

HE Reform in UK

(including changes to Quality & Accountability Systems/Regulation)

Higher Education: Expansion and Reform in UK

- Major expansion in 1960s and 1990s
- Failed attempts to expand via technical institutions eg Colleges of Advanced Technology and Polytechnics
- Low quality FE or technical provision
- Homogenous HE provision
- Supply side economic orthodoxy in 1990s and 2000s
- Mass HE system unaffordable especially during austerity



Strong traditions of autonomy in UK HE

MANCHESTER
1824

The University of Manchester

- Essentially private status (though publicly funded)
- Haldane principle in science funding
- Institutions created by Royal Charter
- Minimal interference in governance/management
- Policy outcomes as condition of grant/access to loans



New HE Bill in England

- Teaching Excellence Framework (higher fees tied to metrics on employment, satisfaction, earnings)
- Office For Students – a market regulator - replaces funding council (maintains access agreements & other regulatory requirements but also promotes market entry)
- Market/consumer conditions – as well as high fees/loans accelerating with greater student protection
- Register for all providers with access to student loans – meeting quality and accountability baselines/thresholds



Success as a Knowledge Economy:

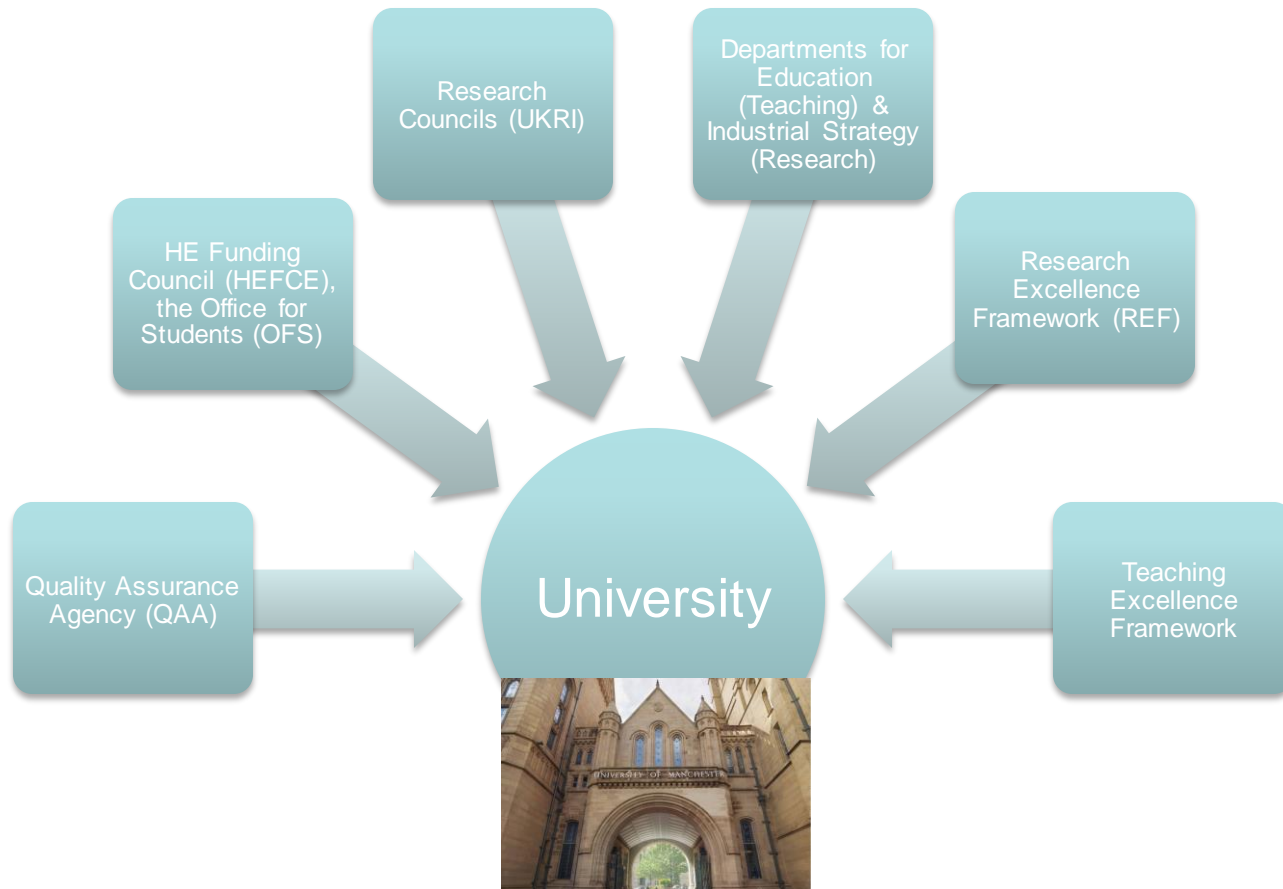
Teaching Excellence, Social Mobility and Student Choice

May 2016

Policy, Accountability and Regulation in England

- Targets for supply (volumes, courses, institutions, centres)
- But increased desire for better inputs, outputs and outcomes (especially re social mobility and economic growth)
- Research Excellence Framework and ‘impact’ measures
- Graduate employment measures (DELHE at 6 months and new tracking linked to tax revenues)
- Student Satisfaction (NSS)
- Access policies, number controls, agreements for recruitment, retention and employment
- Funding increasingly tied to outcomes

Quality and Accountability in HE (England)



What is Teaching Excellence? (or how the TEF defines it...)

- *'TEF judgements will be made against agreed criteria by an expert peer review panel including employers and students, and based on a combination of core metrics and short institutional submissions.'*
Available metrics on graduate employment, earnings, student satisfaction, retention and a qualitative statement (limit of 15pp)
- Linked to inflation (RPI) in years 1 and 2, variable fees chargeable in year 3 and move to subject level from year 4 (2020-21)
- Gold, Silver and Bronze awards
- **'streetlight effect'** – observational bias where people only look for whatever they are searching for by looking where it is easiest...

