

Opportunity, choice and excellence in higher education

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July 2011/22

Foreword

Higher education changes lives. It is enriching and inspiring for students and it is vital to social mobility, future economic growth and our international standing. The

Government's White Paper *Higher education: Students at the heart of the system*¹ will build on these strong foundations. By putting higher education on a sustainable financial footing, the Government will enable universities and colleges to deliver a better student experience and take more responsibility for social mobility.

In future, funding for learning and teaching will be directly influenced by the choices of students and progressively allocated through publicly funded tuition fee loans. HEFCE funding will be increasingly targeted on public benefit objectives – supporting widening participation and retention, small specialist institutions, high-cost subjects and vulnerable disciplines. We will continue to be the single biggest funder of research in the UK and a key player in promoting innovation. Subject to consultation and legislation, HEFCE will also take on a new role as the 'lead regulator' for higher education. Details of the new regulatory framework will be developed in the coming months but our primary purpose – safeguarding the collective student interest – is already clear.

Throughout this period of change, HEFCE will be guided by the principles of **opportunity, choice and excellence**. We will continue to respect the autonomy of institutions and the contribution that knowledge makes to the intellectual development of individuals and society as a whole. We will also remain resolutely committed to our core values of **openness, impartiality, fairness and objectivity**.

The White Paper heralds a significant period of legislative, system and organisational change. HEFCE will work actively with Government, universities and colleges, and our other partners to tackle this in a purposeful way – promoting progress in learning and teaching, research and knowledge exchange; building on our international reputation for excellence and diversity in higher education; and ensuring effective financial stewardship that maintains the confidence of Parliament, students and the wider public.

This strategy statement sets out the principles, priorities and practices that will guide our work, ensuring the right balance between continuity and necessary change. We hope that it will provide a starting point for an open, constructive discussion with everyone who has an interest in the success of higher education.

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Higher education in the 21st century: competition and collaboration in a global environment

1. Universities and colleges in England are successful and internationally competitive by many measures. However, the UK faces fierce competition from the fast-developing economies to the East and other established economies in the West that are investing in their higher education. The importance of putting higher learning, research, science and innovation at the core of the country's strategy for economic growth is clear and universities and colleges are ready to build on the progress already being made. In return, the Government will need to revisit the question of public investment in higher education in the next spending review to ensure that we maintain a competitive edge. In the meantime, we have a clear responsibility to ensure that the very considerable public investment that is being made in our universities and colleges is used to best effect – maintaining a strong focus on quality, efficiency and responsiveness.
2. In the post-recession period, the private sector is working flat out to encourage a consumer-led recovery, to provide employment opportunities and to stimulate real, long-term, economic growth. Higher education must continue to promote growth by developing highly qualified, skilled graduates and upping our game on research and knowledge exchange. We must also build enduring education and research partnerships in the fast-developing economies of the world.
3. Despite this focus on the economy, international co-operation cannot be defined solely in terms of financial opportunity or commercial diplomacy. Higher education institutions are also strongly committed to playing their part in tackling the big challenges facing the world:
 - the last 10 years have been the warmest on record and industrial carbon dioxide emissions continue to climb
 - nearly 800,000² people in the world continue to die of malaria every year; other illnesses are taking a grip, for example 50.8 million³ people in India now suffer from diabetes; and new viral outbreaks mean that important work is now in hand to predict and prevent pandemics
 - questions of security (linked, for example, to recent political upheavals in Africa and the Middle East) and the challenge of energy, food and water security are being tackled against the background of the world's population reaching 7 billion people at the turn of 2011-12, an increase of 1 billion since the millennium
 - new technology has the potential to redefine the way we learn and the way that we assimilate and analyse data across all academic disciplines.
4. We need to understand the complex social and economic impact of these and other global and national issues; the ethical implications of scientific, medical and technological advances; and the importance of open and informed debate. Higher education can do this and HEFCE will continue to support education and research initiatives in these and other areas.

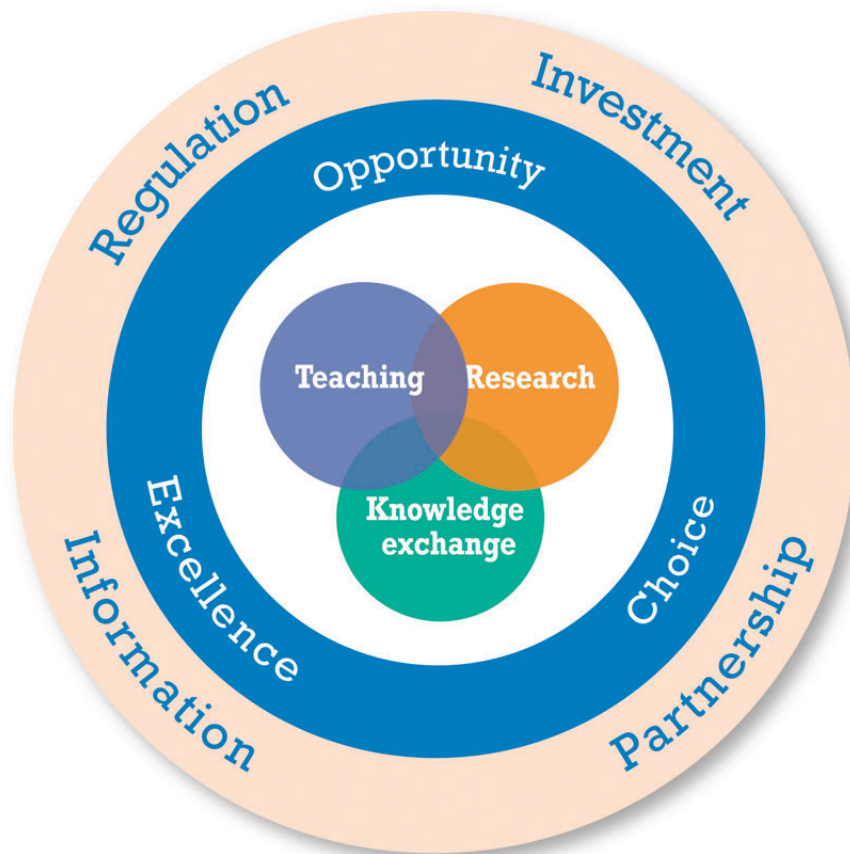
Higher education in England is characterised by:

- High levels of student satisfaction (the National Student Survey results in 2010 showed 82 per cent of students were satisfied with their course – a 1 per cent increase on 2009⁴).
- A strong showing in international recruitment (the UK accounts for around 12 per cent of the international student market⁵).
- A research base which is second in the world for excellence and is the most efficient in the G8, producing more publications and citations per pound of public funding with only 1 per cent of the world's population.
- Significant support for a growing innovation economy, with income from knowledge exchange activity between UK universities and colleges, business and other users increasing by 35 per cent over the last decade (from £2.28 billion in 2003-04 to £3.09 billion in 2010-11⁶).
- A strong contribution to regional and national economic development (with revenue of £23.4 billion in 2007-08, UK higher education generated over £59 billion of output to the UK economy⁷).

5. In these testing economic times, when graduates are contributing more for their higher education, priority will be given to enhancing the student experience and ensuring that graduates are prepared with the necessary skills, understanding and personal attributes for employment, now and in the future. Embedding employability into the core of higher education will continue to be a key priority of Government, universities and colleges, and employers. This will bring both significant private and public benefit, demonstrating higher education's broader role in contributing to economic growth as well as its vital role in social and cultural development.
6. The reforms to higher education in England will be implemented against the backdrop of an increasingly competitive global environment and the need to ensure that the very substantial investment being made in higher education is used to best effect.

A framework for transition and beyond

7. The figure below illustrates HEFCE's high-level approach to tackling the challenges and opportunities of higher education reform. We will continue to support core strengths in higher education: building on a reputation for excellence and diversity in learning and teaching, world-leading research and an enviable record of knowledge exchange.
8. We have identified a number of key principles – opportunity, choice, and excellence – which will drive change in higher education and guide our future work. And we will regulate to safeguard the collective interests of students while respecting the autonomy of higher education institutions. Future investment of HEFCE funding will be targeted on public benefit, and information collected in a streamlined way will be used to promote student choice and provide a reliable, robust evidence base for our decisions. We will ensure that funding follows the decisions of learners and that successful institutions are able to thrive.
9. As the 'lead regulator' HEFCE will play a key role in supporting universities and colleges and securing public benefit across all of these activities. We will also continue to work in close partnership with Government, universities and colleges, and the key national agencies to promote high-quality teaching and research.



Key principles for future success

Opportunity

10. People with the potential to benefit from successful participation in higher education should have the opportunity to do so. The proportion of young people recruited from the most disadvantaged parts of the country has increased by about 30 per cent over the past five years⁸. We must build on this success, and continue to pursue fairness for all, ensuring that social background does not inhibit access to the full range of higher education institutions and that the National Scholarship Programme supports students who require additional support. Widening participation in this way is vital in creating a fairer society, securing improvements in social mobility and supporting economic growth.
11. Widening participation across society and extending opportunities to non-traditional learners will also bring considerable public benefit. A diverse student population is essential to vibrant intellectual enquiry and a resilient knowledge economy. It encourages a higher education offer that is socially and culturally diverse, and more representative of local communities. The availability of local provision, including through further education colleges, will continue to be very important. It is also essential that the principle of opportunity extends to postgraduate taught programmes and research students, and that study in England remains open to overseas students at all levels.
12. HEFCE will monitor the effects of the new financial system to ensure that new initiatives on access and student support deliver these objectives, providing a renewed focus on the whole life-cycle of higher education from pre-entry, through admission, study support, successful completion at undergraduate level and progress on to further study or employment.

Choice

13. Greater plurality that injects innovation, expertise and high quality in the future provision of higher education will be a welcome feature of the reform programme. Universities and colleges must ensure that students have the information they need to make informed choices about what, where and how they want to study. We will aim to support a higher education sector with a diverse and flexible range of provision, embracing all academic disciplines and building further on the wide range of qualifications currently available through full- or part-time study and accelerated learning. It will be important to ensure that the location and type of courses available reflect student demand and that new approaches are developed without compromising quality or standards.
14. Greater plurality will include more private sector organisations. Where students choose to study will not affect their entitlement to access student support funding, providing that the institutions offer recognised higher education programmes. This will be subject to the requirements of the new regulatory framework covering all institutions and will be based on clear criteria for access, quality, information and financial sustainability.

Opportunity

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Choice

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Excellence

15. The international success of higher education in England depends on its reputation for high-quality teaching and research. This quality – and international perceptions of it – must continue to thrive under the new arrangements.
16. This means a renewed commitment to high-quality higher education that is more responsive to student choice, which provides the best possible student experience and which helps improve social mobility.
17. It also means maintaining our commitment to internationally excellent and world-leading research, promoted through the dual support system and effective collaboration with the Research Councils, charities and industry funders of research. The implementation of Higher Education Innovation Funding (HEIF) on the basis of performance also remains a priority.

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A sustainable sector

18. Academic success is the key to financial sustainability. Curriculum review, the development of new undergraduate and postgraduate programmes, new research initiatives at the boundaries between disciplines and institutions, vibrant PhD and post-doctoral communities and new approaches to knowledge exchange continue to be priorities for the future and will contribute to the continued success of English higher education and its international standing.
19. HEFCE will continue to monitor the financial health and risk profile of institutions, promoting value for money and building on the progress that the higher education sector has delivered in recent years. We will also continue to support universities and colleges in meeting UK government carbon reduction targets. We believe the sector has a unique and leading role to play in society's effort to achieve environmentally responsible approaches to development.
20. During 2011-12 and 2012-13, HEFCE will consider allocating funding to support effective transition to the new arrangements. This might provide support for institutions at risk through the early stages of transition and other measures to protect students' interests. We will also provide investment through a new stream of catalyst funding. This development funding will be available to support innovative approaches to delivering improvements in the student experience and increasing social mobility, which have demonstrable benefits of national interest and significance. We will also consider supporting new initiatives that draw on international education, research and knowledge exchange partnerships, and new collaborations with business that have direct benefits for students.

Excellence

Excellence and diversity in learning and teaching

21. High-quality learning and teaching is at the heart of higher education, and of the student experience. The knowledge, skills, expertise and the ability to think clearly and creatively that graduates develop during their undergraduate years have intrinsic value and are vital to the economy.
22. HEFCE will continue to have a statutory responsibility to ensure that the quality of learning and teaching is assessed in every institution in England. As now, universities and colleges will be responsible for setting and maintaining the threshold and standards of the awards they offer. This means ensuring that effective teaching, support and assessment is in place for students. The Quality Assurance Agency for Higher Education (QAA) carries out evaluations of academic quality and threshold standards and is responsible for maintaining the academic infrastructure against which standards are referenced. In future, academic quality will continue to be at the core of HEFCE's approach to quality assurance as we work towards a risk-based approach that focuses effort where it will have most impact. Students will also be given a greater role in holding higher education institutions to account.
23. From 2012, loan funding for tuition fees will become the major source of university teaching income as HEFCE grant funding reduces. The full consequences of these changes need to be understood and we will monitor the effects of the new arrangements on student demand and participation. The extent to which the Government's aim of creating a more dynamic and diverse system of provision that is driven by student choice is achieved will also be determined in the next few years; this will have a bearing on the financial sustainability of individual universities and colleges and the sector as a whole. HEFCE will track the specific impact of new initiatives and the aggregate effects of the changes, and will intervene where necessary to promote progress towards the Government's aims and objectives.

HEFCE's objectives for learning and teaching are:

- To continue to develop a more risk-based system that assures the quality of higher education in institutions which are authorised to recruit publicly funded students, including a wider range of further education colleges and private providers.
- To extend and enhance the information about higher education that is available for students, prospective students and others with an interest (including careers advisers, students' families and employers).
- Subject to consultation in early 2012, to target teaching funding towards high-cost subjects and activities, such as widening participation, which have a clear public benefit and which may not be fully funded by tuition fees.
- To work with partners to develop the best way of understanding and responding to subjects which prove vulnerable as a result of the reforms and other changes, monitoring the demand and supply for key subjects, understanding the higher-level skills valued by employers and taking steps to address these issues.
- To support the continuous improvement of teaching, learning and assessment, diverse forms and modes of provision, the effective utilisation of learning technologies and the increased accessibility and use of open educational resources.
- To develop an approach, through consultation with the sector, to managing student numbers which meets the Government's twin aims of increasing competition and driving up quality, while ensuring that the costs associated with student support are affordable.

World-leading research

24. Continued public investment in the research base is essential in developing a globally competitive knowledge economy. Shrewd public investment can create and maintain the capacity required to undertake speculative, ground-breaking research of the highest quality and can generate new knowledge in previously unexplored or unexpected fields. It also ensures that the necessary people, facilities and equipment can be put in place to support research which impacts positively on economic growth, health and social well-being, and improves quality of life.
25. HEFCE will continue to develop its capacity to assess academic, business and community interactions and the impacts of research, and to demonstrate how these deliver public benefit. This means being at the forefront of international efforts in these fields, developing international benchmarks and comparators, and working with other national agencies in collating and synthesising information and intelligence from across the research landscape.
26. The rigorous assessment of high-quality research outputs is at the heart of the UK funding bodies' approach to the development of the Research Excellence Framework (REF). The REF will generate comprehensive, robust information about the quality of research in all disciplines, benchmarked against international standards. It will provide new incentives to enhance the economic and social impact of research. It will place strong emphasis on the vibrancy and professionalism of the research environment, and signal a clear commitment to the dual support system and public investment in support of charity- and industry-based funding for research.
27. Sustained public investment has given the UK a research base of world-leading strength and breadth with the capacity and flexibility to respond quickly and effectively to a changing environment. The combination of highly selective institutional grant funding from HEFCE, institutional autonomy in determining research strategy, and periodic whole-system quality assessment, is also central to this achievement. The indicative allocation of research funding for the next four years, announced recently by the Government, is a welcome element of stability, but competitive pressures and the steadily increasing cost of staying at the forefront of scientific discovery mean that this funding will have to be invested with a clear view of the key priorities.

HEFCE's objectives for research are:

- To maintain the strength and dynamism of the research base through the selective allocation of institutional grant funding based on quality-assessed outcomes, and by working closely with other funders, including the Research Councils.
- To implement the Research Excellence Framework in 2014 as a basis for future funding allocations and to help provide robust public information about the achievements of the higher education sector.
- To support institutions in training and developing the next generation of excellent researchers.
- To encourage and enable institutions to undertake excellent research funded from a variety of sources including international research agencies, business and the research charities.

An enviable record of knowledge exchange

28. As the country moves out of recession we have to tackle major societal problems including the means of generating jobs that promote economic growth, stimulate people, support higher living standards, and generate the wealth we need to fund key public services. Higher education stimulates innovation and supports the development of new products and services that achieve these objectives. It generates new licensing and partnership deals and creates new companies and social ventures through the effective management of intellectual property and a commitment to staff and student entrepreneurship. Universities and colleges act as engines in many towns and cities, promoting economic prosperity and stimulating economic development. They attract global businesses to their areas, support the growth of local businesses and encourage entrepreneurs to develop. They promote civic pride through social and cultural development.
29. Knowledge exchange is increasingly embedded as an established mission of every publicly funded higher education institution. The case for accelerating our work in this area is even more persuasive during tough financial times: knowledge exchange makes a significant contribution to economic recovery and growth. The Government has endorsed the importance of this approach and has acknowledged the progress made in recent years. It has committed stable and level funding to promote this work for the period 2011 to 2015. This funding must be used effectively to achieve the greatest impact on the economy and society, incentivising universities to work collaboratively to deliver public benefit in an efficient way. HEFCE will, of course, continue to work closely with other knowledge exchange, innovation and enterprise funders to ensure impact, effectiveness and a strong return on the investment.
30. We will continue to invest through HEIF with an increased focus on measurable performance and a commitment to work closely with Professor Sir Tim Wilson's review of ways in which we can make this country the best place in the world for collaboration between higher education and industry. We will contribute enthusiastically to the Government's development of the research and innovation strategy and the second phase growth review.

HEFCE's objectives for knowledge exchange are:

- To ensure that higher education plays a full part in supporting economic recovery and growth, demonstrating this and the many wider contributions that serve the public interest.
- To allocate innovation funding in the period 2011-2015 to meet the Government's ambitions for reform and HEFCE's long-term objective of embedding knowledge exchange activity as a central mission of universities, drawing on excellence in learning and teaching and research.
- To ensure that funding allocated through HEIF delivers value for money, developing a robust evidence base to demonstrate achievements in knowledge exchange which will inform the future direction of policy and practice.

Managing change

A proportionate approach to regulation

31. The White Paper confirms the Government's intention to establish a new, fit for purpose regulatory framework for higher education. The intention is to put new arrangements in place from 2013 that will safeguard the interests of students and taxpayers while keeping bureaucracy to a minimum and ensuring that universities, colleges and other providers of higher education continue to have the academic freedom and incentives they need to deliver a high-quality student experience. HEFCE will have a new duty to take competition implications into account when making decisions on funding.
32. The Government is proposing a new role for HEFCE as the 'lead regulator' for higher education, working closely with the other national agencies. It will be important for the new regulatory framework to be developed through consultation and discussion with the sector and other partners in a way that encourages transparency, innovation and dynamism. This approach builds on the principle of institutional autonomy and will draw on the expertise and diligence of governors, the leadership of Vice-Chancellors, Principals and their teams, and the relationship of trust that exists between HEFCE and universities and colleges – all factors that have served higher education well for the past 20 years. The new framework and the definition of HEFCE's future powers will be the subject of a consultation to be led by the Department of Business, Innovation and Skills (BIS) over the next few months.
33. The new regulatory framework will require a more integrated approach to quality, access and information. It will include a means of monitoring financial sustainability and the effects of competition in a way that safeguards the interests of students and taxpayers. As funding will be increasingly directed to institutions from the Student Loans Company, changes will be made to the Government's mechanisms for controlling expenditure, including conditions of grant and access to student funding.
34. In anticipation of this work, we believe that the regulatory framework should have the following characteristics:
 - institutional autonomy and the principle of academic freedom should be protected at all times and HEFCE will maintain intelligent, open and constructive working relationships with universities, colleges, private sector providers and other partners
 - HEFCE's primary role should be to safeguard the collective interests of current and prospective students and the wider public
 - the requirements to enter and operate in higher education in England should be even-handed, clear and simple, requiring demonstrations of quality, fair access, information and financial sustainability; HEFCE should oversee these arrangements and encourage the development of a more diverse and dynamic sector, improving student choice and enhancing the student experience
 - HEFCE will aim to be unobtrusive and the degree of oversight will be reduced from the present level for the majority of universities and colleges. HEFCE expects to have the necessary powers – subject to consultation and legislation – to respond proportionately if institutions face financial or other difficulties that pose a threat to their academic or financial sustainability.
35. HEFCE will enter into a regulatory partnership with all higher education providers, students and their representatives, the Government and other funders to agree the detailed application of the framework. We will also collaborate with the Higher Education Better Regulation Group (HEBRG) in its quest to identify areas for deregulation while safeguarding the key interests of students and taxpayers.

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Investment for public benefit

36. The transition to the new financial arrangements will mean a move away from the present system of allocating block grants for teaching to a funding system targeted on public benefit objectives. As the biggest single funder of research, HEFCE will continue to sustain and strengthen the research base by allocating funding through the dual support system. There are very strong reasons for the public to have an interest in higher education. Among other things, higher education:
- provides what are often life-changing opportunities for people from all backgrounds
 - develops the creativity, critical thinking and innovation of current and future students, providing significant economic and social benefits
 - undertakes much of the pure and applied research that underpins new innovation and growth.
37. When resources are tight, HEFCE needs to invest its funds to secure the greatest public benefit. A key role for HEFCE in the coming years will be to invest in the expectation of a return for the public good.
38. We envisage a system of targeted public investment for:
- **learning and teaching:** principally provision for widening participation and retention, support for small specialist institutions and funding for teaching high-cost subjects at undergraduate and postgraduate level and for vulnerable disciplines
 - **research:** targeting funding on the institutions that have demonstrated the greatest capacity to undertake internationally excellent and world-leading research based on the 2008 Research Assessment Exercise (and later the 2014 REF); support for charity- and industry-funded research and PhD supervision
 - **knowledge exchange:** through HEIF, providing performance-based allocations to support academic and business/community interactions, and staff and student enterprise.

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Investment

High-quality, accessible information

39. Information is essential to enable student choice and ensure public scrutiny of the investment being made in higher education. It is also the means by which we can track the success of the higher education sector as a whole.
40. The new arrangements for higher education will benefit from a streamlined approach to information management and analysis. This will support the transition to the new funding model and ensure that HEFCE can monitor and understand the effects of the new arrangements. It will also help us to build the evidence base for future policy development, demonstrating outcomes that meet the public interest and ensuring the effective operation of the new financial arrangements into the future. Working with key partners, we will develop an approach that encourages greater transparency across higher education by ensuring that public information and information available to students is accurate, comparable and accessible. We will do this without increasing the data burden on institutions. The development of the Key Information Set (KIS) reflects the priority being given to improve information for prospective students to help them make informed choices on where to study.

Information

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41. HEFCE is already the repository of a great deal of information and has the modelling capacity and experience to make sense of the complexities of transition. Building on this expertise, a new 'observatory' function will be established to monitor, report and prompt action on the effects of the reforms. There will be a particular emphasis on tracking: student demand and participation levels; the effect of the new student loan arrangements on part-time students; trends in students entering postgraduate teaching and research programmes; student fee levels; and evidence of the impact of increased competition on the basis of quality and price, and its effect on the interests of students and the wider public.
42. We will also work with the Higher Education Statistics Agency (HESA) and HEBRG, in collaboration with the Information Standards Board for Education (ISB), to take a broader look at streamlining the information needs of higher education; and we will work with the sector to refine and improve the reporting requirements of the Transparent Approach to Costing system.

Working in partnership

43. As we move towards the new funding arrangements, HEFCE will continue to work in close collaboration with others – universities and colleges, public bodies, students, representatives of the public interest, charities and the business community – to develop new approaches that will ensure the quality and sustainability of higher education. HEFCE will also work closely with a range of other higher education agencies on the following key issues:
 - **opportunity:** with the Office for Fair Access on ensuring that higher education is committed to improving social mobility, and integrating our approach to access agreements and widening participation strategic assessments; and with sector representatives on sustaining the important postgraduate and overseas student economies
 - **choice:** with BIS, and existing and new universities and colleges, on ways of promoting real choices for students on what, where and how they study
 - **excellence:** with QAA, professional bodies, employers, charities and students on guaranteeing the quality of higher learning; and with the other UK funding bodies and the research community on the effective implementation of the REF
 - **impact:** with the Research Councils, and other research and innovation partners, recognising impact from excellent research and ensuring a coherent approach to the overall investment of public funding for science and research; and with the Technology Strategy Board, Research Councils, charities and enterprise bodies on promoting innovation and improvements in knowledge exchange
 - **sustainability:** with the Student Loans Company on student finance, institutional accountability and protecting the public interest in the loan system; and with the Research Councils, charities and business and industry to ensure that sustainable research capacity is maintained and developed
 - **information:** with the admissions body UCAS, HESA, and universities and colleges, to streamline information management and ensure that information is collected efficiently in support of public accountability, the effective operation of the higher education sector and the development of an evidence base for future policy development.

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Partnership

44. HEFCE will continue to develop its strategic partnership with the Department of Health, ensuring that the NHS and higher education reforms are implemented in a way that supports key research partnerships and the future development of medical education, nursing, midwifery and other healthcare subjects. We will also work closely with the Training and Development Agency for Schools as it begins to refocus investment in teacher training.
45. Developing the skills and legitimacy needed to build this sense of shared purpose will be a key priority for HEFCE over the next few years; as will the opportunity to look beyond our traditional partners by working more closely with students and representatives of the wider public interest.

Ensuring a smooth transition

46. HEFCE will work collaboratively to ensure a smooth and orderly transition to the new funding arrangements, developing the new approaches to regulation, investment and information outlined above and responding actively to the proposals set out in the White Paper. We will continue to perform many aspects of our current role and take on new responsibilities willingly. In this period of change we will continue to endorse the principles set out under the Further and Higher Education Act 1992 to safeguard institutional and academic autonomy. These principles are widely recognised as the bedrock of success of higher education in England and we will strongly support an approach which builds on these principles as the new legislative framework is developed.

HEFCE's objectives for transition are:

- To ensure that the transition to the new funding arrangements minimise disruption for students and institutions, while supporting innovation and dynamism.
- To develop a targeted approach to public funding for teaching that maximises public benefit.
- To maintain a clear focus on fair access and widening participation.
- To work with others to establish the new arrangements for quality assurance in learning and teaching and the Key Information Set that will inform student choice.
- To continue to sustain excellence in the national research base through the REF and implementing new approaches to knowledge exchange.
- To continue to take a risk-based approach to assessing and maintaining the sustainability of institutions and the sector as a whole.
- To promote international partnerships in education, research and knowledge exchange.

Notes

- 1 The White Paper is available in full at <http://discuss.bis.gov.uk/hereform/>.
- 2 Source: 'World Malaria Report 2010' available at http://www.who.int/malaria/world_malaria_report_2010/en/index.html. The number of deaths due to malaria is estimated to have decreased from 985,000 in 2000 to 781,000 in 2009.
- 3 Source: International Diabetes Federation (19 October 2009): 'India is the country with the most people with diabetes, with a current figure of 50.8 million'. For more information see www.idf.org/latest-diabetes-figures-paint-grim-global-picture.
- 4 Further information on the National Student Survey is available at www.hefce.ac.uk/learning/nss
- 5 Source: Cemmell, J and Bekhradnia, B (2008) 'The Bologna process and the UK's international student market', Higher Education Policy Institute, available at www.hepi.ac.uk/466-1338/The-Bologna-process-and-the-UK%E2%80%99s-international-student-market.html
- 6 Source: 'Higher Education - Business and Community Interaction Survey 2008-09' (HEFCE 2010/14). For more information see www.hefce.ac.uk/econsoc/buscom/hebci/
- 7 Source: Kelly, U, McLellan, D and McNicoll, I (2009) 'The impact of universities on the UK economy: fourth report', Universities UK, available at www.universitiesuk.ac.uk/Publications/Pages/ImpactOfUniversities4.aspx
- 8 Source: 'Trends in young participation in higher education: core results for England' (HEFCE 2010/03).

This document is a starting point for the development of a detailed HEFCE business plan in the autumn of 2011. We are not consulting formally on this document, but we would welcome your comments. Please send your response to Kate McAlister, Chief Executive's Adviser (tel 0117 731 7329, e-mail k.mcalister@hefce.ac.uk).

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