

January 2004 (Revised)

# Guide

# Higher education in the United Kingdom

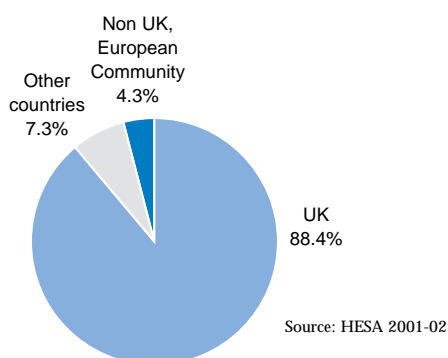
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# Key facts about higher education

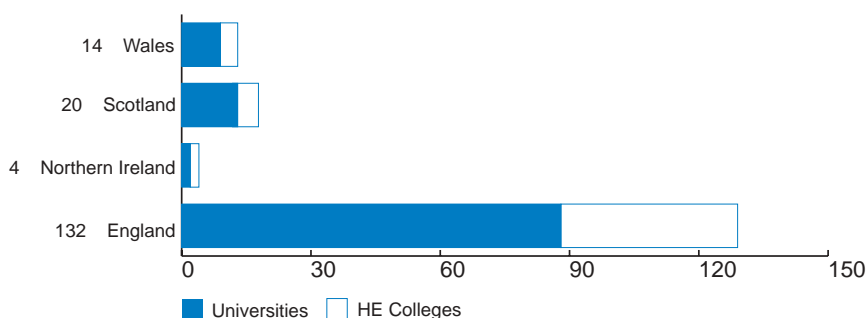
## Students

Over 2 million HE students in UK higher education institutions\*. Where do they come from? There are also around 208,000 higher education students in further education colleges.



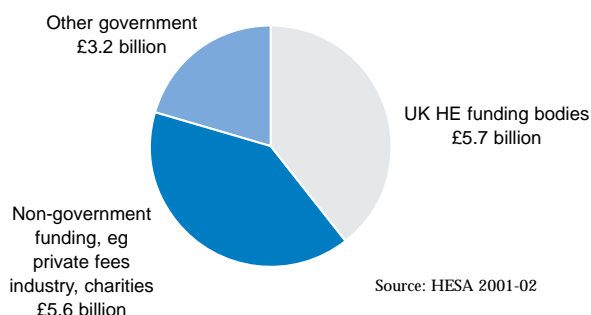
## Institutions

170 universities and HE colleges in the UK



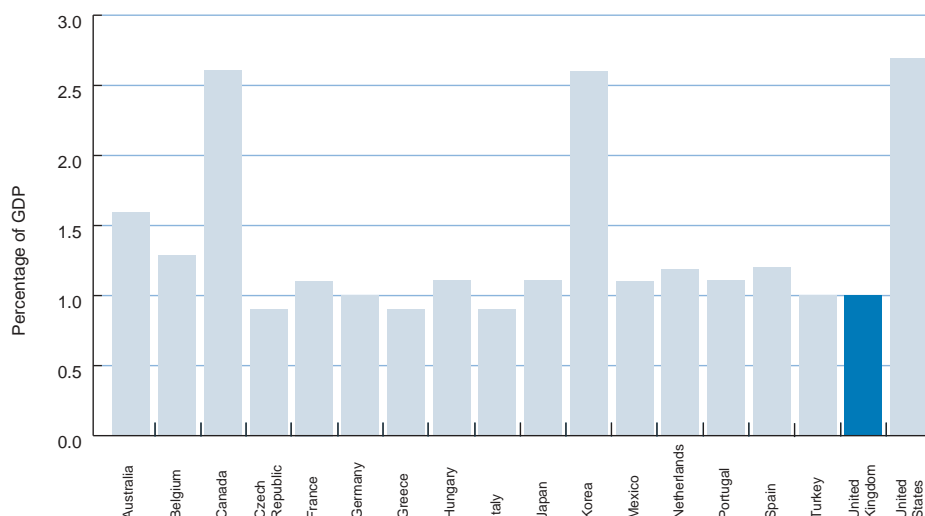
## Sources of income

Universities and colleges receive £14.5 billion in funding. Where does it come from?



How much do we spend on HE compared to other countries?

(expenditure on tertiary educational institutions as a percentage of GDP 2000)



Source OECD

\* This guide relates to higher education in the UK. Most of the references are to higher education in universities and higher education colleges.

\* Some of these students are studying by collaborative agreement at further education colleges, such students are registered at HEIs.

Sources of data are explained on page 20.

Many of the issues in this publication are described in broad terms only. A list of organisations that can provide further information is given on pages 18-19.

# Higher education in the United Kingdom

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# The nature of higher education

*Higher education in the UK is rich and diverse. It is provided by many different types of institutions, which carry out teaching, scholarship and research.*

## The main purposes of higher education are:

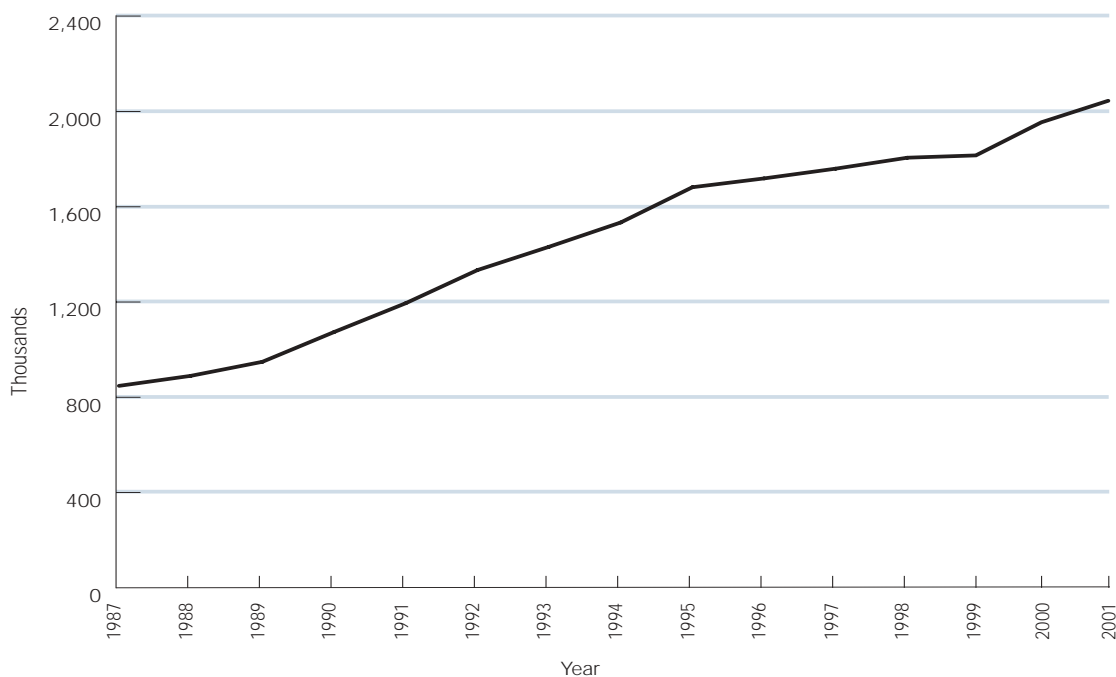
- to enable people to develop their capabilities and fulfil their potential, both personally and at work
- to advance knowledge and understanding through scholarship and research
- to contribute to an economically successful and culturally diverse nation.

The nature of higher education in the UK has changed significantly over the past 30 years. The number of students studying at universities and colleges has increased dramatically, with over 2 million students at higher education institutions today.

The age of undergraduates has changed too. Formerly these were largely school leavers studying full-time. The student population now includes large numbers of mature and part-time students.

Higher education is part of 'lifelong learning', which is not limited to the compulsory school years, but extends through an adult's working life and sometimes into retirement.

## Growth in HE students



Source: DFES

HE students in UK higher education institutions

# Universities and higher education colleges

## Universities

Universities are diverse, ranging in size, mission, subject mix and history. They are self-governing and independent. In England, the older universities were established by Royal Charter or statute or Act of Parliament. The Privy Council<sup>1</sup> has the power to grant university status to an institution that has the necessary characteristics.

Former polytechnics were given the status of universities under the Further and Higher Education Act 1992. These are sometimes called 'new' universities, although many of them have their origins in vocational colleges that have a long history. The existing 'old' universities include many founded in the 1950s and 1960s, the 'civic'<sup>2</sup> universities and the first colleges of the University of Wales, which were established in the 19th and early and mid 20th centuries. The universities of

Oxford and Cambridge date from the 12th and 13th centuries, and three Scottish universities, St Andrews, Glasgow and Aberdeen, have existed since the 15th century.

Universities have their own degree-awarding powers. They range in size from under 4,700 students (University of Abertay, Dundee) to over 32,000 students (Leeds University). The combined schools and colleges of the University of London have over 115,000 students; and the Open University, whose part-time students study by distance learning, is even larger with over 156,000 students.

There is one privately funded university – the University of Buckingham, which provides courses mainly in business, information systems and law.

## Colleges

Higher education colleges also vary in size, mission, subject mix and history. Like universities,

they are self-governing and independent. Some colleges were founded up to 150 years ago, and a significant number were established as church colleges. Some award their own degrees and other qualifications; in other colleges, qualifications are validated by a university or national accrediting body.

Higher education colleges with degree awarding powers can also apply to the Privy Council for the right to use the title of 'university college'.

Colleges range in size from small specialist institutions with 500 students (Dartington College of Arts), to large multi-discipline institutions of 13,000 students (Canterbury Christ Church University College). The average size of HE colleges in the UK is 3,500 students.

Many colleges cover a wide range of subjects, while some specialise in one or two areas, such as art and design, dance and drama, agriculture, or nursing.



	Universities	HE colleges
England	89*	43
Northern Ireland	2	2
Scotland	14	6
Wales	10 <sup>†</sup>	4
<b>Total</b>	<b>115</b>	<b>55</b>

\* 17 schools and institutes of the University of London are included in this total.

<sup>†</sup> University of Glamorgan plus nine constituent colleges and universities of the University of Wales.

<sup>1</sup> The Privy Council advises the Queen on the approval of Orders in Council including the granting of royal charters and incorporation of universities.

<sup>2</sup> 'Civic' universities were founded by Royal Charter in major cities in the 19th and early 20th centuries.

Several colleges provide teacher training as a major element of HE provision. In Northern Ireland, Scotland and Wales these courses are funded by the higher education funding bodies. In England they are funded by the Teacher Training Agency (TTA).

Many further education colleges offer higher education courses, which are validated by a higher education institution or a national body such as Edexcel.

## Staff

Higher education institutions in the UK employ around 96,000 full-time and around 38,000 part-time academic staff. If all staff are included, the figure is estimated to be around 300,000. Academic staff in most universities, and in some colleges, carry out research as well as teaching. Most have doctorates and many have professional qualifications.

Pay scales are negotiated nationally for university and college staff through the mechanism of the Joint Negotiating Committee for Higher Education Staff (JNCHES), established following an agreement in June 2001 between the Universities and Colleges Employers Association (UCEA) and all ten unions representing staff in higher education. JNCHES has negotiated the introduction of a single pay spine in 2003, underpinned by a framework agreement which addresses the modernisation of pay structures.

## Governance

Higher education institutions are legally independent. Their governing bodies are responsible for ensuring the effective management of the institution and for planning its future development. They are ultimately responsible for all the affairs of the university or college.



# Funding and resources

*Total revenue for higher education in the UK was around £14.5 billion in 1999-2000. Around 60 per cent of this comes from UK or EU Governments.*

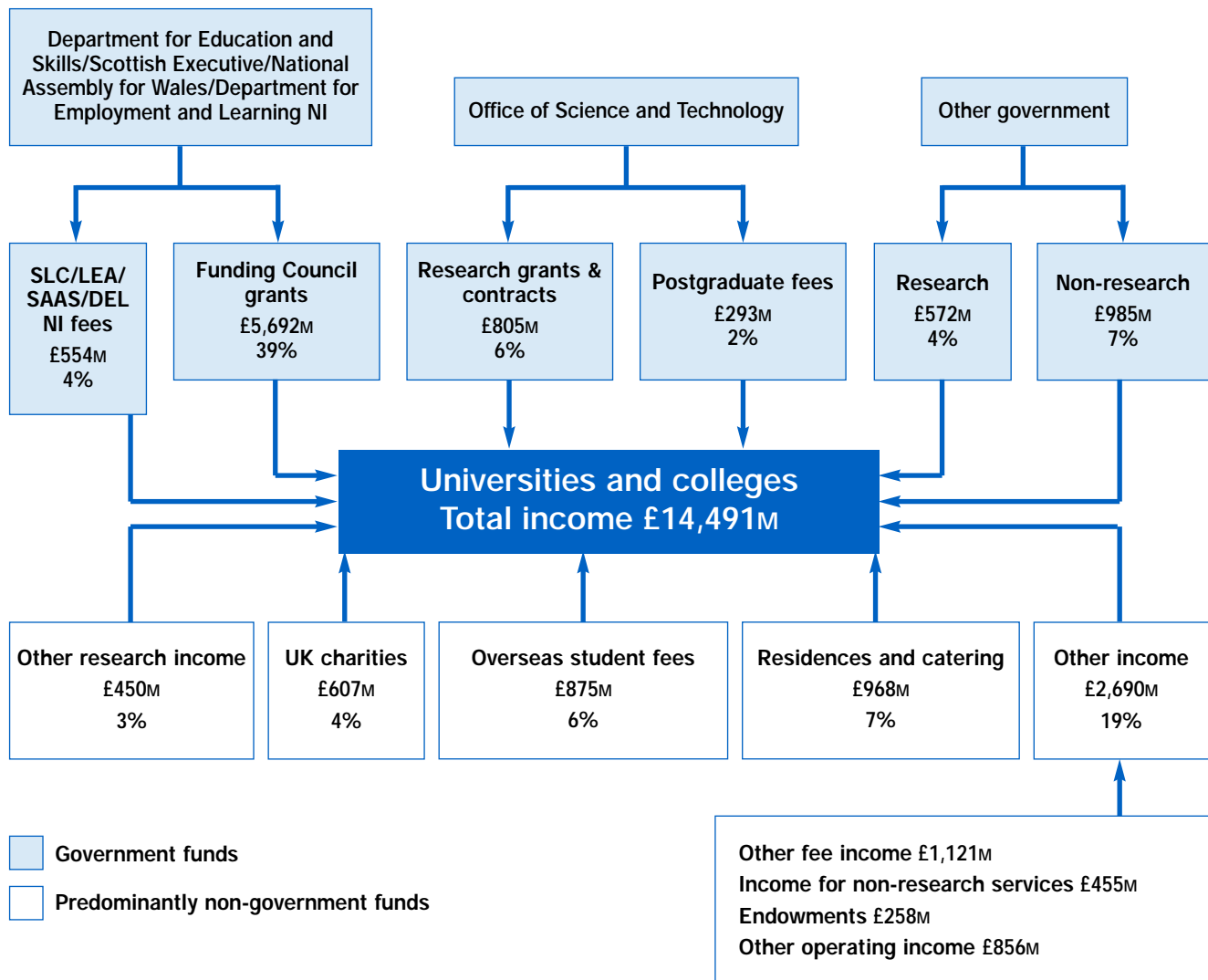
The four UK funding bodies provide the largest amounts. They are the Higher Education Funding Council for England (HEFCE), the Higher Education Funding Council for Wales (HEFCW), the Scottish Higher Education Funding Council (SHEFC), and in Northern Ireland the Department for Employment and Learning

(DEL). The funding bodies allocate most of their funds by formula for teaching and research.

The distribution of funds for teaching depends largely on the number of students and the subjects which an institution teaches. Nearly all funding for research is related to the quality and volume of research.

Universities and colleges also generate funds from a wide variety of private sources, such as sponsorship, fee-paying students, conferences and donations, and through providing services.

## Sources of finance for universities and colleges



Source: HESA finance record 2001-02 UK HEIs

## The funding bodies and the Government

The four UK higher education funding bodies are funded by and responsible to Parliament. Their role includes:

- allocating funds for teaching and research
- promoting high quality teaching and research
- widening access and increasing participation
- encouraging the development of interactions with business and the wider community
- advising Government on the needs of higher education

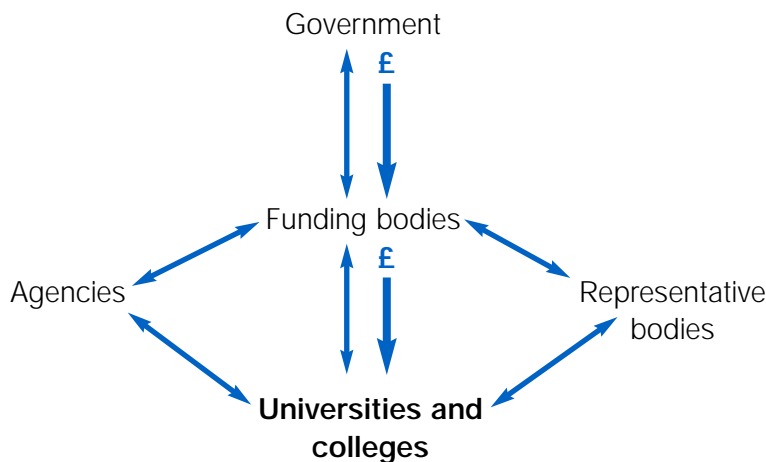
- informing students about the quality of higher education available
- ensuring the proper use of public funds.

The funding bodies work in partnership with other organisations such as the representative bodies (Universities UK, Universities Scotland, Higher Education Wales, Standing Conference of Principals), the Quality Assurance Agency for Higher Education, and the Higher Education Statistics Agency.

The total amount of money to be allocated is decided by central

Government. Guidance and priorities are given by the Government but it is the sole responsibility of the funding bodies to allocate money to specific institutions. The funding bodies operate at arm's length from central Government.

The table below shows the relationship between central Government and the higher education funding bodies.



	England	Northern Ireland	Scotland	Wales
<b>Government</b>	Department for Education and Skills (DfES)	UK Government Northern Ireland Higher Education Council (NIHEC) (advisory role)	Scottish Executive Enterprise and Lifelong Learning Department (ELLD)	National Assembly for Wales
<b>HE funding body</b>	Higher Education Funding Council for England (HEFCE)	Department for Employment and Learning (DEL)	Scottish Higher Education Funding Council (SHEFC)	Higher Education Funding Council for Wales (HEFCW)

## Tuition fees

Each student attracts around £4,400 of funds (funding council grant and fee income) per year. The Government meets most of this through the funding bodies. The arrangements are different in Scotland from the rest of the UK.

In England, Wales and Northern Ireland, undergraduate students from the UK and European Union (EU) on full-time higher education courses contribute up to a maximum of £1,125 per year in tuition fees (in 2003-04). To ensure that students are not prevented from entering higher education for financial reasons, students and their parents are assessed to determine their ability to pay. In 2001-02, 50 per cent of all full-time students will not have to pay any fees and only 35 per cent are expected to make the maximum contribution.

Universities and colleges are free to set the fee levels they charge to students from outside the EU. In 2000-01 the average fee was £6,765 for classroom-based undergraduate courses.

Students who have to find all or part of their fees themselves pay these directly to their university or college.

## Arrangements in Scotland

Since autumn 2000, students studying in Scotland do not have to pay tuition fees if they live permanently in Scotland, or if they are from another EU country outside the UK. The fees are administered by the Student

Awards Agency for Scotland (SAAS). After graduating, however, students in Scotland are expected to contribute £2,000 to the graduate endowment (unless exempt) in recognition of the benefits they gain from higher education and to provide similar opportunities for future generations of students.

The Scottish honours degree normally takes four years to complete. Students from elsewhere in the UK will not have to pay the fourth year tuition fee, so the cost of obtaining a first degree is the same throughout the UK.

## Arrangements in Northern Ireland

As a result of a recent review of student finance in Northern Ireland, higher education access bursaries worth up to £1,500 were introduced from September 2002 for students from low-income families.

## Student loans

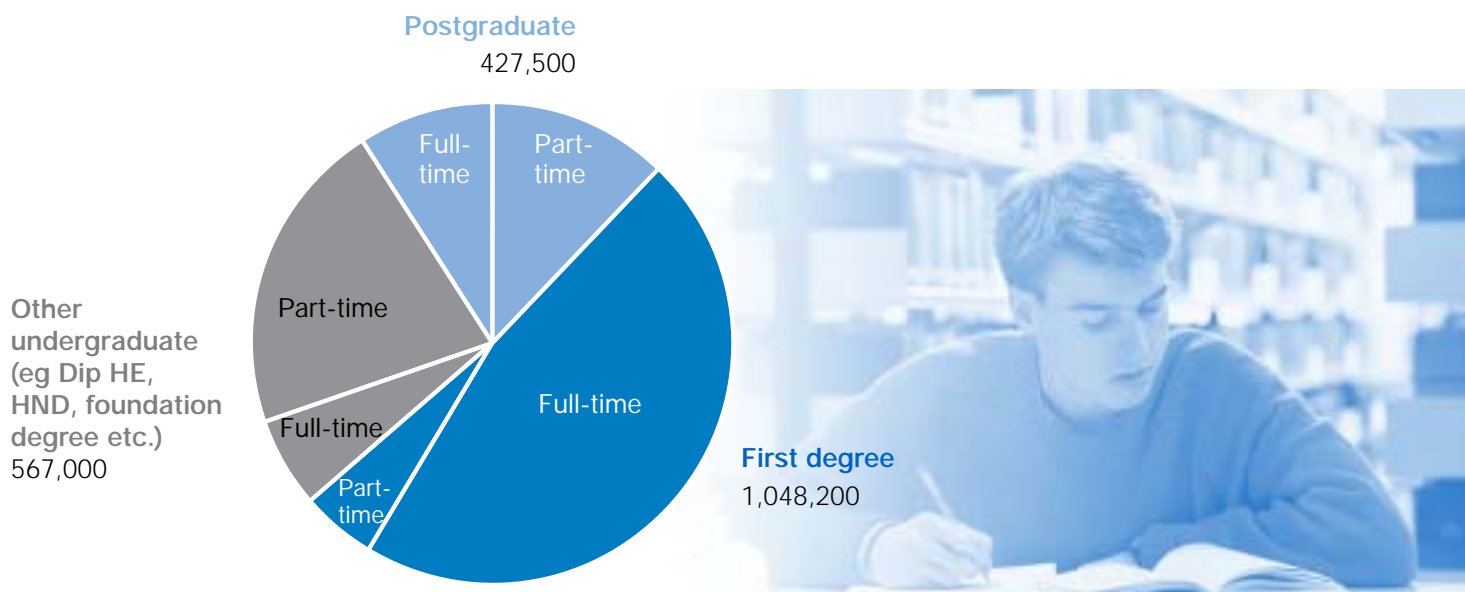
In addition to tuition fees, students have to pay for their living expenses; maintenance grants for students were phased out in 1998. Student loans are part of the Government's financial support package for UK students, and are available to help students meet their living costs while studying. The rate of repayment depends on the level of the person's income after graduation. Loans are provided by the Student Loans Company, or the Students Awards Agency in Scotland.

## Student support funding

Student support funding that is given directly to students via the Student Loans Company and local education authorities, in cases of financial hardship students can also apply for funding from the institution which they attend. Funding is made available by the Government for this purpose and is distributed by institutions according to the rules and criteria laid down by the DfES in England. Full-time and part-time students can apply for funding in the form of grants, bursaries and loans, to help cover living costs. Part-time students who meet the criteria may also be entitled to a fee waiver. In addition some students may be eligible for certain state benefits, including the Childcare Grants and other allowances.

# Who studies at HEIs?

*There are over 2 million higher education students in UK universities and colleges. They are split by mode (full-time or part-time) and level of study (undergraduate or postgraduate) as follows:*



Source: HESA - '2001-02 Student Record'

## Students in the UK

There has been a small increase recently in the proportion of female to male students, so that women now make up around 56 per cent of the student population. In the UK around 20 per cent of full-time first degree students are 21 or over when they start their course.

In addition there are over 112,500 students on further education courses at UK universities and HE colleges.

The level of participation in higher education by school

leavers increased rapidly in the 1980s and early 1990s. Around 30 per cent of young people in England and Wales, 40 per cent in Scotland and 45 per cent in Northern Ireland take degree and other advanced courses in universities and other colleges. The long-term aim is that 50 per cent of 18 to 30 year olds in England will enter higher education by 2010.

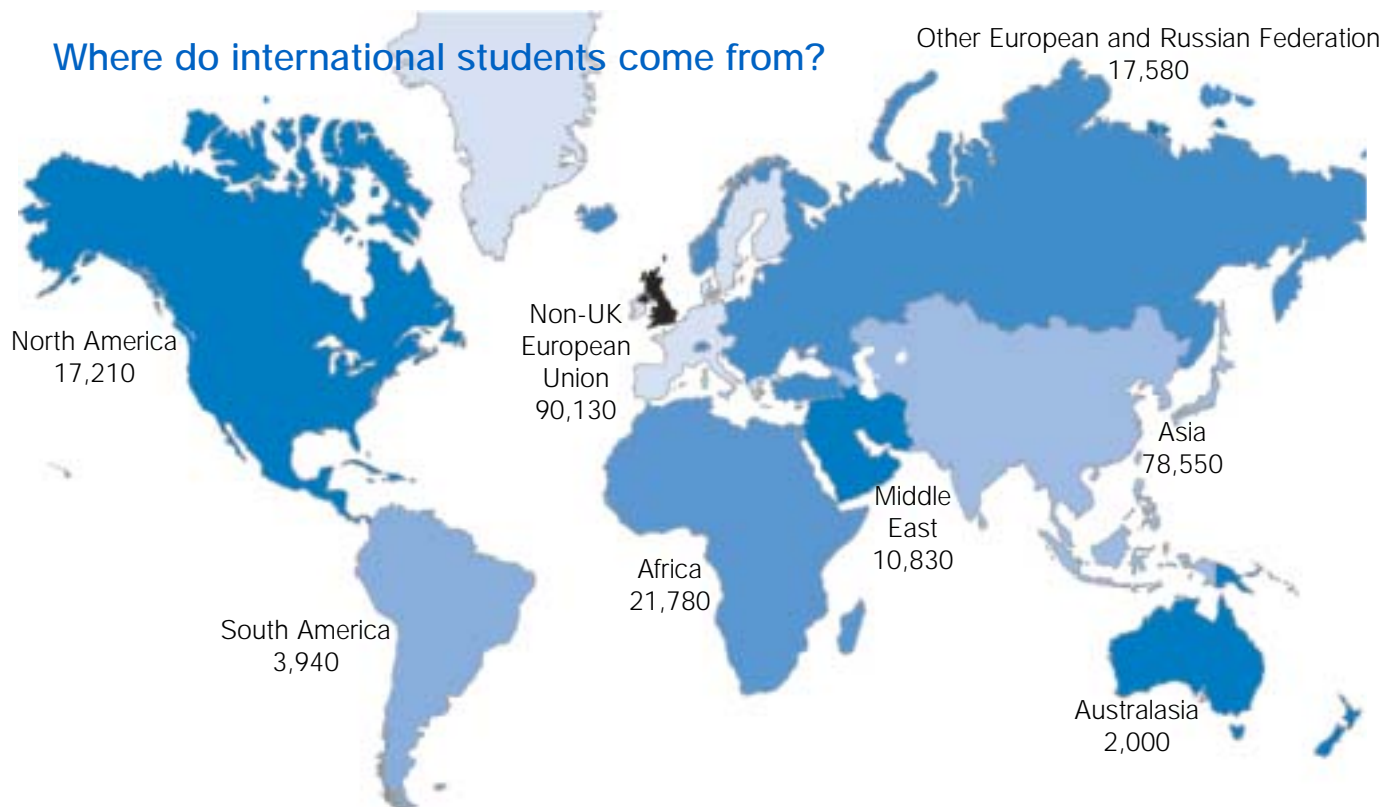
Higher education should be accessible to all those who are able to benefit from it. The Government and the funding bodies are seeking to broaden

access to and participation in higher education, so that equal opportunities are available for all, including people from ethnic minorities, people with special needs, and people from poorer socio-economic backgrounds.

## International students

There are more than 200,000 students from overseas studying in the UK. They come from over 200 countries and represent almost 12 per cent of the student population. Thirty-seven per cent of these students come from European Union countries.

## Where do international students come from?



A number of organisations provide support and advice to students from overseas. The British Council, which has offices in 109 countries, promotes UK education, encourages student mobility and offers a wide range of services to potential students in their own countries and while they are in the UK.

Student mobility is encouraged and promoted by the National Academic Recognition Information Centre (UK NARIC), which provides information and advice on the comparability of qualifications from different countries.

The Erasmus scheme is an EU-funded programme that promotes student mobility within the whole of Europe. About 100,000 students a year throughout Europe take part; around 10,000 are from the UK.

UKCOSA Council for International Education provides advice and information to students from overseas and to advisers and professionals in HE

institutions who assist them. Universities and colleges also provide support services for overseas students on academic and other matters, and to help them adjust to life in Britain.

### How to get a place at university or college

Most applications for full-time undergraduate higher education courses are made through the Universities and Colleges Admissions Service (UCAS). Applications are usually made in the autumn, a year before the start of the course.

Applications for postgraduate courses, access courses, foundation degrees and part-time study are made directly to the university or college.

### How to select a university or college

Potential students have a choice of over 42,000 higher education courses. Students therefore need accurate information to help them decide where to study.

Sources of information include: careers officers in schools and colleges, the UCAS Handbook and web-site, prospectuses, databases, videos and libraries. There is a wide range of resources available via the internet including HERO, the official gateway site to the UK's universities, colleges and research organisations ([www.hero.ac.uk](http://www.hero.ac.uk)).

The quality of courses in higher education institutions is externally assessed. Assessments are made against the aims and objectives set by the institution for their course. Since 1997, the programme of external assessments in England, Wales, and Northern Ireland has been organised by the Quality Assurance Agency for Higher Education (QAA). Scotland is now also subject to QAA reviews.

The results of assessments are published in print and on the internet. These offer potential students objective information on the courses they may wish to study, and the institutions that provide them.

# Courses and qualifications

The normal minimum age for an undergraduate to start a course is 18, or 17 in Scotland. First degree courses generally take three years in England, Wales and Northern Ireland. Sandwich courses, which include periods of practical work in organisations outside the university or college, usually last four years, as do certain specialist courses. Some vocational degrees are longer, for example in medicine, dentistry and architecture. In Scotland undergraduate programmes are offered both on a three-year basis, leading to a general degree, and on a four-year basis, leading to an honours degree.

The main undergraduate qualification awarded by higher education institutions is the first or bachelors degree, for example, BA, BSc or BEd. Other undergraduate qualifications include: Higher National

Diploma (HND), Higher National Certificate (HNC) and Diploma in Higher Education (DipHE) which usually take one or two years to complete. Foundation degrees were launched in 2001; they take two years to complete and are mainly vocational.

## Modularisation and credits

Higher education courses are increasingly being offered on a modular basis. Modular programmes allow students to build up their degree or other qualification by selecting self-contained modules. On completing a module the student is awarded a credit or credits. Students are awarded a degree after accumulating the appropriate number of credits in appropriate combinations.

## Postgraduate courses

A high proportion of UK graduates go on to do further training after university – second only to Denmark, a recent study by the Organisation for Economic Co-operation and Development (OECD) revealed.

Postgraduate courses are very varied. They can be taught, or conducted through research programmes, or a combination of both, and can be part-time or full-time. Qualifications include diplomas and certificates, such as the Postgraduate Certificate in Education (PGCE); masters degrees, for example Master of Science (MSc); and doctorates, for example, Doctor of Philosophy (PhD).

Postgraduate taught programmes usually last one year full-time or two years part-time. Research programmes normally last three

## Some examples of qualifications

### Undergraduate qualifications

#### Vocational qualifications

Higher National Diploma (HND)  
Higher National Certificate (HNC)

#### Foundation degrees

#### First degrees

Bachelor of Arts (BA)  
Bachelor of Science (BSc)  
Bachelor of Education (BEd)  
Bachelor of Engineering (BEng)  
Bachelor of Laws (LLB)  
Bachelor of Medicine (MB)

### Postgraduate qualifications

#### Diplomas and certificates

Postgraduate Diploma (PG Dip)  
Postgraduate Certificate (PG Cert)  
Postgraduate Certificate in Education (PGCE)  
Diploma in Social Work (DipSW)

#### Masters degrees

Master of Arts (MA)  
Master of Science (MSc)  
Master of Business Administration (MBA)  
Master of Laws (LLM)  
Master of Philosophy (MPhil)

#### Doctorates

Doctor of Philosophy (PhD)

years for full-time students and over four years for part-time students. These normally require the student to complete a written thesis.

## New PhD courses

In autumn 2001, an alternative to traditional PhD courses was introduced. The programmes will be completed over three to four years, and will combine a specific research project with a coherent programme of formal coursework in the chosen subject area and training in research. Students will also have the opportunity to develop the personal qualities and advanced skills necessary to make them attractive to prospective employers or enable them to enter an academic career. Ten universities have collaborated to develop the courses, which range from textiles to aircraft design and space structures.

## Academic infrastructure

The Quality Assurance Agency for Higher Education (QAA) is responsible for developing a set of national, common reference points called the academic infrastructure. This includes national frameworks for higher education qualifications, subject benchmark statements and programme specifications.

The QAA introduced national higher education qualifications frameworks (one for England, Wales and Northern Ireland, and one for Scotland) in 2001. The frameworks provide clear descriptions of the different qualifications awarded by higher education institutions in the UK.

Subject benchmark statements for degree subjects describe what can be expected of graduates in terms of intellectual skills, mastery of knowledge and conceptual understanding.

See also, section on quality and standards on page 14.

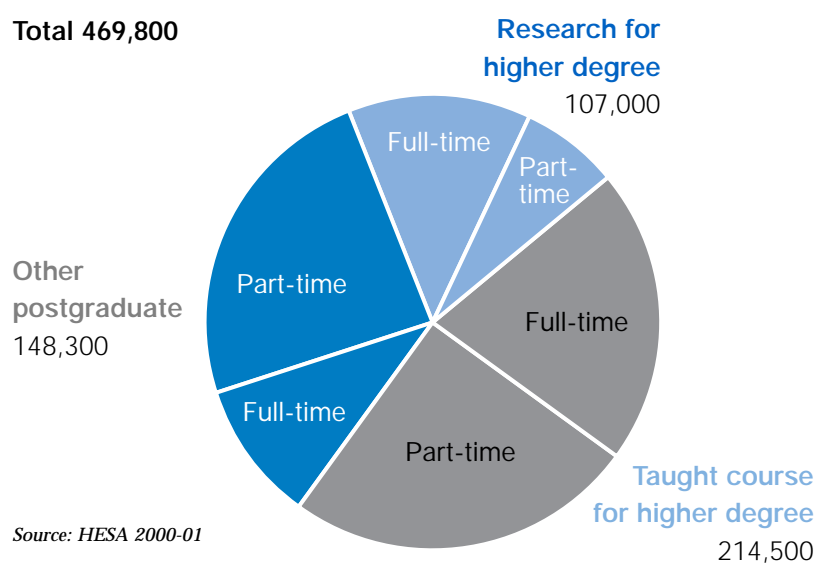
Programme specifications are quality-related descriptions of programmes of study in each institution, which include their intended learning outcomes, methods of assessment, teaching and learning strategies, and ways by which learning is supported.

## Professional and statutory bodies

In most academic areas, there are subject bodies that represent the academic and professional interests of their members. These organisations may be royal societies (for example, The Royal Society of Chemistry), chartered institutes (such as The Chartered Institution of Building Services Engineers), or associations (such as the British Medical Association). In many cases – such as architecture, dentistry, medicine and law – people may only practise professionally if they pass the professional bodies' examinations. Degree courses in these subjects may count towards professional qualifications.

## Analysis of postgraduate students

Total 469,800



Source: HESA 2000-01

## Institute for Learning and Teaching

The Institute for Learning and Teaching in Higher Education (ILT) is the professional body for all who teach and support learning in higher education in the UK. It exists to enhance the status of teaching, improve the experience of learning, and support innovation. It also develops and maintains professional standards of practice. From June 2004, a new Higher Education Academy will build on and deliver services currently provided by: the ILT, the Learning and Teaching Support Network (LTSN), the National Co-ordination Team (NCT) and some of the functions of the Higher Education Staff Development Agency (HESDA).

# Research

Research in the UK is fundamental to the development of knowledge and understanding and to wealth creation. There is a strong tradition of research in all academic subjects.

A recent review of research policy and funding revealed that on many measures the work done by university researchers in this country is among the best in the world. It showed that UK researchers are among the most productive; and the number of times the work of UK academics is read and used by other academics ('citation'), per million pounds spent, is the highest world-wide.

British researchers regularly win international prizes for their work. Most of Britain's long-term curiosity-driven and strategic research is carried out in universities.

Many research students from overseas contribute to research in the UK. The Overseas Research Students Awards Scheme (ORSAS) grants are awarded on a competitive basis to international postgraduate research students of outstanding merit and research potential. The scheme is administered by Universities UK on behalf of the DfES.

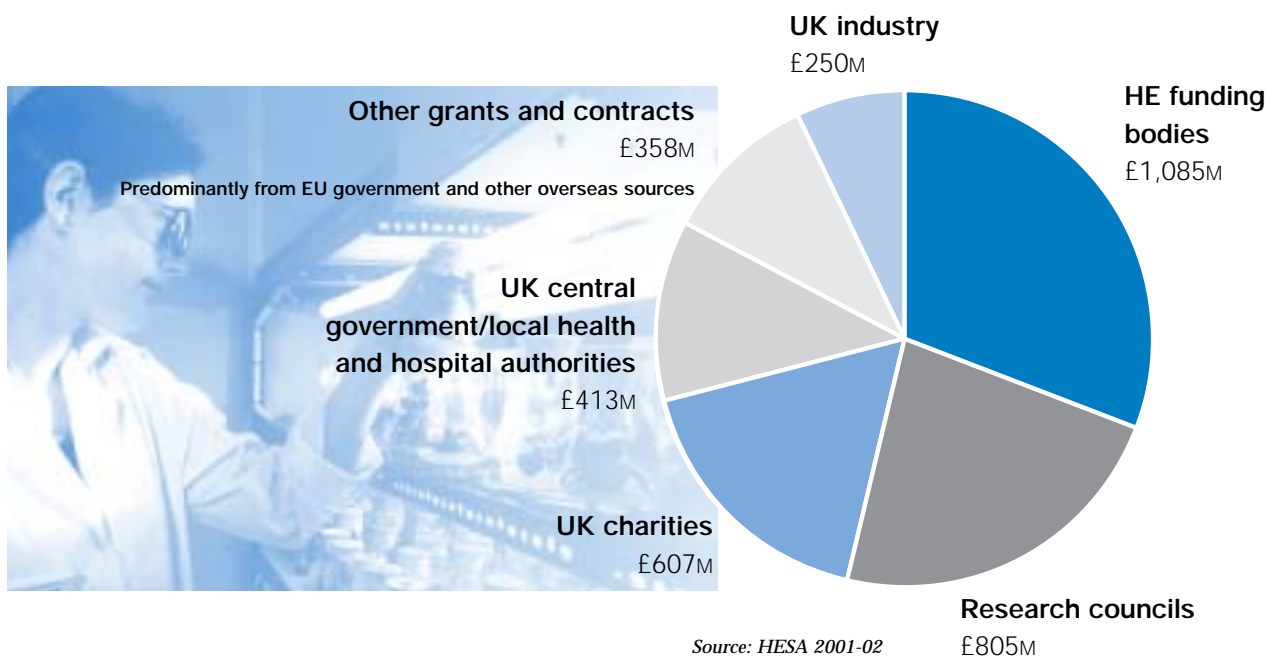
Total funding for research in the UK in 2001-02 is over £3.5 billion. The public funding of research in universities and colleges is provided under the 'dual support system'. The funding for infrastructure (salaries of permanent academic staff, premises, central computing and library costs, for example) is supported by the four higher education funding bodies. The direct costs of specific projects are

provided by the six research councils and the Arts and Humanities Research Board, which allocate around £1.5 billion per year for research in universities and colleges. Other projects are supported by charities (foundations), industry, the European Union and UK government departments.

Over 90 per cent of research funding allocated by the funding councils is distributed selectively, according to the quality of research measured. One-third of the public money for research goes to just six universities. Research quality is assessed every few years through the Research Assessment Exercise (RAE). Four research assessment exercises have been conducted so far: the most recent was in 2001 (see page 14).

## Sources of research income

Total £3,518M



## The research councils and the Office of Science and Technology

The research councils fund projects in higher education institutions and in their own research institutes; and provide allowances for postgraduate research students. The research councils in turn receive their funding from the Office of Science and Technology (OST). The OST provides a co-ordinating role for project funding and makes allocations to the research councils, taking into account government policy.

## Research in the arts and humanities

The Arts and Humanities Research Board (AHRB) was established in 1998 to carry out some of the functions of a research council for the arts and humanities. The AHRB provides funding and support for three programmes: advanced research; postgraduate research and training; and special funding for museums, libraries, galleries and collections.

## The research councils

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Biotechnology and Biological Sciences Research Council (BBSRC)

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Engineering and Physical Sciences Research Council (EPSRC)

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Economic and Social Research Council (ESRC)

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Medical Research Council (MRC)

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Natural Environment Research Council (NERC)

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Particle Physics and Astronomy Research Council (PPARC)

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Council for the Central Laboratory of the Research Councils (CCLRC)

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## Science parks

There are around 60 science parks in the UK where businesses are located usually on or near a university campus or major research centre. This gives the companies the opportunity to engage in collaborative research, professional training or other knowledge transfer. Most of these science parks include incubator units for start-up companies, or innovation centres. The parks house around 1,700 companies, mostly small and medium scale, employing over 40,000 people, engaged mainly in bio technology and computer science.

## Computer networks

Higher education increasingly uses computer networks to support campus-wide, national and international activities.

The Joint Information Systems Committee (JISC), funded by all the HE and FE funding bodies in the UK, provides JANET. This is the academic high-speed network which connects all the UK higher and further education and research communities. It provides access to a wide range of on-line resources to support learning,

teaching, research, management and administration within academic institutions.

OST, with the funding councils, has launched an 'e-science' initiative to give UK researchers access to shared computing and visualisation facilities through a high speed network. This initiative, known as the 'GRID' is being developed via the JANET high-speed backbone.

## UKeUniversities

The UKeUniversities Worldwide is a collaborative project by the UK higher education funding bodies to establish a new way of providing HE programmes through web-based training.

# Quality and standards

*The arrangements for assessing academic quality and standards in UK higher education are sophisticated and rigorous. A number of significant changes are about to be implemented.*

## Quality assurance in higher education

Currently, the main components of quality assurance are as follows:

Process	Undertaken by
internal quality assurance processes	the university or college, including external examiners, and internal validation and review of programmes
institutional-level quality review	Quality Assurance Agency (QAA)
subject-level quality review	QAA (will end in 2005)
professional accreditation	professional and statutory bodies
research assessment	funding bodies using peer review

The QAA reviews academic standards and quality in higher education, using a peer review process called institutional audit. It also provides common reference points that help to define clear and explicit standards.

Institutional audit, introduced in 2003, aims to ensure that institutions are providing higher education, awards and qualifications of an acceptable quality and an appropriate academic standard; and are exercising their legal powers to award degrees in a proper manner. Institutions are audited every six years. Institutions themselves publish standard information on the quality and standard of their programmes, and the QAA verifies the reliability of this information as part of institutional audit. A small number of subject-based

reviews will be carried out prior to institutions being audited.

The QAA also conducts overseas audits of collaborative arrangements between UK higher education institutions

and organisations overseas that lead to the award of degrees from UK institutions.

## Research assessment

The purpose of the Research Assessment Exercise (RAE) is to provide ratings of the quality of research conducted in universities and HE colleges. The ratings are used to determine how research funding is allocated according to standards of international and national excellence, described through grades 5 star (highest) to 1 (lowest). Institutions conducting the best research receive a larger proportion of the grant.

Assessment is by panels of, mostly academic, experts covering 68 different subject areas.



# Impact on the economy

Higher education in the UK makes a substantial contribution to the economy in a range of ways: through the overall scale of institutions' turnover, by the provision of graduates and postgraduates, by delivery of expertise and continuing training opportunities for businesses, and by reaching out to business and the community via a spectrum of enterprising knowledge transfer processes. Much of this reflects the new 'third stream' of activity, alongside the traditional roles of teaching and research.

In England and Northern Ireland, the Higher Education Reach-out to Business and the Community fund, a HEFCE initiative supported by the Department of Trade and Industry and DEL, has awarded more than £82 million to HEIs over the period 2000 to 2004. From 2001 onwards this fund will be incorporated in a larger Higher Education Innovation Fund, and an extra £80 million has been made available for 2001-02 to 2003-04.

This money is provided to increase the capability of HEIs to respond to the needs of business and the wider community, where this will lead to wealth creation.

The impact of higher education on businesses includes consultancy, collaborative research and knowledge transfer, for example by licensing inventions to both large and smaller companies, and by founding start-up companies. These activities and direct working with local and regional

communities all help to lever investment in wealth creation and improve the quality of life.

The annual turnover of UK higher education institutions is around £14.5 billion. It is estimated that higher education institutions generate around £34 million a year for the UK economy.

## Active Community Fund

A further £27 million has been set aside for the HE Active Community fund, to develop staff and student volunteering and work with the not-for-profit sector.

## Employment

Around 1.1 per cent of the UK workforce is employed in higher education. Graduates make up about 28 per cent of the UK workforce. People who have higher education qualifications generally earn more than those who do not. For example, a survey showed salaries for graduates aged 33 are 12-18 per cent higher for men and 34-38 per cent higher for women than the salaries for non-graduates. About a fifth of graduates from full-time first degree courses go on to further study or training.

The Careers Services Unit (CSU) and careers offices in higher education institutions provide students and graduates with a range of careers guidance services.

# Universities and higher education colleges in England, Scotland, Wales and Northern Ireland

## Higher education institutions in England

Anglia Polytechnic University	Cumbria Institute of the Arts	University of Liverpool
Aston University	Conservatoire for Dance & Drama	Liverpool Hope University College
University of Bath	Dartington College of Arts	Liverpool John Moores University
Bath Spa University College	De Montfort University	University of London
University of Birmingham	University of Derby	London Business School
Birmingham College of Food, Tourism and Creative Studies	University of Durham	London School of Economics & Political Science
Birkbeck College	University of East Anglia	London School of Hygiene & Tropical Medicine
Bishop Grosseteste College	University of East London	The London Institute
Bolton Institute of HE	Edge Hill College of HE	London Metropolitan University
Bournemouth University	Institute of Education	London South Bank University
Arts Institute at Bournemouth	University of Essex	Loughborough University
University of Bradford	University of Exeter	University of Luton
University of Brighton	Falmouth College of Arts	University of Manchester
University of Bristol	University of Gloucestershire	University of Manchester Institute of Science and Technology (UMIST)
Brunel University	Goldsmiths College	Manchester Metropolitan University
Buckinghamshire Chilterns University College	University of Greenwich	Middlesex University
University of Cambridge	Harper Adams University College	University of Newcastle upon Tyne
Institute of Cancer Research	University of Hertfordshire	Newman College
Canterbury Christ Church University College	University of Huddersfield	University College Northampton
University of Central England in Birmingham	University of Hull	University of Northumbria at Newcastle
University of Central Lancashire	Imperial College of Science, Technology and Medicine	Norwich School of Art & Design
Central School of Speech and Drama	Keele University	University of Nottingham
Chester College of HE	University of Kent	Nottingham Trent University
University College Chichester	Kent Institute of Art & Design	The Open University
City University	King Alfred's College, Winchester	
Courtauld Institute of Art	King's College London	
Coventry University	Kingston University	
Cranfield University	Lancaster University	
	University of Leeds	
	Leeds Metropolitan University	
	University of Leicester	
	University of Lincoln	

\* The Open University also operates in Scotland, Wales and Northern Ireland.

School of Oriental and African Studies  
University of Oxford  
Oxford Brookes University  
School of Pharmacy  
University of Plymouth  
University of Portsmouth  
Queen Mary, University of London  
Ravensbourne College of Design and Communication  
Royal Agricultural College  
Royal College of Nursing Institute  
University of Reading  
Rose Bruford College  
Royal Academy of Music  
Royal College of Art  
Royal College of Music  
Royal Agricultural College  
Royal Holloway, University of London  
Royal Northern College of Music  
Royal Veterinary College  
St George's Hospital Medical School  
College of St Mark & St John  
St Martin's College  
St Mary's College  
University of Salford  
University of Sheffield  
Sheffield Hallam University  
University of Southampton  
Southampton Institute  
Staffordshire University  
University of Sunderland

University of Surrey  
University of Surrey Roehampton  
Surrey Institute of Art and Design University College  
University of Sussex  
University of Teesside  
Thames Valley University  
Trinity & All Saints  
Trinity College of Music  
University College London  
University of Warwick  
University of Westminster  
University of the West of England, Bristol  
Wimbledon School of Art  
University of Wolverhampton  
University College Worcester  
Writtle College  
University of York  
York St John College  
**Higher education institutions in Scotland**  
University of Aberdeen  
University of Abertay Dundee  
Bell College  
University of Dundee  
University of Edinburgh  
Edinburgh College of Art  
University of Glasgow  
Glasgow Caledonian University  
Glasgow School of Art  
Heriot-Watt University  
Napier University  
University of Paisley

Queen Margaret University College  
The Robert Gordon University  
Royal Scottish Academy of Music and Drama  
University of St Andrews  
University of Stirling  
University of Strathclyde  
UHI Millennium Institute (UMI)  
**Higher education institutions in Wales**  
Cardiff University  
University of Glamorgan  
North East Wales Institute  
Swansea Institute of Higher Education  
Trinity College  
University of Wales  
University of Wales, Aberystwyth  
University of Wales, Bangor  
University of Wales, Lampeter  
University of Wales, Swansea  
University of Wales College of Medicine  
University of Wales College, Newport  
University of Wales Institute, Cardiff  
Welsh College of Music and Drama  
**Higher education institutions in Northern Ireland**  
St Mary's University College  
The Queen's University of Belfast  
Stranmillis University College  
University of Ulster

# Useful addresses

## Funding bodies

### Higher Education Funding Council for England

Funds higher education at universities and colleges in England.

Northavon House  
Coldharbour Lane  
BRISTOL BS16 1QD  
Tel 0117 931 7317  
www.hefce.ac.uk

### Higher Education Funding Council for Wales

Funds higher education in universities and colleges in Wales including teacher training.

Linden Court  
The Orchards  
Ilex Close  
Llanishen  
CARDIFF CF14 5DZ  
Tel 029 2076 1861  
www.elwa.ac.uk

### Department for Employment and Learning

Funds education in Northern Ireland, including the two universities and two higher education colleges.

Adelaide House  
39-49 Adelaide Street  
BELFAST BT2 8FD  
Tel 028 9025 7722  
www.delni.gov.uk

### Teacher Training Agency

Funds teacher training courses in England. Raises standards of teacher education and training, and promotes teaching.

Portland House  
Stag Place  
LONDON SW1E 5TT  
Tel 020 7925 3700  
www.tta.gov.uk

### Scottish Higher Education Funding Council

Funds higher education institutions in Scotland.

Donaldson House  
97 Haymarket Terrace  
EDINBURGH EH12 5HD  
Tel 0131 313 6500  
www.shefc.ac.uk

### Learning and Skills Council

Responsible for post-16 education and training provision in England.

Cheylesmore House  
Quinton Road  
COVENTRY CV1 2WT  
Tel 0845 019 4170  
www.lsc.gov.uk

## Government departments and offices

### Department for Education and Skills

Responsible for education at all levels, training and employment opportunities in England.

Sanctuary Buildings  
Great Smith Street  
LONDON SW1P 3BT  
Tel 020 7925 5000  
www.dfes.gov.uk

### Office of Science and Technology

Responsible for maintaining the excellence of science, engineering and technology in the UK, and improving public understanding of them. OST is part of the Department of Trade and Industry.

1 Victoria Street  
LONDON SW1H 0ET  
Tel 020 7215 3817  
www.ost.gov.uk

### Scottish Executive Enterprise and Lifelong Learning Department

Responsible for economic and industrial development, tourism, further and higher education, skills and lifelong learning.

Meridian Court  
Cadogan Street  
GLASGOW G2 6AT  
Tel 0141 248 4774  
www.scotland.gov.uk

## Representative bodies

### Universities UK

Represents and promotes universities in the UK.

Woburn House  
20 Tavistock Square  
LONDON WC1H 9HQ  
Tel 020 7419 4111  
www.universitiesuk.ac.uk

### Standing Conference of Principals

Represents higher education colleges in England and Northern Ireland.

Woburn House  
20 Tavistock Square  
LONDON WC1H 9HB  
Tel 020 7387 7711  
www.scop.ac.uk

### Higher Education Wales

Represents higher education institutions in Wales.

PO Box 413  
CARDIFF CF10 3UF  
Tel 029 2078 6216  
www.hew.ac.uk

### **Universities Scotland**

Represents higher education institutions in Scotland.

53 Hanover Street  
EDINBURGH EH2 2PJ  
Tel 0131 226 1111  
[www.universities-scotland.ac.uk](http://www.universities-scotland.ac.uk)

## **Other organisations**

### **British Council**

Promotes educational, cultural and technical co-operation between Britain and other countries.

10 Spring Gardens  
LONDON SW1A 2BN  
Tel 020 7930 8466  
[www.britishcouncil.org](http://www.britishcouncil.org)

### **UKCOSA: The Council for International Education**

Provides advice and information to students from overseas and to advisers and professionals in HE institutions who assist them.

9-17 St Albans Place  
LONDON N1 0NX  
Tel 020 7285 4330  
[www.ukcosa.org.uk](http://www.ukcosa.org.uk)

### **HERO**

The gateway to higher education in the UK, provides an up-to-date, accurate, and informative database of links to all the key HE web-sites on the internet.

[www.hero.ac.uk](http://www.hero.ac.uk)

### **Higher Education Statistics Agency**

Collects, analyses and reports on statistics for HE in the UK.

95 Promenade  
CHELTENHAM GL50 1HZ  
Tel 01242 255577  
[www.hesa.ac.uk](http://www.hesa.ac.uk)

### **Institute for Learning and Teaching in Higher Education**

A professional body for staff who teach and support learning in HE in the UK.

Genesis 3  
Innovation Way  
York Science Park  
Heslington  
YORK YO10 5DQ  
Tel 01904 434222  
[www.ilt.ac.uk](http://www.ilt.ac.uk)

### **Joint Information Systems Committee**

Stimulates and enables the cost-effective exploitation of information systems, and provides a high quality national electronic network for UK HE.

Northavon House  
Coldharbour Lane  
BRISTOL BS16 1QD  
Tel 0117 931 7403  
[www.jisc.ac.uk](http://www.jisc.ac.uk)

### **Northern Ireland Higher Education Council**

Advises the DEL on the planning and funding of HE in Northern Ireland.

Adelaide House  
39-49 Adelaide Street  
BELFAST BT2 8FD  
Tel 028 9025 7722

### **Quality Assurance Agency for Higher Education**

Promotes improvement in the quality and standards of HE provision and provides public information.

Southgate House  
Southgate Street  
GLOUCESTER GL1 1UB  
Tel 01452 557000  
[www.qaa.ac.uk](http://www.qaa.ac.uk)

### **Student Loans Company**

Administers Government loans to students in the UK.

100 Bothwell Street  
GLASGOW G2 7JD  
Tel 0141 306 2000  
[www.sl.co.uk](http://www.sl.co.uk)

### **Universities & Colleges Admissions Service**

The UK central organisation through which applications are processed for entry to full-time undergraduate courses, HNDs and university diplomas.

PO Box 28  
CHELTENHAM GL52 3LZ  
Tel 01242 222444  
[www.ucas.ac.uk](http://www.ucas.ac.uk)

# Sources of information

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## International comparisons

OECD Education at a glance  
2003 Table B2.1c column 6.

## HE students in FECs

HESA 'Higher Education  
statistics for the UK' 2001-02  
Table 0.

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## Growth in UK students

HE students in UK HEIs: 1987 to  
2001. The collection methods  
and definitions of data used in  
the student growth chart have  
changed over the period shown.  
Significant changes were made in  
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## Staff

'Independent Review of Higher  
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(Bett report) Annex D Table 24  
Analysis of staff by mode and  
terms of employment.

The numbers given are estimates  
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## Sources of finance for universities and colleges 2001-02

HESA finance statistics return  
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## Student numbers

HESA 2001-02 Student record.

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UCAS handbook and website.

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## Sources of research income

HESA finance statistics  
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## Impact on the economy

'The future of higher education'  
DfES White Paper, January 2003.

## Employment

'HE in the learning society'  
report to the National Committee  
of Inquiry into HE chaired by Sir  
Ron Dearing, July 1996-97, the  
DTIR regional competitiveness  
indicators (those educated to  
graduate level make up 28.2% of  
the workforce) and the HESA  
First Destination Survey 1999-  
2000 (19% of 2001-02 full-time  
first degree graduates go on to  
further study or training).

# Education structure and glossary

Further education is for people  
over compulsory school age  
(currently 16 years). Further  
education courses are generally  
up to the standard of GCE  
A-level or NVQ Level 3 and take  
place in a sixth-form college or a  
higher education institution  
rather than in a secondary  
school.

Higher education courses  
are generally above the standard  
of GCE A-levels or National  
Vocational Qualification (NVQ)  
Level 3. They include degree  
courses, postgraduate courses  
and Higher National Diplomas.

Higher education takes place in  
universities and higher education  
colleges, and in some further  
education colleges.

## Education structure

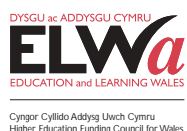
		Further education	Higher education	
Pre- school	Compulsory school education	6th form		
		Lifelong learning		
3-4	5-16	16-18	18+	21+

# List of Abbreviations

<b>AHRB</b>	Arts and Humanities Research Board
<b>BBSRC</b>	Biotechnology and Biological Sciences Research Council
<b>CCLRC</b>	Council for the Central Laboratory for the Research
<b>CSU</b>	Careers Service Unit
<b>DEL</b>	Department for Employment and Learning, Northern Ireland
<b>DfES</b>	Department for Education and Skills
<b>ELLD</b>	Enterprise and Lifelong Learning Department
<b>EPSRC</b>	Engineering & Physical Sciences Research Council
<b>ESRC</b>	Economic & Social Research Council
<b>EU</b>	European Union
<b>HEFCE</b>	Higher Education Funding Council for England
<b>HEFCW</b>	Higher Education Funding Council for Wales
<b>HERO</b>	Higher Education and Research Opportunities in the UK
<b>HESA</b>	Higher Education Statistics Agency
<b>ILT</b>	Institute for Learning and Teaching
<b>JANET</b>	Joint Academic Network
<b>JISC</b>	Joint Information Systems Committee
<b>JNCHES</b>	Joint Negotiating Committee for Higher Education Staff
<b>LEA</b>	Local Education Authority
<b>LSC</b>	Learning and Skills Council
<b>MRC</b>	Medical Research Council
<b>NARIC</b>	National Academic Recognition Centre
<b>NERC</b>	Natural Environment Research Council
<b>NIHEC</b>	Northern Ireland Higher Education Council
<b>OECD</b>	Organisation for Economic Co-Operation and Development
<b>ORSAS</b>	Overseas Research Students Awards Scheme
<b>OST</b>	Office of Science and Technology
<b>PPARC</b>	Particle Physics and Astronomy Research Council
<b>QAA</b>	Quality Assurance Agency for Higher Education
<b>RAE</b>	Research Assessment Exercise
<b>SAAS</b>	Student Awards Agency Scotland
<b>SHEFC</b>	Higher Education Funding Council for Wales
<b>SLC</b>	Student Loans Company
<b>TTA</b>	Teacher Training Agency
<b>UCAS</b>	Universities and Colleges Admissions Service
<b>UCEA</b>	Universities and Colleges Employers Association
<b>UKCOSA</b>	UK Council for International Education



department for  
**education and skills**  
creating opportunity, releasing potential, achieving excellence



**Office of Science and Technology**



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