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This book examines marketing from both the market and educational perspectives and offers a view of its value and use within this dialectic relationship. In this respect this book is distinctive. The university system is no longer fit for purpose. UK higher education was designed for much smaller numbers of students and a very different labour market. Students display worrying levels of mental health issues, exacerbated by unprecedented levels of debt, and the dubious privilege of competing for poorly-paid graduate internships. Meanwhile who goes to university is still too often determined by place of birth, gender, class or ethnicity. Who are universities for? argues for a large-scale shake up of how we organise higher education, how we combine it with work, and how it fits into our lives. It includes radical proposals for reform of the curriculum and how we admit students to higher education, with part-time study (currently in crisis in England) becoming the norm. A short, polemical but also deeply practical book, Who are universities for? offers concrete solutions to the problems facing UK higher education and a way forward for universities to become more inclusive and more responsive to local and global challenges. “Renowned as a leading practitioner and voice of wisdom and reason, Annie Grant now shares her insight with those who are still on their professional journey within the higher education student experiential services through her writing. I commend this book to everyone who works in, or wants to really understand, the world of higher education in the UK today.” —Jayne Aldridge, Chairperson of AMOSSHE, The Student Services Organisation 2017-2021, and Director for the Student Experience, University of Sussex, UK

This book examines the aspirations, challenges and experiences of contemporary university students through the eyes and ears of those who provide professional advisory services. Providing an overview of the growth of the UK higher education sector in general and that of student advisory provision in particular, the author highlights the breadth and depth of the role that professional advisory staff now play in the higher education landscape. The volume addresses student academic and career success and their wellbeing, stressing the importance of understanding and respecting the diversity of the student body. In doing so, it emphasises the value of envisioning universities as inclusive and safe communities that challenge discrimination, prejudice and bullying, and the importance of proactive initiatives that help students to develop self-confidence and resilience. The author addresses other important but less frequently discussed matters, such as the impact of the marketization of higher education, alcohol and drug abuse and the ethical and moral values of higher education. The authors analyse changes in the management of recent professional academic work in British universities, examine the implications of mass higher education, and look at the impact of 'new managerialism' in 'knowledge-intensive' organisations. This book examines and analyses the complex and contradictory relationships between Higher Education Institutions in England and their local communities within a wider political and policy context. It provides an overview of the UK university system which has a long tradition of a mixed pattern of relationships with communities. The book critically explores the academic spheres of teaching and learning, third stream activities and research, showing how the ways in which different initiatives supported by national policy and funding bodies have shaped the relationship universities have with their communities as well as the opportunities and challenges institutions now face to develop and transform these relationships. The core purpose of this distinctive book is to offer academics working in higher education practical support in achieving formal accreditation of their teaching practice with the Higher Education Academy (HEA). It maps a range of key themes against the UKPSF (United Kingdom Professional Standards Framework) and invites readers to engage with the all-important dimensions of practice. This book is relevant both to those who are in the process of preparing an application for an HEA fellowship and to those who are preparing assignments they might be producing for a PG Cert (HE) programme. The book explains the dimensions of practice in detail and offers readers suggestions for ways in which they might engage with particular aspects of the UK PSF at the end of each section and thus evidence the quality of their teaching practice. Each section also offers suggestions on ways to develop teaching as related to the themes. Its distinctive features include: Linking explicitly to the UK PSF (UK Professional Standards Framework) and offering practical advice to those making a fellowship application. Integrating this practical element with some of the wider debates about the purpose of higher education Incorporating a thread of student engagement throughout the book, including students' own perspectives on the themes of the book. Not only will the book support academics following an accreditation route, the book will also be a useful companion text on taught courses since the UK PSF is the overarching framework for people working in HE in a teaching capacity. Whether you are working in higher education or working in college based higher education then this is the book for you. The UK may be ranked as one of the best countries in the world to start a business, but evidence from growing skills gaps, and the decline in graduates' entrepreneurial aspirations suggest that higher education may not be contributing as it should to the enterprise environment. Enterprising Education in UK Higher Education brings together the challenges of embedding enterprise education in universities and colleges, identifies current debates around their roles and explores research, theory and practice to deliver roadmaps for innovative enterprise education. This book provides solid and clear guidance to practitioners and academics who are starting their journey into enterprising education, as well as those who are more experienced, but understand that the traditional approaches limit the options of future graduates. It collates the theory and practice of enterprise education in the UK higher education sector and business engagement with wider stakeholders. Drawing on theory and best practice, and illustrated with a wide range of the examples and cases, it will provide invaluable guidance to researchers, educators, practitioners and policy makers. This book offers a comprehensive overview and critical analysis of the UK's policy on recruiting international students. In a global context of international education policy, it examines changes from New Labour policies under Tony Blair's Prime Minister's Initiative, to the more recent Coalition and Conservative Government policies in the International Education Strategy. The research uses a text-based approach to primary research, adopting a critical framework developed by Carol Bacchi ('what is the problem represented to be?'). The book argues that international student policy can be reduced to reasons for and against recruiting international students; in doing so, students are represented as ambassadors for the UK or tools in its public diplomacy, consumers and generators of reputation, means to get money, and as migrants of questionable legitimacy. These homogenizing representations have the potential to shape international education, implicating academics as agents of policy, and infringing on students' self-formation. The book will be compelling reading for students and researchers in the fields of education and sociology, as well as those interested in education policy-making. Universities have a crucial role in the modern world. In England entrance to universities is by nation-wide competition which means English universities have an exceptional influence on schools - a striking theme of the book. This important book first investigates the university as an institution and then

tracks the individual on their journey to and through university. In *A University Education*, David Willetts presents a compelling case for the ongoing importance of the university, both as one of the great institutions of modern society and as a transformational experience for the individual. The book also makes illuminating comparisons with higher education in other countries, especially the US and Germany. Drawing on his experience as UK Minister for Universities and Science from 2010 to 2014, the author offers a powerful account of the value of higher education and the case for more expansion. He covers controversial issues in which he was involved from access for disadvantaged students to the introduction of £9,000 fees. The final section addresses some of the big questions for the future, such as the relationship between universities and business, especially in promoting innovation. He argues that the two great contemporary trends of globalisation and technological innovation will both change the university significantly. This is an authoritative account of English universities setting them for the first time in their new legal and regulatory framework. Covering everything you need to know about teaching within the UK higher education system, this book is the ideal introduction for anyone looking to start their teaching career. A must-read guide for international staff new to teaching in UK higher education, this key text focuses on what is particular and often baffling to those who are new to higher education teaching in the UK. With practical tips and advice rooted in relevant theory, it is an invaluable resource to guide you through the initial teaching experience. Breaking down all of the aspects involved in teaching, learning and assessing in UK higher education, this book covers:

- The key features of UK higher education – particularly how it might differ from other systems
- How courses and the curriculum are designed
- How to support learning within your teaching practice
- Advice on marking and giving worthwhile feedback
- How to develop your own professional practice
- A full glossary of key terms

An Introduction to Teaching in UK Higher Education is a one-stop resource for those looking to begin a career in UK higher education. Particularly useful for new international staff, it will also be of interest to those looking to improve their teaching practice. Are you thinking of studying at university in Britain? Do you feel confused about which course is best for you, which university to choose, and how to apply? Are you wondering about what kinds of challenges you will be faced with, how best to approach them and how to overcome them? If so, this guidebook is for you. Honest and accurate, this book acts as an international student introduction and cultural guide to UK Higher Education. It informs and guides students in their preparation for all aspects of UK HE, from university selection and application through to participation, and provides a clear understanding of how British universities function. Helping international students make the most of the many opportunities that university offers, this text will expand your knowledge of UK Higher Education with regards to:

- Application procedures
- Finances
- Self-awareness, cultural understanding and adaptation (social and academic)
- University administrative procedures, facilities and support
- Work and career information and advice.

The International Student's Guide to UK Education is a comprehensive guide that will help students to develop critical and reflective ability in order to become independent, well-informed and empowered decision makers. A team of experienced university managers explores the strengths and weaknesses of the various elements and sectors of the UK higher education system. This text examines the changing concept and nature of higher education, provides a comprehensive analysis of UK higher education today, and points to how it might develop in the early years of the 21st century. As well as helping to explain the evolution of British higher education over the past thirty years, this book contains some important messages about the consequences of introducing or extending market competition in universities' core activities of teaching and research. The Future of Higher Education coursebook comprehensively explores policy, pedagogy and the student experience. A research based investigation of the academic, personal, social and cultural experience of international students. Communication and learning across cultures will always be relevant and of great interest to the international students and all who work with them. Research and teaching are the two main functions of higher education, yet information and analysis is much sparser on research than on teaching. This collection of original work is an attempt to redress the balance, focusing on UK and US experience. How have the issues facing universities changed since 1945? What has the expansion of higher education meant for universities in the UK? What has changed and what has remained familiar over the period? Essential reading for all higher education policy makers, managers, administrators and academics, this book provides an authoritative account of the development of higher education in the UK since 1945. The changes in the system have been far-reaching and numerous, affecting a wide range of people beyond those who work or study in universities or colleges, including parents, employers and policy makers. This book takes both chronological and thematic approaches. The opening chapters of the book provide:

- An overview of the history of higher education in the UK up until 1945
- A detailed tabular summary of post-war higher education developments
- A list of current UK universities and their origins
- Key statistics on students

The book also considers key themes in the story of UK higher education in the post-war period, including:

- Policy and funding
- Institutional diversity
- Institutional management and relationships
- Course design
- Research and knowledge
- The student experience
- The staff experience

Only a thorough understanding of the background to the present day realities of higher education will enable lessons to be learned for the future of higher education in the UK. This book examines the developments of the UK Higher Education system, from a time of donnish dominion, progressive decline and the increasing role of the market via the introduction of tuition fees. It offers a protracted empirical analysis of the seven new English universities of the 1960s: the Universities of East Anglia, Essex, Kent, Lancaster, Sussex, Warwick and York. It explores the creation of these universities and investigates how they each responded to a number of centrally-imposed initiatives for change in UK higher education that have emerged since their foundation. It discusses changes in system governance and how the Higher Education policies it generated have impacted upon a particular segment of the English university model. Divided into three parts, the book first deals with such topics as the control the University Grants' Committee exercised in its heyday and how they initiated the launch of new universities. It then examines policy initiatives on government cuts on grants, research assessment exercises, quality assurance procedures and student tuition fees. The last part takes a broader approach to change by studying the significance and demise of Mission Groups, a changing system of Higher Education and more general changes regarding the state, the market and governance. Is it possible to bring university research and student education into a more connected, more symbiotic relationship? If so, can we develop programmes of study that enable faculty, students and 'real world' communities to connect in new ways? In this accessible book, Dilly Fung argues that it is not only possible but also potentially transformational to develop new forms of research-based education. Presenting the Connected Curriculum framework already adopted by UCL, she opens windows onto new initiatives related to, for example, research-based education, internationalisation, the global classroom, interdisciplinarity and public engagement. A Connected Curriculum for Higher Education is, however, not just about developing engaging programmes of study. Drawing on the field of philosophical hermeneutics, Fung argues how the Connected Curriculum framework can help to create

spaces for critical dialogue about educational values, both within and across existing research groups, teaching departments and learning communities. Drawing on vignettes of practice from around the world, she argues that developing the synergies between research and education can empower faculty members and students from all backgrounds to contribute to the global common good.

Higher Education in the UK and the US: Converging University Models in a Global Academic World? compares current trends in two educational systems. It focuses on ideologies, structures, economics, marketisation, access, admittance and the student experience from an interdisciplinary perspective. This is the second edition of this reference guide for anyone involved with, or interested in, opportunities for overseas students to study in the United Kingdom. Compiled from the latest data provided by state sector further and higher education institutions and accredited independent institutions, this book gives detailed information about the education and training facilities available in the UK to overseas students. "Every Mike Shattock book on higher education is worth keeping and re-reading. *Making Policy in British Higher Education 1945-2011* is a great story, very readable and full of wry humour. It is also a profoundly informative work that explains the policy and politics of higher education better than anything else that is available." Professor Simon Marginson, Centre for the Study of Higher Education, University of Melbourne, Australia "As expected, Michael Shattock's mastery of the history of higher education policy-making in the UK is evident in every page - the temptation is to say every paragraph. This is a demanding analysis. It is packed, precise, judicious and immensely informed ... As a narrative about how policy-making occurs in the long run, how to read the relevant archival and other documents closely and how to avoid the easy generalizations arising from ideological partis pris, this study is an instant classic." Sheldon Rothblatt, Professor of History Emeritus, University of California, Berkeley, USA "In the last 30 years Britain has experimented with some of the most innovative higher education policies including academic quality assurance, research assessment, income contingent loan financing, tuition policy, information for students, and other efforts to stimulate competitive market forces. In this highly enlightening, meticulously researched, and fascinating history, university administrator and scholar Michael Shattock examines the individuals and financial policy drivers that have shaped British higher education from World War II to the present day and explores the impacts of these policies on the university sector." David D. Dill, Professor Emeritus of Public Policy, University of North Carolina at Chapel Hill, USA "Michael Shattock's important new book could not be better timed. He offers a detailed, nuanced and (above all) intelligent account of policy making in British higher education over the past 60 years ... This book reminds us that novelty is more often in the eye of the beholder than the historical record. It also warns us that those who have forgotten past events are often fated to relive them - and that second (or third) time round is rarely an improvement." Peter Scott, Professor of Higher Education Studies, Institute of Education University of London, UK This book aims to provide an authoritative account of the evolution of policy in British higher education drawing extensively on previously untapped archival sources. It offers a comprehensive analysis of the policy drivers since 1945 and up to 2011 and of the extent to which even in the so called golden age of university autonomy in the immediate post War period the development of British higher education policy was closely integrated with government policies. In particular, it highlights how the role of the Treasury in determining the resource base for the expansion of student numbers is key to understanding many of the shifts in policy that occurred. This close engagement with government coupled with the historical acceptance of institutional autonomy defines the distinctiveness of the British higher education system as compared with other countries. What the book also shows, however, is that policy was rarely driven directly by Ministers but emerged out of inter relationships between the Treasury, the responsible Department, the intermediary bodies, the higher education representative bodies and the research communities. The policy process was interactive rather than directed. The conclusions offer a new interpretation of the development of British higher education. This timely book is the first to address the role of credit in UK higher education. It provides an overview and history of the development of credit in the UK HE sector and highlights how credit can be a vehicle for widening access and student choice, for curricular flexibility and mobility of learning. Dated May 2016. Print and web pdfs available at <https://www.gov.uk/government/publications> Web ISBN=9781474132862 This report builds on the time series data produced annually since 2001 under the title "Patterns of higher education institutions in the uk." It offers a unique overview of provision at publicly-funded higher education institutions in the uk. All charts and tables in the report are now also available to download from the Universities uk website. Section a shows sector-level trends over the last 10 years from 2000/01 to 2009/10. For the first time, this offers a true time series provided by the Higher Education Statistics Agency (hesa), accounting for changes to the way student numbers are counted. Section b looks at patterns of institutional diversity covering students, staff and finance. The report provides a very helpful insight into high-level trends during a decade of significant expansion and change. Among other things, the report tracks the rise of student numbers, the changing popularity of different subject areas, and a notable shift in the funding regime. It also demonstrates how higher education institutions continue to make a large contribution to civil society and the economy in the uk. Appended are: (1) Students by mode of study, level of study and country of institution 2009/10; (2) Students by subject of study and academic year; (3) Non UK-domiciled students by country of domicile and level of study 2009/10; (4) Income of higher education institutions by academic year, source of income and country of institution (British pounds thousands); (5) Administrative expenditure per full-time equivalent student (British pounds) by institution 2008/09; (6) Academic departmental costs per full-time equivalent student, excluding academic staff costs (British pounds) by institution 2008/09; (7) Total academic services expenditure per full-time equivalent student (British pounds) by institution 2008/09; (8) Premises expenditure per full-time equivalent student (British Pounds) by institution 2008/09; and (9) Summary of institutional charts for 2008/09 and 2009/10. (Contains 16 tables, 38 charts and 17 footnotes.). This book examines the impact of devolution on Scottish and UK higher education systems, including institutional governance, approaches to tuition fees and student support, cross-border student flows, widening access, internationalisation and research pol

Book of the Week, *Times Higher Education* Forms of institutional governance critically shape the culture, creativity and academic outcomes of higher education. The book provides a new, updated and research based account of the changing face of the governance of British higher education. Historically, British universities were deemed amongst the most, if not the most, autonomous in Europe, with governance rooted in their collegial disciplinary structures. This assessment must now be decisively revised, although the belief systems deriving from it remain buried deep in university culture. Drawing on the authors' investigation of the governance of higher education in the four UK nations, including extensive on-site interviews, and discussions with government policy-makers, the book shows how global, national and system level pressures have changed the face both of the external governance of higher education institutions and how universities govern themselves. Government priorities, new funding methodologies and marketisation have all played a part in this process. Since the mid-1980s, there have

been drastic changes in the external environment, reinforced by the increasing diversity within the higher education system as a whole and between the national sub-systems. In addition a new private sector of higher education has been created. New forms of institutional governance are emerging which may have profound effects on research and teaching and on academic creativity and innovation. The study discusses the effects of a state regulated system compared with the more heterarchical system which preceded it. It offers a comparison of the effects of devolved governance to Wales, Scotland and Northern Ireland on the respective higher education systems and their impact on institutional governance. The study concludes that England is becoming increasingly an outlier, and discusses the long term implications for the coherence of a British higher education system. Academic Writing is emerging as a distinct subject for teaching and research in higher education in the UK and elsewhere. Teaching Academic Writing in UK Higher Education introduces this growing field and provides a resource for university teachers, researchers and administrators interested in developing students' writing. "Over the past few decades, higher education in the United Kingdom has been transformed, expanding to a mass, bordering on universal, system. There are now almost 2.4 million higher education students. In this position of relative strength we are left with two broad options: to accept the status quo, or to ask ourselves some difficult questions about what we really want higher education to achieve, and what sacrifices we may have to make to get there. The contributors to this collection reflect on different aspects of higher education policy and purpose, around the key questions of: What are universities for? Who are universities for? How should the sector be organised? ."--Publisher's website Compares the performance of entire institutions, using a range of variables which are useful performance indicators for policy-makers and administrators, including cost per student, degree results, the employability of newly-qualified graduates and the research rating of the university. This book is the first systematic attempt to analyse the growth of mass higher education in a specifically British context, while seeking to develop more theoretical perspectives on this transformation of elite university systems into open post-secondary education systems. It is divided into three main sections. The first examines the evolution of British higher education and the development of universities and other institutions. The second explores the political, social and economic context within which mass systems are developing. What are the links between post-industrial society, a post-Fordist economy and the mass university? The third section discusses the links between massification and wider currents in intellectual and scientific culture. Nicholas Barr is the main expert in the funding of higher education in Britain, and has been active both in commenting on the process and in its implementation.

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