benefit is secured from the staff employed by the university spending their salaries and wages in the local area. The total salaries paid to university employees in 21/22 amounted to £90m per annum (staff costs less social security and pension contributions).

As staff are split across two sites covering two different Local Authority areas, it is difficult to estimate the exact local impact of their expenditure although,

as an indication, ONS data records that 37% of people working in Greenwich also live in the Borough and 70% of those working in Medway also live there<sup>33</sup>.

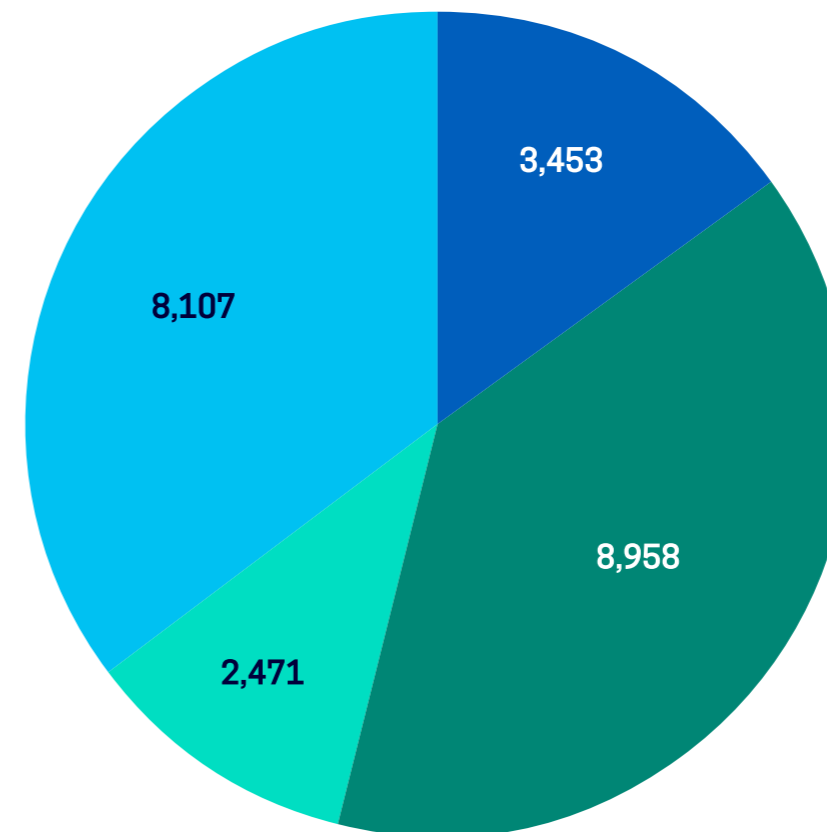
After tax, savings and mortgage interest costs the GVA impact of the salaries earned by the staff of the university are likely to result in additional employment of 290 people, adding a further £17m of GVA per annum, with the majority of this likely to impact the economies of Greenwich and Medway<sup>34</sup>.

## Student expenditure

In addition to the expenditure of the staff employed by the university, students' expenditure will also have an impact. The overall number of students

engaged in study at the University of Greenwich is shown below:

### Numbers of Students – University of Greenwich 2020/21



- Avery Hill
- Greenwich
- Medway
- Students from overseas

**Note:** the student number is taken from the total student number returned to HESA

To break down the likely economic impact of these students, it is important to consider those who already live and then choose to study in the Local Authority areas and those students who are living away from

home. This methodology was adopted in the last detailed analysis of student expenditure and income (Analysis of income and expenditure for Post-18 Review of Education and Funding 2019).





For the purposes of an estimate of economic impact, the expenditure patterns of those residents who choose to study in the area is discounted with the assumption that their expenditure patterns will remain broadly similar – in fact in some cases, their expenditure may decline.

The study estimated that the mean expenditure of those living away from home and studying in London was c£16,028 excluding tuition fees in 2021 after adjustments for inflation from the original analysis.

The analysis by the university calculates that 71% of UK domiciled students live in their own property

or the property of their parents / guardian whilst studying. The result is that 12,423 students create an additional economic uplift from their expenditure whilst at the university – although to calculate the GVA impact the amount provided to the university through accommodation, food and leisure should be discounted as it is already captured in the overall GVA of the university<sup>35</sup>.

The uplift arising from local student expenditure is estimated to result in an additional 603 jobs to be supported locally and to generate £36m in GVA to the economy<sup>36</sup>.

## Student employment

In June 2023 the Higher Education Policy Institute (Hepi) completed a report on student experiences alongside Advance HE. This report (2023 Student Academic Experience Survey) showed that 55% of students now have some form of paid employment whilst in Higher Education. The admissions agency UCAS recommends that students should not work in excess of 15 hours per week whilst studying.

Assuming that those students originally domiciled in the area would be available to the workforce

anyway, it is likely that the university adds a further 2,628FTE to the local workforce.

An adjustment must be made for the displacement of employment that the student workforce may create but a reasonable assumption based on average displacement is that a further £27m of GVA is added to the local economy from this contribution<sup>37</sup>.

## Visitor economy

Universities play a role in attracting family and friends of students studying at the university. This impact can be estimated by considering the number of tourism visits stimulated by friends and family (using Visit Britain Local Authority survey data) and attributing the number of visits in the area by individual members of the population and treating students as attracting the same number of visits as any other person in the community. This methodology, although the only statistically available measure, is likely to underplay the significance of the student population.

Visit Britain survey data estimates that 91,000 visits to Greenwich annually stimulated through friends and family results in total spend of £10m and that there are 120,000 family and friends-related visits to Medway resulting in spend of £6m. The total GVA from tourism arising from visits to friends and family is likely to amount to £7m per annum – but, when apportioned to the student population, the overall impact is not considered material to the wider impact of the university.

## Contribution of international students

Whilst the impact of overseas students is captured across other calculations made in this report, it is worth noting separately the contribution of international students at the university.

The University of Greenwich has an international pathways programme, consisting of two international pathway colleges, which recruits international students who otherwise would not make entry grades to the university, through a foundation year. The delivery of the programme is outsourced to Oxford International, who in partnership with the university, invest heavily in targeting international students into the programme. There are c640 students on roll at one college, with c40FTE staff and 100 at the smaller college with c6 FTE staff.

The programme recruits students from several countries, the most popular being Nigeria, followed by Pakistan, Vietnam and Nepal. Students tend to be following business, computing, engineering, science and law disciplines.

It is estimated that 40% of these students stay with family when they first arrive, with 60% taking up accommodation. The programme generates income for the university which can be quantified as well as indirect economic benefit to the local area through student and family spend.

The university's direct intake of international students has a direct impact on the local economy. It is estimated that the 2022/2023 intake is 6,000 international students, 50% from India, followed by Nigeria, Pakistan, China and the U.S. Whilst there is limited data at a local level on the specific economic contribution international students bring to the economy, beyond student income, it is clear that there is significant economic benefit more widely, through student and family spend, as well as cultural and social benefits too.

A major report published in 2023 by Universities UK reports that the overall economic benefit of international students rose from £31.3bn to £41.9bn between 2018/19 and 2021/22 and that even when accounting for dependants and other costs, international students are a huge net contributor to the UK economy. The study also reports that in 2021/2022 the net impact for Greenwich and Woolwich was £150.6 million. It estimates that the net economic impact for every non-EU domiciled student was £96,000.

## Summary

The summary of the operational impacts of the university that can be quantified shows that through operational activity such as university direct expenditure and the expenditure of staff and students generates £323m GVA every year.

### Summary of Operational Impacts

**£161m**

Core GVA

**£72m**

Supplier spend GVA

**£10m**

Impact of capital spend

**£17m**

Staff salary GVA

**£36m**

Student spend GVA

**£27m**

Student employment GVA

**£323m**

Total

Chapter 6:

# Wider Impacts





Not only has the University of Greenwich created a sizeable economic footprint, but it also provides a range of other benefits which extend to the university's impact on society and the environment. While separated into categories, in practice some illustrations may have cross-cutting impacts.

## Introduction

Beyond what can be economically quantified, the university's work has a wider reaching economic

and social impact on the communities and economies it sits within.

## Social Contribution Through Students<sup>38</sup>

With 28,000 full-time students in 2022, the students themselves and the programmes that support them are drivers of the university's social impact.

29.6% of students at the University are mature students (21 and over) which is slightly higher than the average for English universities. The 'Elevate Degree' encourages those who may not be able to commit to full-time education to consider a flexible course, with attendance on campus required for only one day a week. This helps enable students to further their education while balancing other commitments.

In 2018/19, 16% of students went on to complete their post-graduate study at the University of Greenwich. The University supports students advancing to study through the Fast-Forward Master's Scholarship which awards £5,000 to high-performing undergraduates with limited financial means. In 2021/22 the scholarship helped 70 students.

With a diverse student population attending the University of Greenwich (highlighted in the table opposite) the University has a consistent focus on removing the BAME Awarding Gap, by which the proportion of white UK-domiciled students who are awarded a 1st or a 2:1 in their degree versus the proportion of UK-domiciled Black, Asian and Minority Ethnic students who are awarded the same degree. The University of Greenwich has a continued focus on a faculty-led approach and the introduction of new projects on employability, personal tutors, assessment, curriculum and communications in an effort to remove the BAME Awarding Gap.

## Student health and Well-being

The University was shortlisted for a Times Higher Education Award for Outstanding Support for their focus on prioritising their students' mental well-being through the Wellbeing and Retention Project. During the academic year, the project reaches over 21,000 students via phone call at least once to see if they require help or guidance.

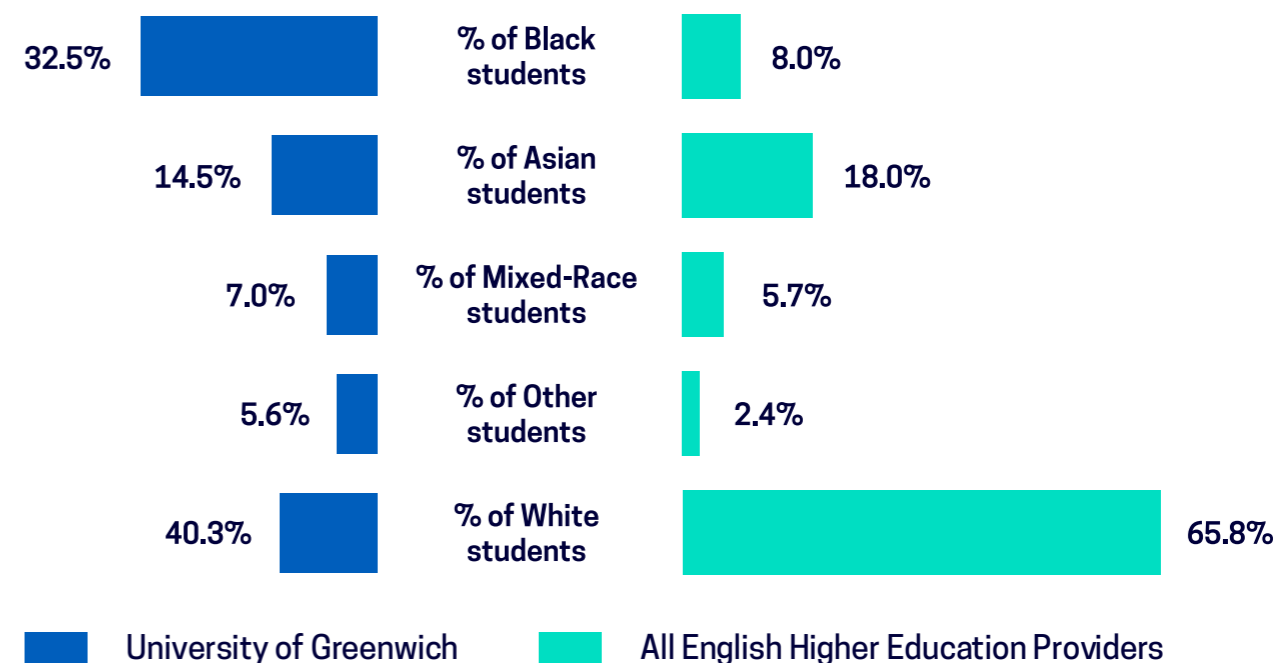
The University also made the shortlist for the Inside Out award through their training of 112 staff members in mental health first aid.

## Widening participation

Data from the Office for Students highlighted that 58.2% of students at the University of Greenwich in 2021/22 were from the 40% most deprived neighbourhoods compared to an average for all universities in England of 44.1%. The table below highlights this against other universities local to the University of Greenwich.

With the aim of "providing education without boundaries", the University continues to encourage people from non-traditional backgrounds to consider the advantages of higher education.

## Percentage of students of different ethnicities



## Office for Students Access and Participation Dashboard

The University of Greenwich ensures that the faculties, outreach, and admissions teams work to ensure that the University has diverse pathways for students to come and study. The University's work was recently recognised by the Institute for Fiscal Studies, which put it fourth in the country for social mobility. In particular, the University of Greenwich International College prepares international students, who ordinarily would not qualify to enter

the University, by providing English language tuition, study skills and discipline-specific learning. Now in its fifth year, the college has progressed over 1,200 students to the University.

The University of Greenwich contributes to the local culture of both Greenwich and Medway through the diverse nature of their staff and student cohorts.

## The Staff and Student Community

The student body and its community of students and employees from over 140 countries brings cultural diversity to Greenwich and Medway. The University's Race Action Plan aims to keep increasing the extent to which students and staff members are from culturally diverse backgrounds to ensure a culturally inclusive university.

The diverse and inclusive nature of the employees at the University of Greenwich allowed the university to claim Stonewall's Gold Award for commitment to an inclusive LGBTQ+ workplace. It is also ranked 19th across universities worldwide in reducing inequalities.



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## Global Greenwich Project

Staffed by Global Greenwich Ambassadors, the Global Greenwich Project runs physical and digital hubs across all three University campuses. The hubs

provide international students with information, events and support tailored specifically to them to enhance their student experience.

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## Medway Campus

Having won a joint bid with Medway Council, the University of Greenwich is improving the accessibility of its Medway campus to ensure it is accessible to all students and staff. The project will include building Medway Council's first Changing Place Facility in which fully accessible toilets and changing facilities are provided for severely disabled people.

The University is committed to equality, diversity and inclusion, placing EDI at the heart of their Strategy to 2030. LGBTQ+ equality and inclusion is a priority, as shown by the university's recent achievement of the Gold Award and being named 20th in Stonewall's Top 100 Employers List 2023. The Stonewall Top 100 Employers List is compiled from the Workplace

Equality Index, a leading benchmarking tool for LGBTQ+ inclusion in the workplace.

The University of Greenwich has sustainability and net zero goals as core elements of its strategy. It aligns its work to the United Nations 17 Sustainable Development Goals (SDGs) to be achieved by 2030. The aim of the goals includes ending poverty, improving access to education, and reducing inequality as well as fighting climate change.

The University of Greenwich is working to reduce their environmental impact in contributing to the UK's transition to Net-Zero. Examples of their proactive initiatives to lessen their environmental impact are as follows.

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## Community Renewal Fund

The University of Greenwich's knowledge exchange areas of work is using the Community Renewal Fund to help establish new businesses locally, including preparing a blueprint to establish

sustainable food businesses and community partnerships in Gravesham, Medway and Swale, three Local Authorities in Kent.

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## Zeroby30 Plan

Zeroby30 is the University's net zero plan on which they have pledged £15.4 million to decarbonise their estates and fleets by 2030.

The plan encompasses the university's goal to modernise their campus, detailed in their Estates Enabling Strategy. With the aim of becoming carbon neutral, adjustments are being made to all campuses. For example, boiler heating systems will be removed from Avery Hill Campus and replaced

with air source heat pumps which will help to reduce carbon emissions by 60%.

More cost-effective lighting will also be installed. The university runs electric double decker buses between their London campuses alongside two hybrid coaches that run between Greenwich and Medway, all of which have helped to reduce carbon emissions by 54%.

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## Greener Greenwich Summit

The University has secured funding to support the Greener Greenwich Summit which focuses on sustainability issues across a range of sectors in the

Greenwich area. The University's presence in Kent means the initiative will also be extended across other regions, with a particular focus on Medway.

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## Low Carbon Achievements

The University of Greenwich retained its First-Class Award in People and Planet's University league and has been ranked 23rd out of all the UK universities for its positive impact. In 2020/21 (the latest finalised Annual Sustainability Report)

the University reduced its carbon intensity per student and staff member and reduced its Scope 1&2 emissions from 7,021 tCO<sub>2</sub>e in 2018/19 to 5,384 tCO<sub>2</sub>e in 2021/22.

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## Living Labs Projects

The University is currently working with their new strategic sustainability partner, RSK Group, to deliver Living Labs projects. A Living Lab offers real life research opportunities and innovation where academic staff and students can work with professional service directorates to apply research and analysis that delivers sustainable development and wider improvements within organisations.

They are multidisciplinary and cross diverse fields of knowledge and interests. For a university, a Living Lab brings an opportunity for students, academic and professional staff, and external bodies to collaborate on projects looking at real-life challenges. Meaningful collaboration that links across silos is rare and difficult to implement in

Higher Education Institutions, however Living Labs address this by capitalising on the benefits each stakeholder group can offer and fusing them in collaborative projects.

In this way, a Living Lab is about innovatively using resources that surround the institution to solve its own problems. Students and academics offer time, intellectual potential, and hands-on support to address a wide range of organisational challenges, including sustainability ones.

At Greenwich this work is expected to help them deliver outcomes in their net zero, circular economy and biodiversity net gain strategies.

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## STAART Principles of Disability (SPoD)

The University of Greenwich has developed and adopted the STAART Principles of Disability (SPoD) to create a more disability-friendly environment for students, staff and visitors. Working towards these principles can have a positive impact on undergraduate and postgraduate students and current and prospective disabled staff. These principles have been created by self-selected

University of Greenwich disabled students, graduates and staff:

STAART is a disability and diversity focused initiative at the University of Greenwich.





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## Student support

The Greenwich Employability Passport Scheme gives University of Greenwich students the chance to develop their employability skills while building their CVs, ultimately helping them to get ahead in the graduate market. The scheme, which has a focus on reaching under-represented groups, enabled the University to be recognised and ranked

10th in the country by StudentCrowd University Awards in 2022 for career services.

The graduate outcomes survey in 2019/20 found that 71% of graduates were in highly skilled employment 15 months after the end of their course – that is 1% higher than the industry average.

outreach activities during their A Level/Level 3 studies and then joined the university for their undergraduate studies in September 2023, were eligible for nomination by school staff for a scholarship of £2000. To date, 12 have been awarded this year.

and Medway. The University works collaboratively with Kent University, Canterbury Christ Church and the University of Creative Arts and provides in school support, including myth busting assemblies, mentoring programmes and intensive 6 week programmes to improve reading for Year 7 students.

The outreach programme includes a focus on widening access to university, particularly in Kent

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## Alumni contribution

The University of Greenwich alumni help to contribute to the economic and social impact of the University in the local economy through volunteering, talks, mentoring and fundraising for community projects or student bursaries, for example. Highlights include:

- With over 274,000 active alumni across the UK and internationally, the Alumni team supports colleagues university wide to contact or work with alumni, leading to over 2,000 requests since 2020.
- Online and global community for professional networking/mentoring called Ask Alumni+ which has over 6,500 members
- Since data was first collected in 2019, 5,844 volunteering hours have been given by alumni, though it is recognised that the true number is far higher. Alumni give back by mentoring students, returning as a speaker, offering work experiences

and opportunities, providing case-studies, supporting curriculum development to name a few.

- Example fundraising projects headed by the alumni team include activity with the Stephen Lawrence Day Foundation and crowdfunding for a memorial plaque for the first black person to vote in parliamentary elections.
- The Greenwich Community Fund is supported entirely by philanthropic donations from the alumni community and recipients have included the members of the Performing Arts Society at the University.
- The team is about to develop a new, multichannel fundraising campaign. However, even before this infrastructure is in place, through crowdfunding and mostly reactive fundraising, over £630K in cash income has been raised since 2019/20. The number of donors has risen from 36 to 180 in that time.

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## Summary

The University of Greenwich has an extensive social and economic impact on the economies it sits within beyond what can be quantified in terms of monetary value or employment. Its work in the areas of widening participation, inclusion, accessibility, student support, sustainability, net zero, community support and outreach and harnessing its alumni network has led to far reaching impacts, including:

- By increasing the accessibility of its courses and focusing on equality, diversity and inclusivity, the University is ranked 4th in terms of social mobility in the UK by the Institute for Fiscal Studies.
- University of Greenwich students are more likely to come from more deprived neighbourhoods than across the HEI sector – 58.2% of Greenwich

students come from the 40% most deprived neighbourhoods compared to 44.1% across the UK as a whole.

- A higher proportion of graduates from the University of Greenwich are estimated to earn £27,000 or above on graduating (54.8%) compared to the sector as a whole (45.8).
- The University is also addressing the challenge to achieve net zero by 2030 and reduced its Scope 1&2 emissions from 7,021 tCO<sub>2</sub>e in 2018/19 to 5,384 tCO<sub>2</sub>e in 2021/22.

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## Community support and outreach

The University of Greenwich has a commitment to widening participation and links schools, the FE sector and other community led projects such as those at Charlton Athletic FC and Peabody. All such activity has a knock on social and economic impact to the local economy.

The university has a comprehensive outreach programme, with connections to 300 schools, colleges and community groups across the South

East. Around 5,000 young people and potential mature students are engaged with annually, and the aim is to increase this to 8,000 by 2025.

The outreach team runs the GREAt Skills programme – a programme of workshops designed to support Level 3 students to develop key skills relevant to their academic learning and their preparation for the transition to university and beyond. Students who took part in at least 5

*Graduates from the University are more likely to enter full-time employment than the average from other universities, with 61% of graduates in full time employment after graduating compared to 53% across England – and 71% of University of Greenwich graduates will be in highly skilled employment 15 months after completing their degree – also higher than for England as a whole.*



Chapter 7:

# Fiscal Impacts





The economic activity generated by the University of Greenwich will stimulate tax revenues for the UK Treasury.

## Introduction

The three key quantifiable sources of impact that have been considered in terms of fiscal impacts are:

- Employment taxes paid by the University
- Employment taxes from the increased earnings potential of graduates
- VAT paid by staff and students
- The estimate of total fiscal contributions will under-estimate the overall taxation stimulated by the University. Businesses supported will generate further corporation tax receipts and some University expenditure will involve irrecoverable VAT. These additional items have not been quantified.

## Paid by the University

The employment taxes paid by the University included the National Insurance contributions of £9.8m<sup>39</sup>. These contributions were included in the GVA impacts of staff costs. In addition to this, employees of the University will make their own

National Insurance contributions and pay income tax. This is estimated<sup>40</sup> as:

- Employees National Insurance contributions of £7.6m
- Income tax contributions of £12.8m

## Additional tax paid by graduates

The largest element of the total GVA contribution of the University of Greenwich is also the largest source of tax revenues. The additional earnings that a graduate will have over their lifetime will also generate additional employment taxes associated with that income. This will include the additional income tax and national insurance contributions.

The IFS study on earnings of graduates also considered the lifetime exchequer impacts of an undergraduate degree. These returns were defined to be:

- Student loan repayments
- Income tax
- Employer and employee NI contributions

From this, deductions are then made for:

- Maintenance loan payments
- Tuition loan payments
- Teaching grants
- The IFS then calculated that the average additional graduate tax over a lifetime was £70,000 at 2018 prices against a first degree and on this basis the additional lifetime taxation benefits from annual Greenwich graduates would be £283m using 2023 values over their careers<sup>41</sup>.

## VAT Contribution

Combined, the staff and students at the University of Greenwich spent an estimated £270 million in the UK economy. This spending will include Value Added Tax (VAT). While it is estimated that VAT accounts for 8% of household spending in the UK, the spending profile of students is different to that

of typical households and it is therefore estimated that VAT accounts for 11% of their spending.

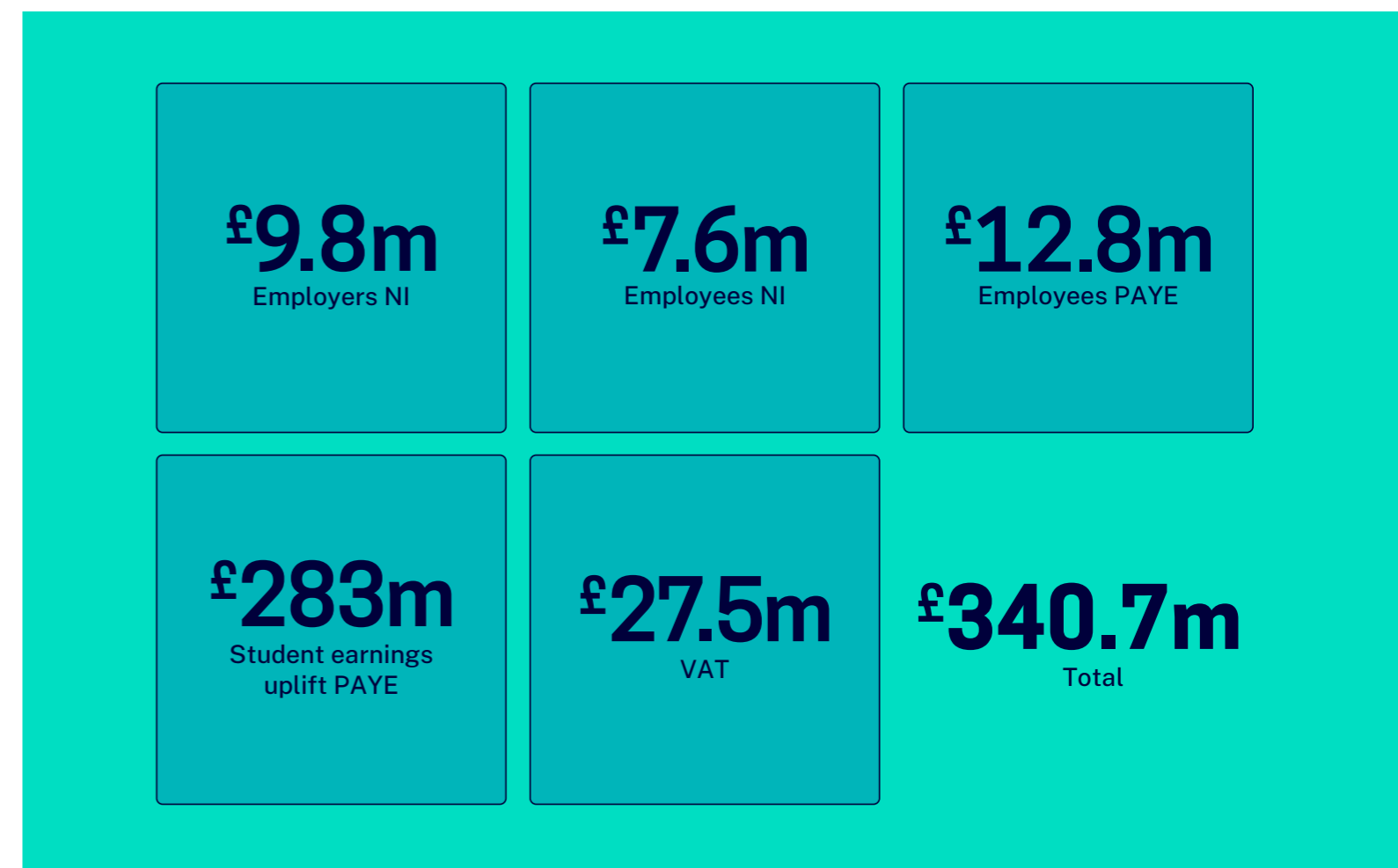
Applying these ratios to the staff and student spending values estimated that staff paid £5.6 million in VAT in 2021/22 and students paid £21.9 million<sup>42</sup>.

## Summary Fiscal Impacts

The economic activity generated by the University of Greenwich will stimulate tax revenues for the UK Treasury. The analysis has estimated that the university generates an estimated £341m in tax

receipts to the UK economy from each year of activity – including the lifetime contribution of a single year's cohort of students.

## Fiscal Impacts



# Appendices

1. Data references
2. The university and local growth
3. Graduate uplift calculations

## 1. Data references

1. Calculation explained within the report
2. Calculation explained within the report
3. University of Greenwich Annual Report 2022
4. Calculation explained within the report
5. Calculation explained within the report
6. University of Greenwich Annual Report 2022 and indirect employment calculation explained within the report
7. University of Greenwich Annual Report 2022
8. Calculation explained within the report
9. The University of Greenwich Annual Report 2022
10. The University of Greenwich Annual Report 2022
11. Office for Students 2022
12. The University of Greenwich Annual Report 2022
13. The University of Greenwich
14. Office for Students 2022
15. Office for Students 2022
16. Mickledore analysis from The Institute of Fiscal Studies 'The impact of undergraduate degrees on lifetime earnings'
17. Office for Student data 2022 unless stated
18. The University of Greenwich Annual Report 2022
19. Calculations explained within the report
20. The University of Greenwich
21. MHCLG Indices of Multiple Deprivation 2019
22. All data HESA 2022 statistics
23. All data HESA 2022 statistics
24. Office for Students 2022
25. The University of Greenwich Annual Report 2022
26. The University of Greenwich Annual Report 2022
27. The University of Greenwich
28. The University of Greenwich Annual Report 2022
29. Mickledore analysis from The Institute of Fiscal Studies 'The impact of undergraduate degrees on lifetime earnings'
30. All data The University of Greenwich Annual Report 2022 unless stated
31. Analysis from ONS Business Population Estimates 2022 & ONS GVA/employee by sector
32. Analysis from ONS Business Population Estimates 2022 & ONS GVA/employee by sector
33. ONS 2023 additional data on commuter patterns
34. ONS household expenditure data 2022
35. ONS household expenditure data 2022
36. Analysis from ONS Business Population Estimates 2022 & ONS GVA/employee by sector
37. ONS GVA/employee by sector (2019 data most recent released in 2023)
38. All data The Office for Students 2022 unless stated
39. The University of Greenwich Annual Report 2022
40. Mickledore analysis from University of Greenwich median salary data
41. Mickledore analysis from The Institute of Fiscal Studies 'The impact of undergraduate degrees on lifetime earnings'
42. Mickledore estimates from expenditure data



## 2. The university and local growth

### Introduction

The University sits within the local economies of Greenwich and Medway and to some extent the University's admissions will be shaped by the local communities whilst the University helps shape the skills employed in area and the future skills being developed.

#### Greenwich

The London Borough of Greenwich was created in 1965 and to mark the Diamond Jubilee of Elizabeth II in 2012, it became a Royal Borough. According to the 2021 census the Royal Borough of Greenwich (Greenwich) has a total population of 289,300 people. The Local Authority area includes districts such as Deptford, Blackheath, Charlton, Eltham and Abbey Wood as well as the town of Greenwich itself. The area is renowned for its naval and military connections alongside its abundant green spaces. It was also granted UNESCO World Heritage Site status as home of the Prime Meridian.

#### Medway

The Medway unitary authority (Medway) was created more recently through a local government reorganisation which took place in 1998. The Local Authority has a population of 279,800 people. The creation of the Unitary Authority resulted in a separation from the Kent County Council area but Medway is still part of the ceremonial County of Kent and includes towns such as Strood, Rochester, Chatham, Gillingham, and Rainham. Medway is one of the boroughs included in the Thames Gateway development area. Chatham, one of the main towns in the Medway area, is home to campuses of the University of Greenwich, the University of Kent, and Canterbury Christ Church University.

## Population Structure

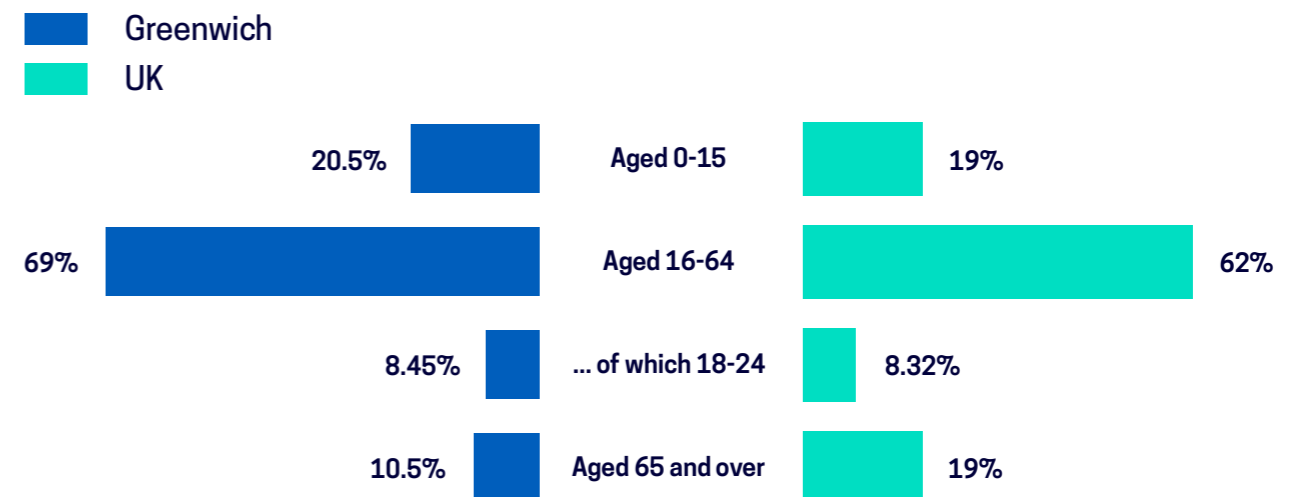
### Greenwich

When the population structure of Greenwich is compared to the UK as a whole it is clear that the area has a younger age profile. Whilst the proportion of the population aged 15 years and below is only slightly above the proportion in the UK as a whole, the 'working age population' makes up a significantly higher proportion than England and as a result, proportionately the older demographics make up a smaller percentage.

The percentage of 18-24-year-olds in the area is slightly above the average for the UK. This age bracket is often attributed to students but given the cosmopolitan nature of Greenwich it is evident that the percentage of students in the area sits within the population mix, rather than skewing the deciles of the population and it is also clear from the admissions data from the University that many students attend the University from Greenwich and its immediately surrounding areas.

#### Population Structure of Greenwich

Source: ONS (2021), Population Estimates 2020



Over the past 10 years, the population of Greenwich has increased by 13% compared to the 6% population increase experienced across the UK as a whole.

However, the number of 18-24-year-olds in the area decreased by 9% compared to 5% across the UK.





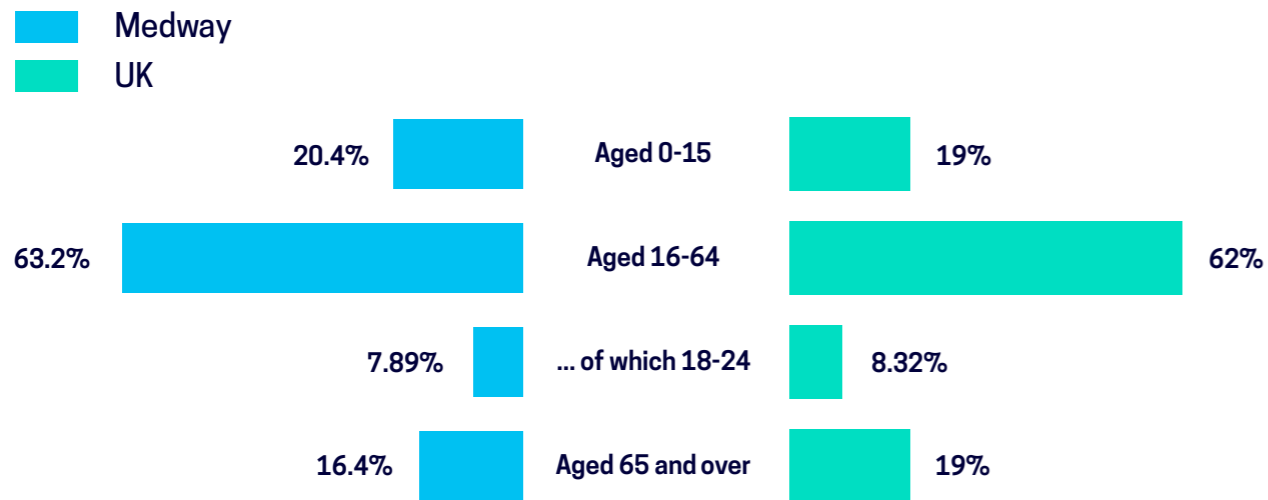
## Medway

The population structure of Medway is more closely in line with that of the UK as a whole although also skewed towards a slightly younger demographic.

Interestingly, the percentage of 18-24-year-olds, or the typical student cohort, in Medway is slightly lower than the average across the UK.

### Population Structure of Medway

Source: ONS (2021), Population Estimates 2020



Over the last 10 years, the population of Medway has increased by 5.6%, which is slightly lower than the UK average of 6% population increase. Despite an increase in population across the last 10 years,

the number of 18-24-year-olds in the area has decreased by 18% which is a large contrast to the 5% decrease across the UK.

## Economic Activity and the Workforce

### Greenwich and Medway

The population of Greenwich is slightly more likely to be economically active, and less likely to be unemployed than the average in Great Britain. Whereas the population of Medway are more likely to be economically active than both the population of Greenwich and Great Britain. The economic activity rate can be defined as the share of the working age population that has a job or is open to work.

The economic activity rate in Greenwich is 79.1% compared to 78.5% in Great Britain and 84.5% in Medway. However, Greenwich experienced slightly higher levels of unemployment (4.5%) than Medway (3.6%) and the rest of Great Britain (3.6%) from January 2022 to December 2022.

In 2021 according to job density statistics there were 102,000 jobs in Greenwich. Since 2014, the number of jobs in the area has increased by 7,000 jobs, equivalent 7% growth. From 2014 to 2021 the number of jobs in Medway increased by 14,000 jobs to 113,000 jobs, equivalent to 14% growth. In the same time period, the number of jobs at the University of Greenwich increased by 16%.

Average earnings in Greenwich in 2022 are above the average for Great Britain at £38,833 compared to £33,833 and also above the average earnings for Medway which were £31,668. Within the University of Greenwich, across the Greenwich and Medway campus, the mean salary per head is roughly £34,825.

## Skills & Occupations

### Greenwich and Medway

The University of Greenwich employs skilled workers in the education sector to deliver services for students. Additionally, the university produces graduates across various industries to help contribute to the local, and national, labour market. Both aspects, coupled with the research-orientated nature of the activities at the University of Greenwich, result in a higher number of local and regional workers employed in SOC 2020 Major Groups 1-5.

Sectors deemed to be 'knowledge-intensive', or those within SOC 2020 Major Groups 1-5 were found to account for 74% of total employment in Greenwich, compared with 70.4% in Great Britain and 68.4% in Medway. Furthermore, the workforce in Greenwich was found to involve 97,300 people within SOC 2020 Major Groups 1-3, which accounts for 62.1% of the population of the area compared with only 51.6% of the population of Great Britain and 48.2% of the population of Medway.

The Business Register and Employment Survey recorded that the industries employing the most people in Greenwich were human health and social work activities, employing 17.4% of people, wholesale and retail trade, employing 14% of people, and education, also employing 14% of people. The high presence of people employed in the education sector in Greenwich is well above the average for Great Britain which has just 8.8% of people employed in this sector nationally and this is likely to be influenced by the presence of the University.

A similar pattern was found in Medway. Employment in the education sector was amongst the top three most common sectors of employment

in Medway with 10.6% of the population employed in the sector compared to the 8.8% of people employed in this sector in Great Britain.

The high presence of knowledge-intensive sectors is reflected in the distribution of the workforce in Greenwich. The Annual Population Survey found that the largest occupational classification of workers in Greenwich is 'Professional Occupations' which includes professions ranging from IT professionals, to nurses and teachers, to engineers. This group accounts for 36.7% of the population of Greenwich compared to just 26.2% of the population of Great Britain. Medway also continues to reflect the high presence of knowledge-intensive sectors in the area with 39.3% of the population employed in 'Professional Occupations' and 'Associate Professional Occupations' which is in line with the average of 41% for the population of Great Britain employed in these sectors.

Those occupations which have lower skills requirements and lower levels of pay account for a smaller percentage of the population of Greenwich (8.7%) than both the population of Medway (14.8%) and for Great Britain (15%). It is clear from the data, that the workforce and labour market in Medway involves a greater range of employees across the entire range of occupations including those involving the lower tiers of the Standard Occupational Classification and this is reflected in average salaries – but that the economic activity rates in Medway are very high.



# Major Sectors of Employment – Greenwich

## Deprivation

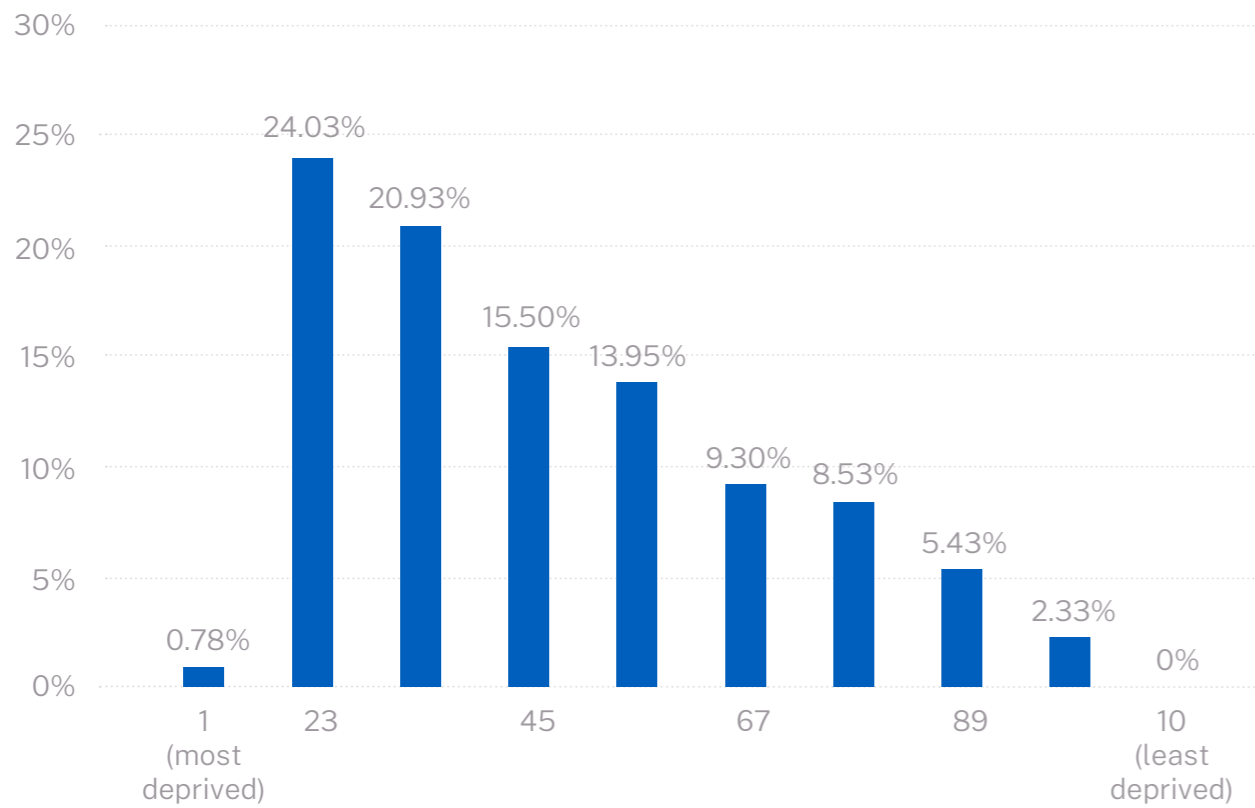
The English Index of Multiple Deprivation is a qualitative measure of deprivation in each of the 32,844 neighbourhoods (Lower Level Super Output Areas) across England. The index measures relative

deprivation across seven areas (domains): the living environment, income, employment, crime, housing, health and education.

## Greenwich

As shown in the figure opposite, Greenwich has a high share of neighbourhoods ranking in the country's 20% and 30% most deprived areas, with 24.03% and 20.93% respectively of neighbourhoods in these categories. In comparison,

the area has a low share of neighbourhoods ranking in the country's 70%, 80% and 90% least deprived areas in the country with 8.53%, 5.43% and 2.33% respectively of neighbourhoods in these categories.

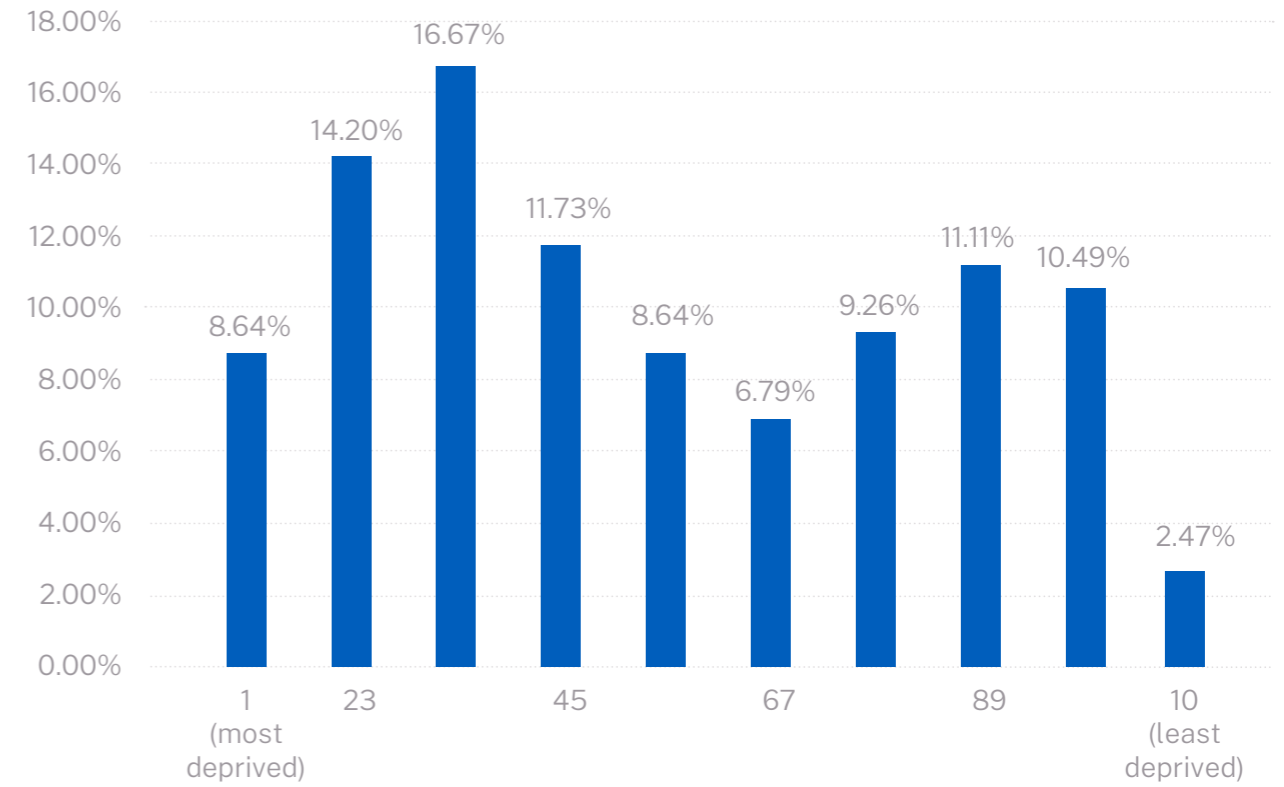


Percentage of Neighbourhoods in Greenwich by Decile

## Medway

As shown in the figure, Medway has a high share of neighbourhoods ranking in the country's 20%, 30% and 40% most deprived areas, with 14.20%, 16.67% and 11.73% respectively of neighbourhoods in these categories.

Additionally, the area also has a relatively high share, albeit not as high as of the most deprived neighbourhoods, of neighbourhoods ranking in the country's 80% and 90% least deprived areas in the country with 11.11% and 10.49% respectively of neighbourhoods in these categories.



Percentage of Neighbourhoods in Medway by Decile

Statistics provided by the Office for Students indicates that the University of Greenwich recruits more students from deprived areas than other UK universities. The socio-economic profile of the local

area will contribute to the number of students from deprived areas attending a university as students from more deprived neighbourhoods are more likely to attend a university in their local area.

## Conclusion

### Greenwich and Medway

Both Medway and Greenwich have productive economies with large percentages of the population within the working age and being economically active. An above average proportion of the population of Greenwich is employed in knowledge-intensive, or professional occupations. The University is a significant employer in the area and contributes to the relatively high levels of employment in the education sector in both Greenwich and Medway.

The role of the University as striving to provide education without boundaries is considered particularly important given the communities in which the University sits, and the University makes a contribution to the higher level occupations employed within the area both in terms of its own employment requirements but also in terms of its role developing skills for future employment.

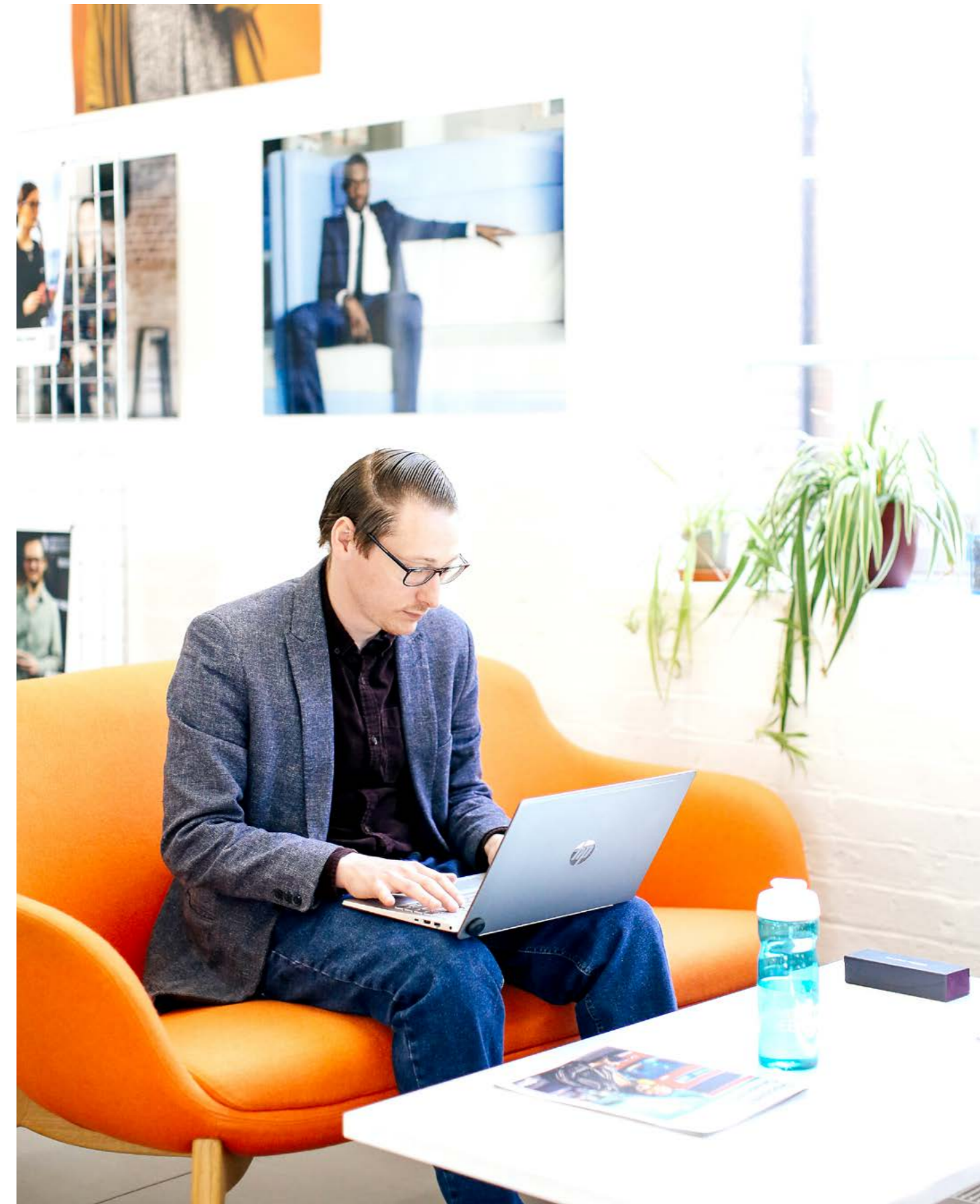
Both Medway and Greenwich have a relatively high proportion of deprived households. Medway has 39.5% of neighbourhoods in the 30% most deprived quantiles and Greenwich has 45.7% of households within the 30% most deprived quantiles.



### 3. Graduate uplift calculations

£000s	Female	Male	Average	Greenwich students	Uplift
Agriculture	21	-22	-1	55	-28
Allied to med	94	51	73	590	42,775
Architecture	39	102	71	125	8,813
Biosciences	36	26	31	130	4,030
Business	173	124	149	1,105	164,093
Comms	65	12	39	30	1,155
Computing	126	112	119	275	32,725
Creative arts	-5	-94	-50	245	-12,128
Education	144	51	98	215	20,963
Engineering	123	129	126	155	19,530
History	72	74	73	25	1,825
Languages	13	61	37	95	3,515
Law	224	159	192	135	25,853
Maths	128	169	149	55	8,168
Physics	31	1	16	70	1,120
Psychology	52	18	35	180	6,300
Social care	60	-33	14	300	4,050
Post grad			19	2,840	53,960

Source: 'The impact of undergraduate degrees on lifetime earnings' and Mickledore analysis







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