

BUILDING A SMARTER FUTURE

TOWARDS A SUSTAINABLE SCOTTISH
SOLUTION FOR THE FUTURE OF
HIGHER EDUCATION

CONSULTATION REPORT



CONTENTS

| CHAPTER | PAGE |
|----------|---------------------------------|
| | MINISTERIAL FOREWORD |
| 1 | INTRODUCTION |
| 2 | CONSULTATION RESPONSES |
| 3 | PUBLIC DISCUSSION EVENTS |
| 4 | ONLINE RESPONSES |
| | ANNEXES |

MINISTERIAL FOREWORD

Finding a Scottish Solution

Since March 2010 I have been discussing the future of higher education funding with a wide range of representatives from the higher education sector in Scotland. These discussions have taken place during a time of significant change in the way in which higher education is funded across the UK.

On 16 December 2010 I launched a green paper on Higher Education 'Building A Smarter Future' in the Scottish Parliament. My intention with this paper was to stimulate a vigorous debate on how we find a uniquely Scottish solution to the future funding of higher education in Scotland. I wanted to this debate to involve as many people as possible and I therefore extended an invitation to everyone with an interest in the future of higher education to respond formally to the green paper, to attend the public discussion events and to participate in the online discussions on the Engage for Education web pages.

The debate that followed attracted interest from almost 2,000 people. We held 5 public discussions attended by more than 250 people and representing over 80 organisations. More than 1,500 people visited our Green Paper and Facebook pages. And we received over 100 formal responses. Our discussions formally ended on the 1st of this month, with the second cross-party summit on higher education.

I would like to thank everyone who has taken part since I began this process last year. I believe that our approach has been fully justified, not only by the volume of the responses but also by their quality. Contributions have been thoughtful, and at times radical, as I had hoped. By any measure, this has been a thorough and comprehensive examination of the issues we face.

The individual responses are all now available on the Scottish Government website¹. This report is intended to supplement them by giving an overview of the key points raised, as well as providing a flavour of the points raised at our discussion events.

Based on these responses, I have now made my intentions clear to Parliament on this Government's desired way forward if we are returned in May². The key aspects of our policy will be to close any funding gap without resorting to the imposition of tuition fees, upfront or deferred, on students and to bring forward legislation early in the next session to tackle a number of the wider issues that have been addressed through this consultation.

I look forward to working with you as we implement the Scottish Solution.

¹ www.scotland.gov.uk/consultations

² www.scottish.parliament.uk

CHAPTER 1

INTRODUCTION

The higher education green paper: Building a Smarter Future, was launched in the Scottish Parliament on 16 December 2010 following a lengthy period of discussion with stakeholders in the sector.

The deadline for the consultation responses was Friday 25 February 2011. In total there have been 115 consultation responses, these comprised of 28 individuals and 87 group responses.

In addition to the option to formally contribute to the consultation, opportunities were also offered for those with an interest to attend one of five public events. Over 250 people from 80 organisations attended these events. We also had over 1,500 unique visits to the green paper pages on the Engage for Education website and around 300 people participated in our online survey.

This report pulls together the main themes from all of this activity.

Chapter 2 sets out the key themes from the formal responses.

Chapter 3 covers the output from the public discussions.

Chapter 4 outlines the responses to our online survey.

Publication

This report has been published on the Scottish Government consultation web pages (<http://www.scotland.gov.uk/consultations>), alongside the individual responses where permission has been given to publish. Copies of the all these non-confidential responses have also been made available from the Scottish Government Library, K Spur, Saughton House, Broomhouse Drive, Edinburgh, EH11 3XD.

Lists of those who responded to the consultation and the organisations who participated in the public events are attached at Annexes A and B.

CHAPTER 2

CONSULTATION RESPONSES

Summary

In total there were 115 formal responses to the green paper. These responses included 28 responses from individuals such as students, parents, staff and people who used to work in the sector and 87 group responses from institutions and other organisations including a Local Authority; business organisations such as CBI Scotland; student representative organisations such as Skill Scotland and NUS Scotland; youth organisations including Scottish Youth Parliament; subject specific representation; wider access forums; sector skill representatives; and trades unions.

Within the responses there were around 15 from the college sector, 47 from the university sector and 53 from other organisations. A list of respondees is contained in Annex A.

Learning Teaching and Access

Of the 115 responses there were 56 relating to learning teaching and access. This was the second most responded to chapter of the Green Paper.

Ideas within the green paper relating to more flexible admissions and provision were welcomed by most respondents. However, it was highlighted in several responses that one size does not fit all and that there needs to be more opportunities for people to learn part-time. On balance it was felt that changes to the learner journey are to be welcomed but that the practicalities, including the possibility of SCQF level funding, would require further consideration.

A number of responses from the college sector highlighted the role of colleges in provision of HE. This included the provision of programmes of vocational, applied learning or intermediate skills at SCQF levels 7 and 8 in response to the needs of local economies and strengthening the provision of technician and technologist programmes at SCQF levels 7, 8 and 9.

In many of the responses there were calls for improvements to be made in the articulation between schools, colleges and university. Some responses wanted guaranteed articulation routes from college to university programmes. Other responses felt that the inflexible approach of professional bodies; poor levels of information about articulation; inconsistent practices amongst some universities; and insufficient transitional support between the different education sectors were the main barriers to articulation.

In broad terms there was agreement on the need to improve and encourage early or advanced entry in order to reduce the length of time learners are spend on gaining their skills.

Many responses, including those from the trades unions, welcomed the commitment to the four-year honours degree as the cornerstone of Scottish higher education.

Nearly all respondents thought the sector should be looking at ways to improve links with the business community. A number of examples of current effective links between universities and businesses were provided in the responses. Many of the college responses also stated their intention to build upon existing strong links between colleges and the workplace and their plans for extending programmes combining college-based and work-based learning.

While there was a consensus that quality teaching is vital to the student experience, there was little detail provided on how this teaching excellence could properly be recognised.

With regard to widening access it was generally felt that this was a shared challenge for schools, colleges and universities as they all have a role to play.

Research and Knowledge Exchange

There were 37 responses on research and knowledge exchange.

On the whole, the majority of responses were opposed to the idea of teaching only universities. It was argued in several responses that the inter-relationship between research and good teaching is important and vital for students.

There was a mixed of reaction to green paper's options relating to funding methods.

Many of the responses were in opposition to the option regarding concentrating funding on Government priorities. Even those who felt that there was some scope for the adoption of this method of funding suggested it should not be exclusively based on the Government's priorities. The main reason for opposition to this option centred around the impact the election cycle could have on the priorities and pieces of research that required long term investment.

Although there was support for the option of concentrating research funding on excellence, some of the responses warned about potential unintended consequences. There was also some wariness that this funding option could just be another method of rationalisation.

Similarly a few responses felt that increasing support for research where the impact is the greatest could have unforeseen consequences. Another cause for concern with this option was potential difficulties associated with being able to accurately measure impact. A few of the responses supported the evaluation of research impact in REF and thought that there was some merit in exploring further the use of the REF impact metrics to distribute some the funding.

Some of the responses firmly promoted an increase in collaboration with businesses and other between other universities both nationally and internationally. A collaborative approach to postgraduate training was also welcomed by most respondents.

In relation to improvements in knowledge transfer some of college responses noted the need for greater collaboration between higher and further education.

Both the university and the college sectors highlighted in their responses their current successful collaboration links with businesses. In particular the university sector pointed to the success of Interface. Suggestions for improving links with business included the introduction of a voucher scheme or increased effort from SDI and Scottish Enterprise to make Scotland a more attractive location for international business.

Trades unions and the university sector expressed concerns about the drive to applied research and impact on innovative research.

Overall there was significant recognition on the need to better exploit the EU Framework programme.

International Contribution

There were 48 responses on issues relating to International contribution.

While the majority of the responses were in favour of some form of a single banner of promotion there were some caveats including calls for the college sector to be included and the need to ensure that it would not threaten the diversity and competitiveness of the sector.

There was support also for improvements to be made to the welfare package provided to international students.

Many respondents supported the idea of encouraging staff and students to work/study overseas. However, barriers such as cost were highlighted.

Trades unions expressed concerns about universities further developing their own independent international schemes and increasingly involving deals with private organisations.

From the responses there was little support regarding the idea of a Scottish Alumni network. In particular the university sector, felt that the alumni's first and most important connection is with their institution.

There was much support for the 'Year of Mobility' initiative as it was felt that it could act as catalyst for encouraging students and staff to consider going abroad. However, one respondent did feel that it would be a distraction in terms of money and time from embedding international exchange.

Many of the responses highlighted the issue of student visas as being incredibly important and that it need to be urgently addressed.

Some concern was expressed in some responses about any suggestion that increased entry of international students to medical school and dentistry would allow for a reduction in the number of home students being able to study these subjects. However, there was still some support from some universities that the cap on the number of international students entering medical schools should be removed and that their numbers should be reviewed annually.

Student Support

There were 47 responses regarding the options associated with student support.

Most of the responses commented agreed that a simpler system would be beneficial and that giving students more control over the support they receive would be positive and help them make an informed choice. However, most comments were caveated. There were concerns that a new system of support would not take into account the complex lives of different cohorts of students. Some were concerned that students would leave themselves in a position whereby they had to drop out or resort to commercial debt. Those who did not support a choice were concerned that the choice system would revert to being a loan system as the bursary would not be enough to live off and therefore debt levels would significantly increase.

There was support too for introduction of a minimum income guarantee of £7,000 but there were also comments that bursary support must also be retained. Those who supported this option also wanted the system rebalanced with some preferring that the minimum loan was increased to 75%. Many were in favour of increasing the repayment threshold to £21,000 although none of these respondents balanced this response with other options. Mixed reviews on whether interest rates should increase with those opposing because it would allow richer students to repay more quickly.

Subsidised travel was not seen as a priority in the student support area. Most respondents had concerns about how this would work for students in rural areas and those in clinical practice.

There were very mixed comments on changes to the child care system but most of the responses which commented on this area thought that the current system was preferable as it is based on individual costs and an entitlement based system might mean that students don't receive enough.

Respondents who commented on the Disabled Students Allowance thought that students with additional support needs would require a guarantee that their needs would be met. Although there was some support for centralising these funds there was concern that some of the money would be 'swallowed up' by institutions for other priorities. A lot of those who responded felt that the proposed change would be disempowering for the student.

There was significant agreement from respondents that part-time provision has to be improved. Significant support was expressed for loans for part-time students and also parity with full-time students. Many respondents also commented that businesses should be encouraged to pay fees and support employees who wish to undertake part-time study. Most responses agreed that this type of support was important to ensure the upskilling of workers and promote lifelong learning.

Most responses agreed that businesses should be encouraged to do more. Some responses specifically mentioned that universities should do more to engage with businesses, some responses quotes the good practice undertaken by Aberdeen University and Robert Gordon University. However, there was some disagreement and such views were represented by the Federation of Small Businesses who did not see the benefit and reward for small businesses as there is no promise of tangible returns or increase in productivity.

Funding

There were around 68 responses to the Funding chapter, making this the most commented upon chapter.

The overwhelming majority of responses supported the principle that the state should retain the prime responsibility for funding higher education.

A significant number of the university sector and business sector responses supported the introduction of some form of graduate contribution. Two Student Associations also supported the introduction of graduate contribution on the basis that it is fair and progressive and goes straight back into student support. Other student representative bodies and the Scottish Youth Parliament commented that a graduate contribution should only be introduced once all other options have been exhausted.

Meanwhile the college sector responses were based upon the need to radically change the funding methodology, for example to enable and support the learning journey from school to college and to university and work. Some colleges stated their desire for funding to be allocated on the provision of credits based on the SCQF.

A number of colleges and universities shared some concerns about the possible introduction of outcome based funding. Concern was also expressed about the option of the Scottish Government acting as the largest purchaser of university provision. There were one or two notable exceptions which strongly supported this option.

A number of the responses outlined their suggestions for filling the funding gap. For example NUS Scotland's response stated that any institutional funding gap can be filled by:

- Increasing numbers of advanced entry degrees at 2nd and 3rd year will produce significant savings by reducing wasteful duplication across college, school and 1st year at university;
- Rebalancing full-time provision and part-time provision will make huge savings as well as ensuring greater flexibility and improving widening access in Scotland; and
- Bringing research funding levels in line with those seen in England will free up huge sums of money and help with any crisis university principals foresee with teaching funds.

There were divided opinions regarding charging RUK and European students. Some respondents argued that the setting of fees depends on whether Scotland has a market driven higher education sector or provides free education for all who study in Scotland. However, the majority of respondents thought that charging these students was an important element in bridging the funding gap.

While one or two responses thought that the option of private financing was worthy of further consideration many of the responses including those from the trades unions and the Scottish Youth Parliament highlighted that they do not support private models of finance.

The option of increasing funding from the business sector also received substantial support from student groups, trades union and many colleges and universities. trades unions stated that they would like to see an increase in business rates. Many of the business organisation responses commented on the difficulties facing the sector in the current economic climate.

There was support for the idea of matching funding philanthropic donations. Some responses acknowledged that while they supported moves to increase funding from these sources they did not believe that they would provide sufficient resources to plug the funding gap.

While there was some support for the funding to follow the learners there was a note of caution that this could destabilise the sector.

Many responses highlighted the need for a flexible funding methodology which is centred on the needs of the learner. This call for flexibility was stressed as being crucial for supporting part time students. A number of responses also stated that any changes to funding should protect and promote a widening access agenda.

Shape and Structure

This chapter received the third highest number of comments, 54, and these were mainly regarding the role of Government.

The college sector responses stated that a rebalanced HE system in Scotland has to be based on a university sector composed of a number of complementary types of institutions; and a college sector in which the current range and diversity of institutions is recognised and developed further.

The universities in their responses highlighted the need for further efficiency measures and collaboration including efficient procurement, admissions, IT infrastructure, statistical information and data subscriptions, staff recruitment, adoption of Pensions Plus salary sacrifice scheme, space utilisation or relocation; and the development of co-locating campuses and shared facilities' between institutions, schools and colleges.

Meanwhile trades unions recommended that there should be a capping of management pay to the same level as the Cabinet Secretary. They also called for any change involving mergers or collaborations to occur for educational reasons and we are concerned that recent merger talk has occurred when institutions are in financial difficulties.

Perhaps the most common theme in the responses was that of university governance. University staff and trades unions repeated their calls for further governance changes, for example enhanced involvement of staff governors, and more stable input from student representatives. There was also a significant strength of feeling about the perceived 'detachment' of university senior management from the collegiate traditions of the sector and the long-term impact that may have on quality.

CHAPTER 3

PUBLIC DISCUSSIONS EVENTS

Summary

Following the launch of the green paper, the Scottish Government coordinated and organised five public discussion events across Scotland. Excluding facilitators, note takers and speakers there were around 250 participants at the five events. The participants came from over 80 organisations, a list of these organisations is provided in Annex B.

These events were held over a month period with the first event, entitled *Sustainable Sector – Funding and Shape*, taking place at Heriot Watt University, Edinburgh, on 18 January 2011. This event opened with an introductory speech from the Cabinet Secretary for Education who explained the background to the green paper, outlined why he believed the higher education funding system in England is flawed and encouraged participants to debate the options within the paper relating to the themes of funding and shape and structure. Paul McKelvie, guest speaker and chair of the first event, shared his views on the green paper with attendees and in particular outlined some of the challenges facing the sector. This speech helped to stimulate the subsequent facilitated break out discussion sessions, which were the primary focus of the event.

On the 25 January 2011 the second event entitled *Putting Learners At the Centre – Learning, Access and Student Support* was held at University of West of Scotland. This too began with an introductory speech from the Cabinet Secretary which encouraged participants to debate the options within the green paper relating to the themes of learning, teaching and access and student support. Following the Cabinet Secretary's speech Ali Jarvis, guest speaker and chair of the event, provided her thoughts on the issues facing the sector in relation to the learner journey and widening access. In particular she also asked attendees to reframe the challenges facing the sector in order to consider what the ultimate goal for the sector should be. Attendees then broke out into their discussion sessions.

Aberdeen University hosted the third discussion event entitled *Maintaining Excellence – Research and International Contribution* on 1 February 2011. At this event Professor Houlihan, event chair and guest speaker, spoke about institutions could demonstrate their excellence and suggested the introduction of research depository. With regard to international activities he provided attendees with suggestions on how the international student package could be improved. Delegates then broke out into their discussion groups to discuss options in the green paper relating to research and knowledge exchange. After this discussion session the Minister for Skills and Lifelong Learning set out the key options within the green paper relating to research and international activities. Following a brief questions and answer session between the Minister and attendees there was a second break out discussion session which was focussed on international activities.

The fourth event held on the morning of 22 February was a roundtable meeting with representatives from the college sector to discuss the role of colleges in higher education. This discussion was chaired by the Minister for Skills and Lifelong.

The last event entitled *the Future of Higher Education* was also held at the City of Glasgow College on the afternoon of 22 February. This event, chaired by the Cabinet Secretary, was organised in partnership with the NUS Scotland, the Scottish Youth Parliament and Young Scot and was specifically aimed at students and potential students. At the event attendees were given the opportunity to discuss their views on the future of higher education with the Cabinet Secretary and they also participated in an interactive voting session on a series of questions relating to options within the green paper.

Report

It should be noted that this a summary report of stakeholder opinion and no attempt was made to make verbatim notes of the consultation events or record an exhaustive list of comments. As you would expect, there was considerable duplication of commentary across the workshops and the regional events. Thus this report provides only a general summary of stakeholder views expressed at their responses and at the discussion events, taking account of areas of particular consensus, highlighting areas where there were differences of opinion and summarises the suggested solutions which were proposed by attendees or respondents. All discussions at these event took place on the basis that comments would not be attributed to specific individuals or organisations.

LEARNING, TEACHING AND ACCESS

Articulation

Discussions often focussed on the need for more improvements to be made to the articulation process and for removal of inefficiencies linked with current the articulation system. In particular it was felt that Post-92 universities have more articulation agreements in place than the older universities and therefore questions need to be asked if it still a plausible requirement for all institutions to be involved in articulation?

Concerns were raised by some attendees about the idea of colleges delivering the first and second years of a degree and universities delivering years three and four. On the other hand some people were very positive about the benefits of articulation and of the role played by colleges and some universities.

However, there remained some areas of concern and these included:

- the lack of level recognition for articulating students;
- that best practice in articulation needs to go beyond descriptor levels as there is no one size fits all;
- current funding model does not always facilitate straightforward articulation pathways;
- lack of adequate to information, advice and guidance about different articulation routes;
- articulation is limited due the capped numbers of students numbers, for example if a university has full numbers of 2nd year students on a degree programme they are unable to take on any articulation students even if they have the necessary qualifications; and
- current failings in articulation represented a waste of individuals' time and public investment.

There was a consensus at different events that more could be done to break down barriers between articulating between colleges and universities. One view was the while colleges focus on the application of knowledge and universities focus on its acquisition more could be done to help them to complement each other. It was also suggested that this could be

achieved via greater dialogue with colleges to design and develop routes that lead to SCQF Level 9 but will require a lot of resources and commitment. Another way of improving articulation was the important work being undertaken by regional articulation. In particular it was felt that the hubs were important for delivering pre-entry support but that the programme needs to be rolled out nationally to facilitate articulation across Scotland.

Throughout different events there was some variation in views about the current Higher National (HN's) qualifications. Some people felt that they needed to be re-designed ensure that those who studies them were able to move into a university setting seamlessly. Other people believed that the failure to recognise HN's represents a waste of tax payers money.

At the student and potential student event where there was a commonly held view that there is no standard agreement within the HEI sector on what a particular qualification means, especially when it comes to university admittance. There was a call for a universal agreement so that students know when they chose to do a certain qualification what it will give them access to.

Learner Journey

There was an overwhelming agreement from all the events that more flexibility is required in the learner journey, however there were different views as to how this could be achieved. Another area of agreement from the discussions was that changing demographics is one of the main reasons why increased flexibility within the sector will become increasingly more important.

Significant support was expressed for a more flexible learner journey and for more part time learning options, this included better student support for part time students. It was pointed out that there are lots of students who do not want to commit to a full time course or who have personal reasons that prevent them from doing so and that the system should be able to meet the needs of its learners.

A general welcome was given for the commitment to the traditional 4 year degree. However, it was acknowledged that reforming the learner journey may mean that individuals may be coming to the '4 year degree' in more bite size chunks. Some suggestions for achieving this included earlier accelerated entry, condensing term time/semesters for certain subjects and possible exit routes to other universities to complete degrees but it was highlighted that this would require more collaboration between universities.

Some attendees were concerned with idea of incentivising learning as some students may want to learn for learning's sake and the question was posed as to whether such a student would be disadvantaged against those who know what they want to do i.e. those taking vocational degree?

In general there was a belief that Curriculum for Excellence (CfE) offers opportunity for a more coherent learner journey which will better equip individuals for the next stage of learning and life. However, there was significant disagreement as to whether there is currently a duplication of learning within the system. Some people felt that while there were areas of overlap with qualifications while others regard S6 as part of senior phase of CfE, a 3 year experience. Those proponents of this argument also stated S6 is not just about preparation for qualifications but also about gaining other experiences that will offer support in learning and life. However, other people felt that it was a waste of tax payer's money and often pupils waste their year once they know they have been accepted on to their chosen university degree.

There was agreement at the University of West of Scotland event that institutions need more information to understand the challenges of CfE. It was felt there needs to be more cross sectoral dialogue between universities at both admissions and discipline levels. One query was raised as to whether, in the future, schools could concentrate on problem solving through CfE and if so would that reduce knowledge levels which would have impact on teaching practices at universities? It was also noted that Higher Education Academy (HEA) is currently in consultation with the sector to help support them with CfE and that Scottish Qualification Authority (SQA), along with subject specialists from universities are involved in strategic communications and curriculum design teams respectively. There was reminder too that there needs to be better recognition that CfE does not just affect those of school age, it affects older students as well.

There were significant discussions regarding the Scottish Credit and Qualification Framework (SCQF) and its links with articulation and possible funding models. It was acknowledged that whilst Scotland has a very wide variety of educational courses and study options many people at the events felt that there is not enough information about them or about the SCQF. This was especially felt to be the case at the last event where comments were made about schools/careers advice centres tending to offer guidance around the traditional routes to higher education. Some others thought there should be more advice on all education options open to them e.g. colleges, universities, apprenticeships, part study, evening classes, community and distance learning.

One criticism voiced about the current system was that students are expected to know what they want to do at a young age and schools need to do much more to make students aware of subjects and careers options they might not have considered. It was further felt that school pupils have limited choice about what they study at school and come into contact with career wise, therefore it was proposed that more needs to be done to promote the extensive variety of jobs and career opportunities that exist.

A number of views were expressed that despite the SCQF there are still inconsistencies in approaches on how schools promote qualifications and how different types of qualifications are viewed by colleges, universities and business.

Teaching Excellence

There was a suggestion there should be a national student survey of teaching and that this would help to drive up the quality of teaching.

Widening Access

Discussions frequently touched upon issues relating to widening access and the important role that better articulation, the role of colleges and improvements to student support could have on widening access. There was considerable support for access activity to be focussed more on early years of education.

On admissions, there was a suggestion that universities need to look beyond qualifications to consider experience and personal factors. Reference was made to Australia where entry qualifications a weighted based on other criteria such as family history of participation in higher education, deprivation etc

RESEARCH AND KNOWLEDGE EXCHANGE

Improving links between academia and business

At the Aberdeen event, one discussion group believed that links between academia and business had already been addressed and that progress has been made. Another group at the same event pointed out that the impact agenda being pursued under Research Excellence Framework is leading to more positive engagement with business.

However, at the same event there were others who acknowledged that there is significant recognition of the need for universities to adapt, in response to strong financial drivers, and it was suggested that centres of excellence are likely to develop.

While it was reported at the event that Interface are receiving more enquiries about links between academia and business, it was noted that there is a need to generate more awareness of Interface's services. There was a suggestion that an Interface event at each university could help to further raise awareness.

Questions were also raised on whether universities were working swiftly enough to forge collaborations to meet the needs of the business community.

Some attendees highlighted the following barriers faced by universities in ensuring that knowledge and research transferred to the outside world:

- academics' time constraints;
- insufficient promotion of the success stories;
- need for more strategic support; and
- a significant cultural shift required to achieve the level of collaboration that might be necessary for the sector to compete effectively

Suggestions for mitigating these concerns and removing barriers included:

- reducing the risks faced by SMEs by working via networks;
- providing innovation vouchers;
- getting more sectors keen to innovative at an early stage;
- considering the Third Sector; and
- not just focussing on economic projects.

There was some debate about the benefits of improving links with business, for example some people believed that the links do not necessarily have to result in increases income but that there are also provide training opportunities.

Approach to Future Funding Research

The theme of collaboration between universities was raised by a number of discussion groups. One discussion group felt that there might also be scope to improve sharing and access to information as it can be hard to identify opportunities for research funding/collaborations. It was therefore suggested that it would be useful to have a research excellence map for Scotland. It was also noted that research pools doctoral training centres; and Scottish Higher Education Digital Library (SHEDL) are already good examples of collaboration.

There were some quite diverse views regarding changes to research funding. On the one hand some people believed that it would be prudent to prioritise our major research facilities and concentrate on research excellence.

However, there were some who thought that the need to balance investment in excellence would need to be made with the more general improvement agenda. Others agreed that research should be focussed on government priorities. This later group also noted that this should not be at the exclusion of other areas and that that research does not always fit with electoral cycle.

Another alternative view was that there should not be an attempt to over engineer changes to research funding too much as the current research system works well. Meanwhile, some people supported the option of mixing funding distribution between areas of strength within Scotland's research base and areas of priority. Finally, there were a few who pointed out that sometimes blue skies research can produce unexpected results which meant that research funding should be available to all universities. Those who promoted this view also pointed out that even if funding was to be removed from the least research intensive universities it would not release much additional money.

Quite a number of attendees at the Aberdeen event were against the idea of teaching only universities as they felt that this idea failed to recognise the link between teaching and research and the furthermore good teaching can inspire students to do research.

A suggestion was made that as with medical research other types of research should be made exempt from VAT too.

International Collaboration & Research Pooling

There was some approval for calls on the need to increase the mobility of students so they can access more knowledge and there would therefore be benefits to the sector if teaching pooling was introduced to work in the same way as research pooling. On a similar note the benefits of teaching pooling was recognised particularly in relation to the efficiency of delivering so many courses at the same level at different universities.

To encourage international research there was a suggestion that the availability of more scholarships would have local and international impact.

Maximising Funding from Europe

The majority of attendees considered there to be significant benefits in applying for European research funding. It was suggested that neither the paperwork nor the initial costs should put people or organisations off from applying for European funding as the benefits from receiving this source of funding make it a worthwhile exercise. There were suggestions that it would be useful to send missions to Brussels to meet EC desk offers, and volunteering to take part in committees that set strategic frameworks for funding rounds.

Meanwhile, other attendees felt that there are unnecessary layers of work in the application process, that the whole process could be simplified and that SMEs can be put off applying due to the length of time it takes to receive the money.

INTERNATIONAL CONTRIBUTION

Promoting Scottish Universities overseas

There are some quite distinct views regarding the use of a single Scotland banner.

Those who are in favour of the idea believe that the international brand of Scottish higher education should be developed further and some of them thought that the Scottish Funding Council (SFC), Scottish Development International (SDI) and the Scottish Government should act as facilitators and enablers to help achieve this rather than adopting a directive approach. A comparison was made with the Scottish whisky industry as a good model to promote Scottish higher education overseas, as it allows for individual brands within a common brand. Another prevailing view from those who approved of the 'Scotland brand' was that Scotland is small country and therefore could easily promote itself under the one banner. There were views that more collaboration should occur between both the university and college sector when recruiting international students.

A suggestion was made that the sector should consider what Scotland can offer on both research and teaching, to inform the "brand" and that this should include looking at how we teach, as well as what we teach.

However, there were those who believed that each university has its own individual unique profile and therefore they should not be branded together. It was also pointed out that it could be financially healthier for universities to compete against each other to secure international students.

There was agreement on the scope to foster greater international collaborations with other countries and not just China and India, for example with the Gulf States where there is funding to expand higher education but where they have a lack of domestic provision.

Increasing Income from Overseas Students

Those in favour of increasing income from overseas students believed that foreign students provide a valuable source of both financial and cultural benefits to Scotland. It was also felt by many that charging these students would prevent an influx of students who could regard HE in Scotland as a cheap option and their demand for HE could have detrimental consequences on the number of Scottish students, particularly those from a widening access background.

There were some caveats and concerns raised about increasing the number of international students studying in Scotland. For example, there was a suggestion student numbers should be equalised by balancing the number of foreign students coming into Scotland with those Scottish students who decide to leave Scotland to study elsewhere. Another suggestion was that a student's own government should pay for their education no matter where they studied. Attendees at the last discussion event called for more transparency in how international student number are decided, and on what entry requirements they must obtain to gain a place at a Scottish University.

With regard to the fee levels for international students some people questioned whether the fee levels of international students were too high, while others felt that they were too low and could result in Scotland being regarded as a cheap option. At the Aberdeen event some people cautioned about the need to strike a balance between increasing income from the fees charged to international students and putting them off coming to Scotland due to high fee levels.

On the other hand there were some people, particularly from the student event who felt that no students studying in Scotland should have to pay and that this should include UK, European and international students.

Throughout all the events there was some difference in views as to whether EU students or those from the rest of the UK should pay for their higher education in Scotland.

At the Aberdeen event there was a view expressed that international students will not be the solution for resolving the funding issues in Scotland.

There was also some debate about why overseas some students come to study in Scotland. In some discussion groups it was felt that the safety and cultural diversity within Scotland were strong magnets for international students. Other people felt that it was the reputation of a particular institution while others suggested that students made decisions based on cost and that Scotland was regarded a cheap option.

One person called for improvements to be made to improving the product before trying to promote it to international students. Another person thought there should be some consideration on what Scotland can actually offer students with regard to research and teaching to inform the brand. This should include looking at how we teach as well as what we teach.

There was almost unanimous agreement at most the events on the cultural benefits that international students bring to Scotland. Suggestions for improving the student experience for international students included:

- pre-arrival information should be provided to international students to improve their learning experience;
- pastoral care for all students and that this should not be overlooked; and
- provision of a buddy system to help them to integrate with other students.

At many of the events there was a real fear of the significant threat from the proposed changes being considered by the UK Border Agency regarding student visas.

Encouraging Scottish students & staff going abroad?

There was a prevailing view that there were significant benefits in encouraging both students and staff to study or work abroad. However, there was an acknowledgement of the barriers which can prevent students and staff from going abroad, these included:

- perception of language barrier without realising that there are a lot of courses are in English;
- financial barriers;
- UCAS system hindering the process;
- too daunting to apply in first year university therefore need to start awareness of opportunities early for example while young people are at school;
- opportunities are dependant on a particular course or what industry a course is related to;
- availability of staff exchanges or joint staff positions.
- variations between institutions about credits count at other European institutions (for example in terms of ERASMUS, clarification is needed about what counts as a accreditation); and
- insufficient information of the options available in terms of studying or working abroad.

One suggestion for resolving many of these barriers was Open Days targeted at students considering studying abroad and these open days would ensure that students and potential students received relevant information to help with their decision making process. Similarly, there could be an event for staff to highlight the benefits and to share from other peoples' experiences.

Developing Alumni

It was felt that students and graduate were more likely to be loyal to their institutions and not "Scotland" as a whole and that the development of a Scottish Alumni would be necessary. Instead some people felt there could some advantage in making a better use of the Global Scotland network.

STUDENT SUPPORT

Simpler System

There was agreement at all the events that there is not a level playing field for full-time (FT) and part-time (PT) students, particularly as PT students can access fewer funds during their time in education and that they also have to pay tuition fees and pay for things such as council tax. It was therefore felt by some that a one bursary pot incorrectly infers that there is a level playing field for all students including post graduate students.

Suggestions were made about re-examining the definition of that FT and PT while other people felt that they were just not helpful descriptors of learning.

There were frequent statements that it is no longer a straightforward '4 year' course for everyone in terms of how long it takes to complete a course so there is a need to simplify the system. Suggestions were made that perhaps the system should be built around credit based entitlement i.e. the number of credits taken in a year.

There were some concerns expressed over the use of the term 'simplify'. For example, it was stated that childcare and disabilities support is not tinkering around the edges, that these are crucial forms of support. There was a general feeling on the need to think about how students access support as a whole and how they can budget over a period of learning. Many people echoed the view that a simpler system did not necessarily mean that one size fits all.

Minimum Income Guarantee

There were those who felt that there were benefits to be had from a minimum income guarantee for adults but that for younger students, a parental contribution may be a factor and should contribute to the minimum income. However, there some attendees who were concerned about the inclusion of parental support within the guarantee, for example:

- many young people see that parental contribution as an additional form of support;
- difficulties in enforcing parents to provide a contribution; and
- independent students would need to find another source of income.

There was a suggestion that the minimum guarantee should be for the poorest students as this would allow them to feel comfortable in their financial situation and subsequently allow them to complete their courses.

Many attendees commented on the reliance of part-time work for a significant number of students and that a minimum income guarantee would allow students to concentrate on their studies.

There was a suggestion that the minimum income guarantee should be of a similar rate to the amount the person would receive in benefits.

Flexibility of student support system

Many students and potential students expressed their desire to have more choice over their learning support.

On the whole there was approval for the option that students should have the choice regarding bursaries and loans. Those that favoured this option also suggested that students and potential students would require education on making the right choice for them.

Discussion groups also agreed on the need to adopting a system that is more flexible to meet needs of PT students. It was pointed out that some businesses offer incentives for workers to do PT or work based learning. The question was posed that with 11% of PT learners receiving support from employers could this option be better encouraged? One example given was that of the NHS whereby nurses can have their prior learning recognised to top up their qualifications and contribute to a degree with the cost being met by NHS. However, it was commented that in current economic climate, this arrangement may be difficult to promote for many employers.

In one group there was some discussion regarding compulsory redundancies within Local Authorities and that this may result in a vacuum in terms of leadership skills. There was a suggestion that there could be job release for LA staff to go to university to get requisite leadership/management skills and that it should form part of Scottish Government discussions with LAs in terms of ways they could assist them in future.

Another group discussed the option of different funding levels depending on where the student decided to study and felt that it would be unfair to penalise students who choose to study away from home and that the movement of students helped with local economic regeneration.

Aspects of the options in relation to student loans were thought to be quite confusing to students. While many attendees originally disliked the idea of commercial loans there was a slight shift in recognition that there were various ways 'commercial loans' could be provided and that it did not necessarily have to be driven by a profit based view point (i.e. via the third sector) which may be a more attractive option.

Changes to support – travel/ disabled students/ childcare

Travel

Within the discussions at the University of West of Scotland there was broad support for the idea of subsidised travel and a seasonal bus travel pass, and that it will help to widen access. Consideration was given to making this support available also to PT students, or prioritised to mature students and those living in rural areas. There was a recognition that travel costs impact on decisions people make regarding which course/institution an individual may apply to.

It was felt that public transport travel subsidy should not be restricted to buses, but should include other forms of transport for example Glasgow Underground.

The discussion also commented the availability of public transport especially for those living in rural areas needs to be taken into account if this option was introduced. Bringing learners to where teaching is available is important but also need to consider taking teachers to local areas e.g. work based learning (some businesses have issue with releasing staff for training courses off-site). The suggestion was that use of technology should be maximised as a blended learning model would help to ease the need for students to travel and therefore reduce levels of support.

Disabled Students

Several groups strongly agreed that disabled student support must be allocated to and follow the student rather than be allocated to institutions. However, one or two people felt that it would be more prudent to pass the equipment element of the funding to institutions.

With regards to the use of funds for disabled students in college, there was a comment that some research had shown that while this support was suppose to be ringfenced, this was not necessarily always the case in reality and that the funds were spent on non disability related things.

There was recognition that the mechanism to give funding to students and have specialist advisers in college/university to give support is an expensive process. However, the discussions indicated that people were unclear how the system would work effectively if there was a move away from current allocation of support.

Childcare

At the University of the West Scotland event one discussion group concentrated on the difficulties faced by lone parents as they felt that these students are finding it more difficult to access support at institutions due to the burden of proof that is required from them.

Some people expressed the view that childcare funds needs to be open to every student, including PT and Post-grad as many of them are more likely to have children one example cited was that 70% of Edinburgh University student parents are Post-Grads.

There was an overall agreement by one group that access to childcare support is a significant factor in accessibility and fairness and is key to widening access.

Government Priorities for Supporting Students

Amongst the discussion groups at one event there was broad agreement that more confidence in what financial support can be expected would help students feel they could go onto study. However, it was equally considered that students continue to struggle with financial budgeting. It was commented that the roll out of the Money Doctors programme had been patchy and it would be useful if this could be given more support.

One group at the University of West of Scotland event thought that the priority of Government should be to ensure a minimum income guarantee.

Moral Case v Business Case. One comment made in a discussion group, but concurred by others in the group, was that with changing demographics the business case for universities in general might mean a move from viewing the 'traditional, full-time student, straight from school' as the core of their student body to something more diverse and more responsive to individuals and to society (i.e the Moral Case). However, until demographics drive universities to revisit their business cases, it was felt that not much will change.

FUNDING

Funding Options

Many of the people who attended the Heriot Watt University event believed that although the state should remain the prime source of funding of higher education they felt that it would be likely that a progressive graduate contribution would be required as a result of the current economic situation as it would be difficult for Government to meet the full cost. However, there were also a few individuals at this event who emphatically disagreed that there should be any introduction of any type of graduate tax or tuition fee. Meanwhile others who were in favour of a graduate tax felt that it should be:

- a last resort,
- it should be ring-fenced for student support,
- an additional source of funding not a replacement,
- linked to widening access, and
- charged at different rates between those who study at college or university.

A note of caution was raised by one group at the event about adopting a 'pick and mix' solution and on developing a solution which might fit in with economic circumstances we currently face but which might be inappropriate when the economic climate changes.

Meanwhile, another group felt that a blended approach to the funding solution would be more suitable for meeting the different needs of Scotland's HEIs.

Unanimous support was given on the need to improve links between levels of HE and societal benefits. It was suggested that is easier for individuals to relate to things where they could see direct benefits such as health spending.

There was also agreement that this is an important opportunity to look at the structure of funding for PT and post graduate fees as these areas are an important area to meet the needs of a knowledge economy.

Efficiency Savings

As highlighted previously in the report, one option some people thought could be a route to unlocking funding was overlap between sixth year and first year.

A general view in a few of the discussions was that there is some room for further efficiencies from areas such as blended learning; shared payroll etc. but that these could only be a small part of the solution given universities had already made efficiency savings.

Reducing drop out rates was considered to be an important means of improving efficiency and there was a suggestion that more needs to be done to ensure that people are picking the right subjects and not, for example, whatever they can get via the 'clearing system'.

Cross Border Flows

On cross border flows one view was that if you had a principle of no up front fees for Scottish students this should apply to all students. The counter argument was that places need to be protected for Scottish students and UK students are a valuable source of income for Scottish HEIs but there was a caveat that the numbers would need to be monitored. Discussions on this option were similar to the views expressed in the International Contribution chapter.

Business Contributions

Consistent messages were provided on the need to improve business contributions.

However, there were varying views on how much business should contribute as it was recognised by some people that businesses already contribute via current tax arrangements and their research and development spend. In addition, there was a reminder that businesses are facing their own challenges in this current economic climate. One or two people felt that SMEs and large businesses were critical of the “product” they receive. Another potential danger mentioned by one person was that if businesses were forced to contribute to HE then they could just switch to employing graduates from England.

Proponents of increasing the level of business contribution felt that the sector should contribute more either to students or to the sector more broadly, as they benefited considerably from HE. At present there was no structured way for this support to be provided and this should be considered further.

Several people highlighted the recent KPMG announcement as an excellent example of the contribution that could be made by the business sector.

A note of caution made in one group concerned the extent to which businesses could influence the content or teaching of a particular course and the possible impact therefore on academic freedom.

Caution was also expressed about ending up with a two tier structure if some subjects received business support e.g. engineering, economics with others not receiving any support.

Philanthropy

While there was a consensus that philanthropic giving is indeed an option for increasing income, it was also agreed that it would be a relatively small source of revenue. One person suggested that match funding scheme used in England would be worthy of further investigation.

Other options

With regards to private financing a few people who felt that those people who are willing and able to pay fees and who fit the entrance criteria should be able to purchase a place at university. Proponents of this view also stated that the university should not be punished for taking on such a student. However, there were several opponents of this view who thought it was unfair for those who could not afford to purchase their place at university.

There was a suggestion that as the Open University is funded on outcomes and that this should be extended to all universities. However, the more common view expressed by many attendees was that consideration should be given to having a credit based system of funding.

Tax raising powers was also frequently cited as an option for increasing funds into HE.

SHAPE AND STRUCTURE

Throughout the events, discussion frequently touched upon the number of institutions and the duplication of provision within Scotland. Several people suggested that the provision of courses across Scotland needed to be looked at nationally and possibly by the SFC.

However, other people felt that the number of courses helps to ensure that there is diversity within the sector. Concerns were raised about the impact of reducing institutions within rural areas. In general it was often felt that mergers etc. can often require significant initial investments before they provide a savings. One person stated that structural issues sort themselves out and there is no need for Government to intervene.

One discussion group acknowledged that changes to the structure of the HE system would require long-term direction beyond political terms of office.

With regard to the SFC there were some common views expressed on seizing the opportunity to look at its role and potentially simplify the funding model. One group at the Heriot Watt University event stated that one of the strengths of having the SFC was its role as a buffer between Government and the sector but that at times they could be too interventionist.

CHAPTER 4

ONLINE RESPONSES

Introduction

In addition to the five public discussion events there were also online discussions which were facilitated on the Engage for Education website and its Facebook page. Over 1,500 people visited the green paper pages on the Engage website.

An online survey on the Engage website and its Facebook page asked 12 questions relating to green paper options on funding, student support, international activity and shape of the sector. Over 300 people took part on these surveys. At the Future of Higher Education event, attendees also participated in an interactive voting session on the same 12 questions.

As expected the responses overall primarily came from the student community with over 60% of responses to the Engage for Education survey stating that they were currently in higher education. This chapter of the report pulls together the findings from these three surveys.

Results

The first question posed in the survey asked respondents what they thought the Scottish Government's main priority should be in developing a Scottish solution. Just over half felt that the Scottish Government should preserve the principle of free education with the least popular being encouraging more students to study abroad, see Table 1.

Table 1

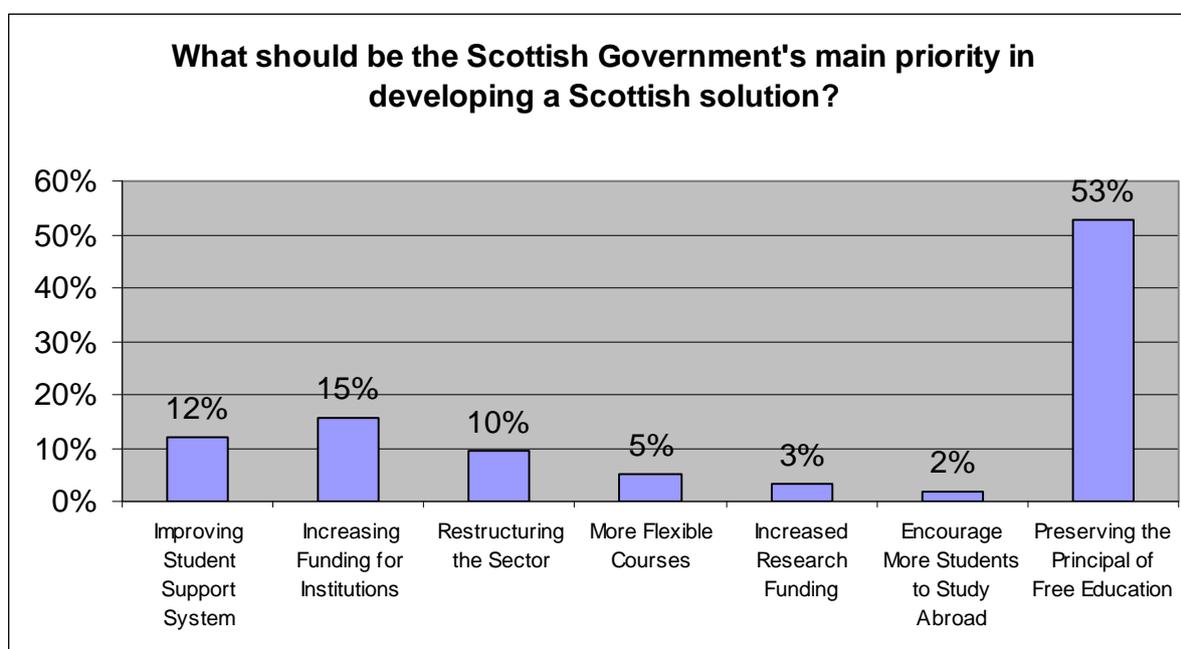


Table 2 shows a fairly even split between what respondents thought would be the best way to increase funding for universities. By a margin of 3% the most favoured option was for increasing Government funding.

Table 2

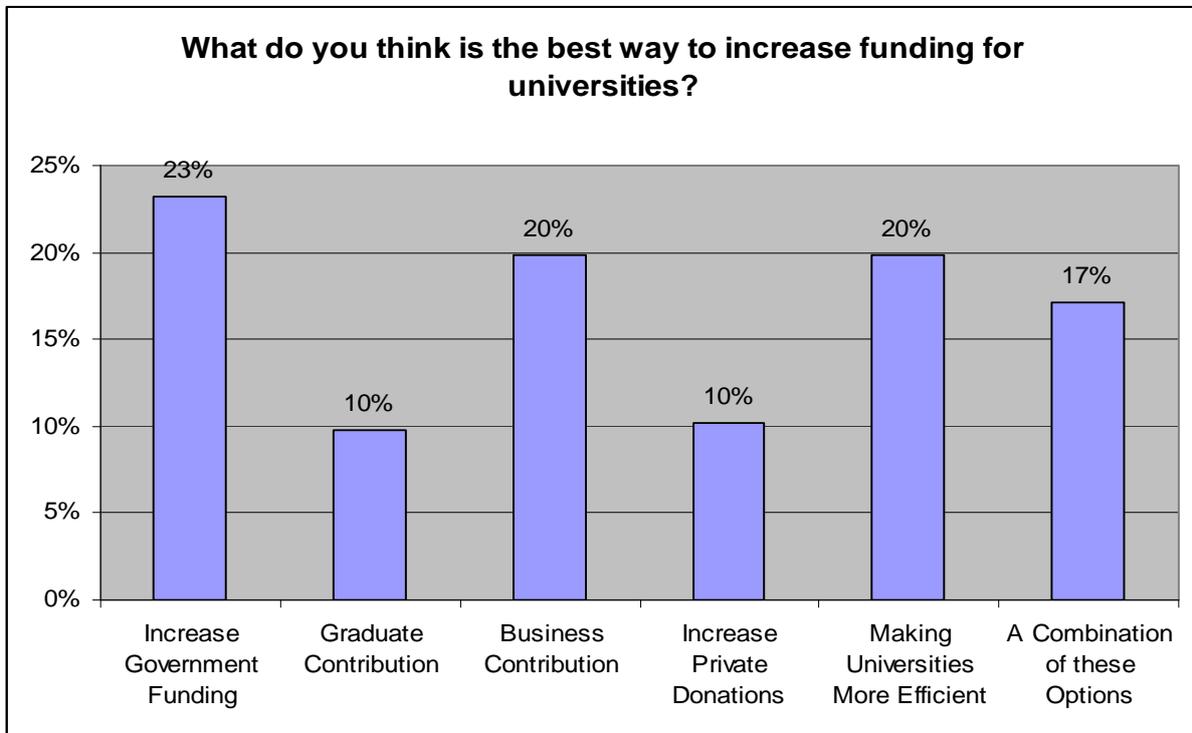
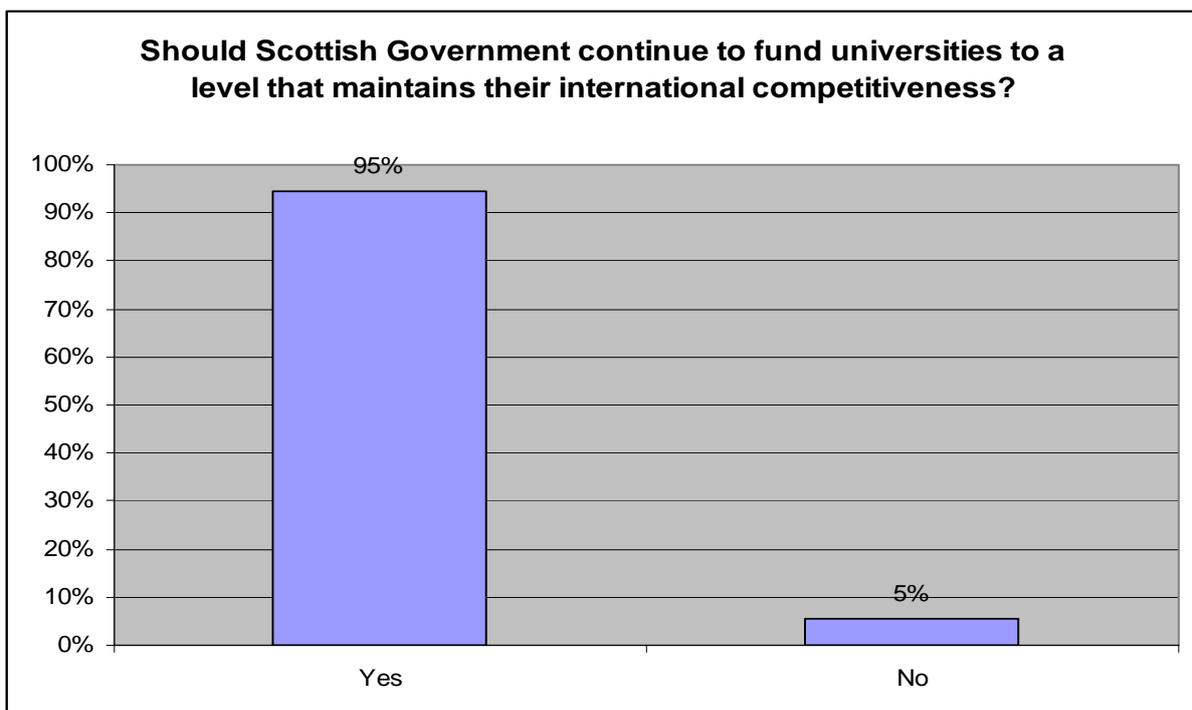


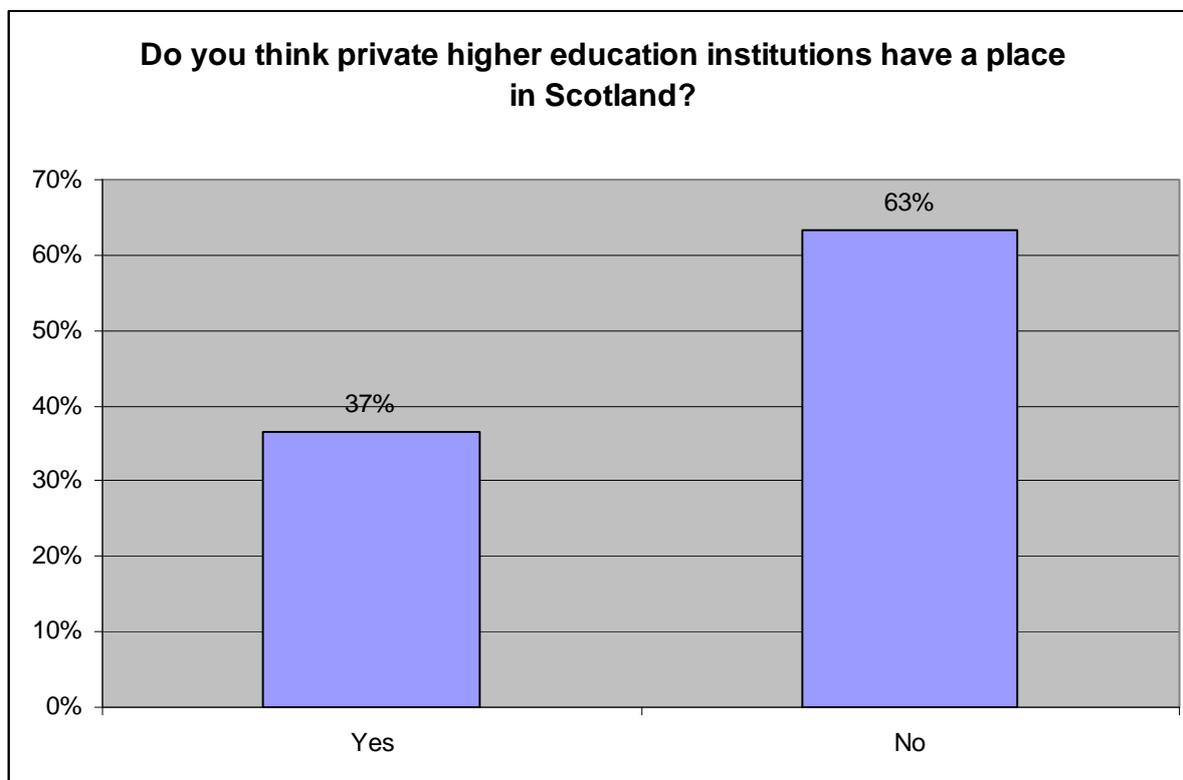
Table 3 shows that the majority thought the Scottish Government should continue to fund universities to a level that maintains their international competitiveness.

Table 3



Just over 60% of the respondents to the question about private higher education institutions felt that they did not have a place in Scotland, see Table 4.

Table 4



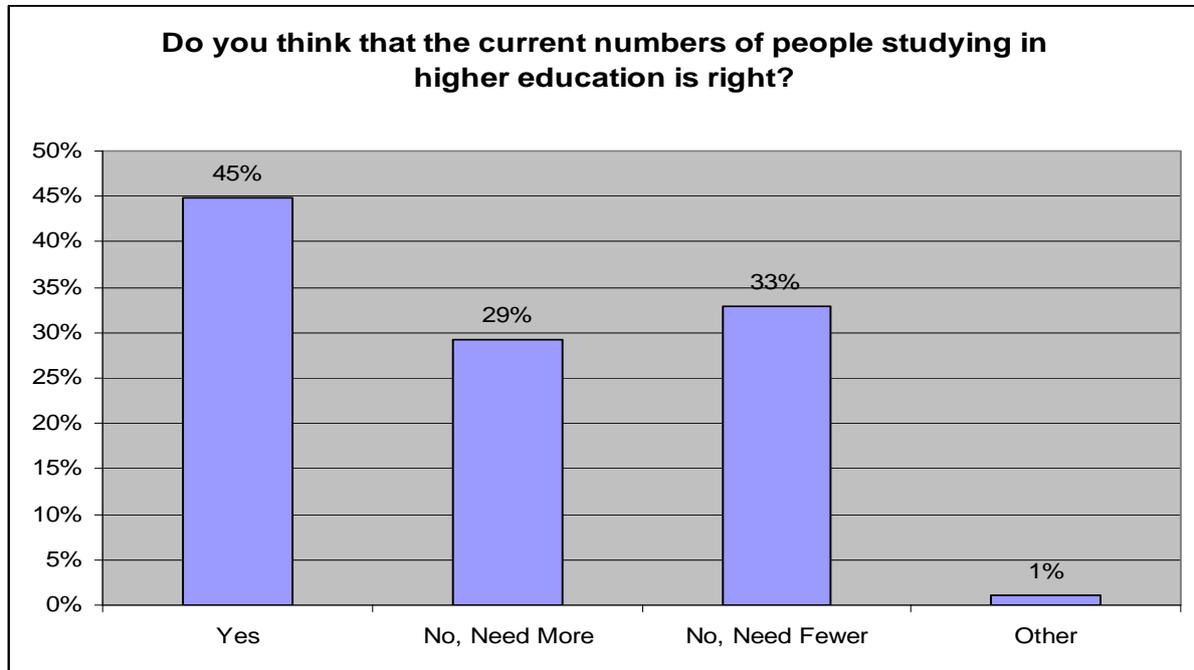
When asked the question of whether or not people thought the current number of people studying HE in Scotland is right, there were some quite detailed responses. As shown in Table 5, 45% of people consider the number of students currently in HE to be at the right level. One person also commented that a knowledge economy requires the majority of people to have a high level of skills and therefore the current levels meet this requirement. Another person stated that if there were more students then there would be too many people trying to find graduate level jobs.

On the other hand 29% of respondents felt that Scotland needs more people studying at HE. One person stated that if the figures for people studying HE were disaggregated between university and college then Scotland would be below many OECD countries. Quite a few people thought Scotland should be aiming for a percentage increase per annum as this would be the only way Scotland could compete with Asia and raise the nation's knowledge and skills levels. One person thought there should be more encouragement of lifelong learning. Meanwhile, another common response was that everyone who has obtained the necessary qualifications to study at HE should be automatically provided with a place. A number of people suggested that there should be an increase in the number of students from particular groups in society such as older people or those from more deprived backgrounds.

There were then 33% of respondents who felt there should be fewer people studying in HE. In particular there were several comments about the need for more people to be studying further education or in apprenticeships rather than in higher education. One person stated that too many people go to university with no career plan or anything better to do. The majority of these respondents thought it was a waste of taxpayers to have so many

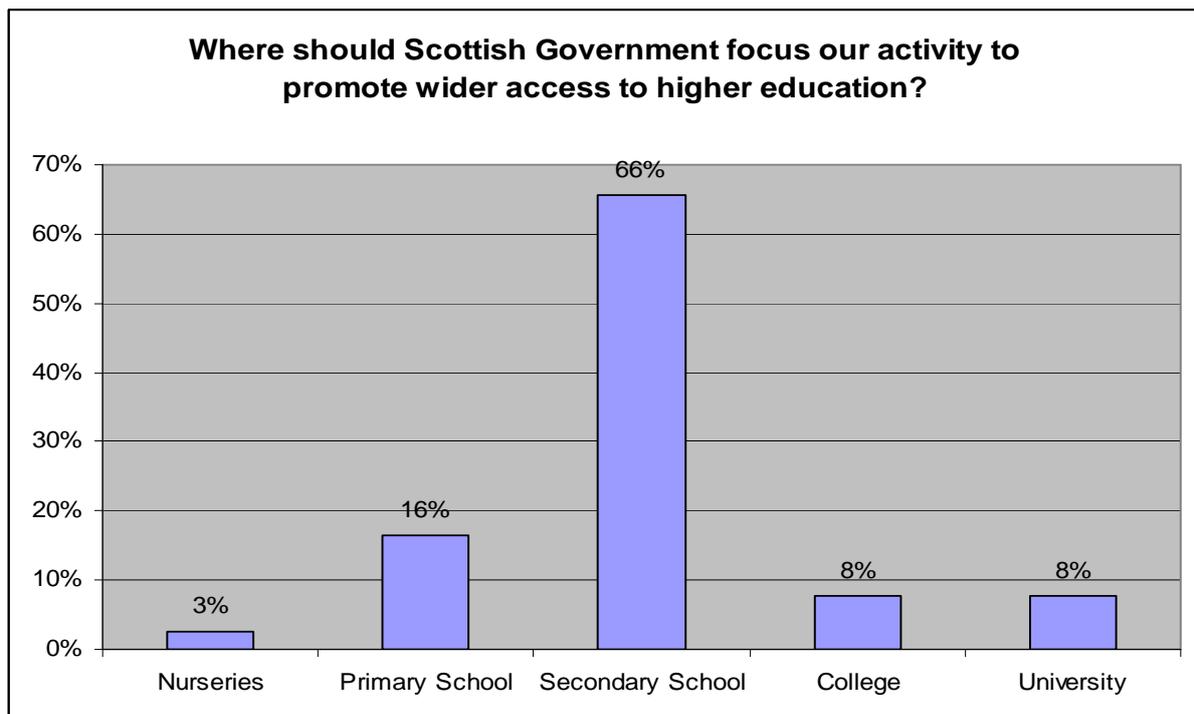
graduates undertaking degrees for which there is no demand in the jobs market. Another person thought the entry requirement to HE should be higher to ensure quality and that there should be better college programmes for those unable to achieve the grade for university but could have the option to transfer into HE at a later point in their life.

Table 5



When asked where the Scottish Government should focus its activity to promote wider access to HE the overwhelming majority of people thought it should be targeted at secondary schools, see Table 6

Table 6



With regard to studying abroad, 77% felt that the Scottish Government should be encouraging more people to spend part of their studies abroad, see Table 7. Similarly the majority of people also felt that the Scottish Government should be encouraging more people to come from abroad to study, see Table 8.

Table 7

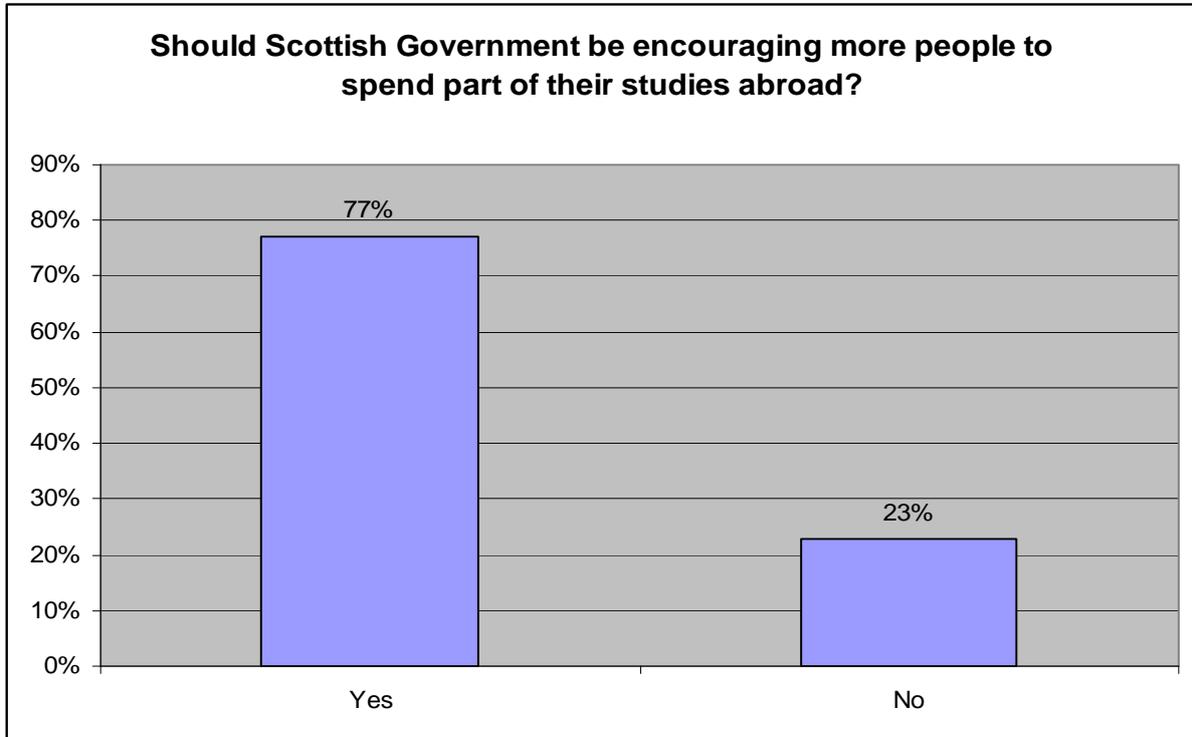
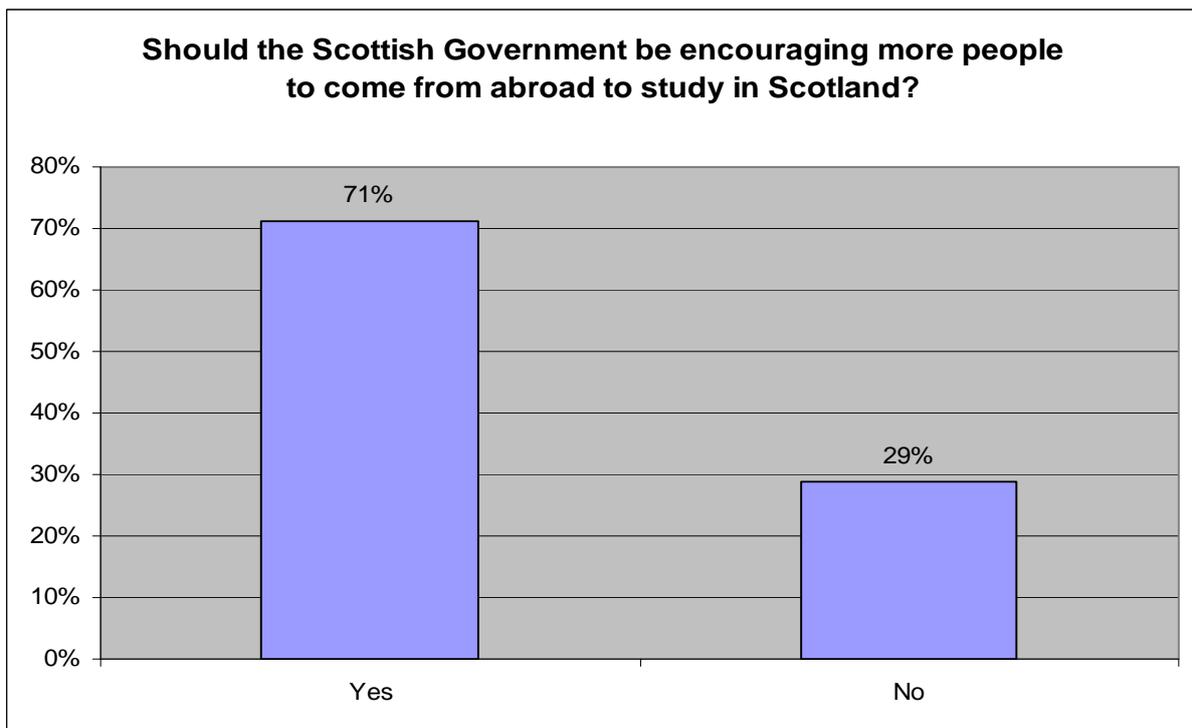
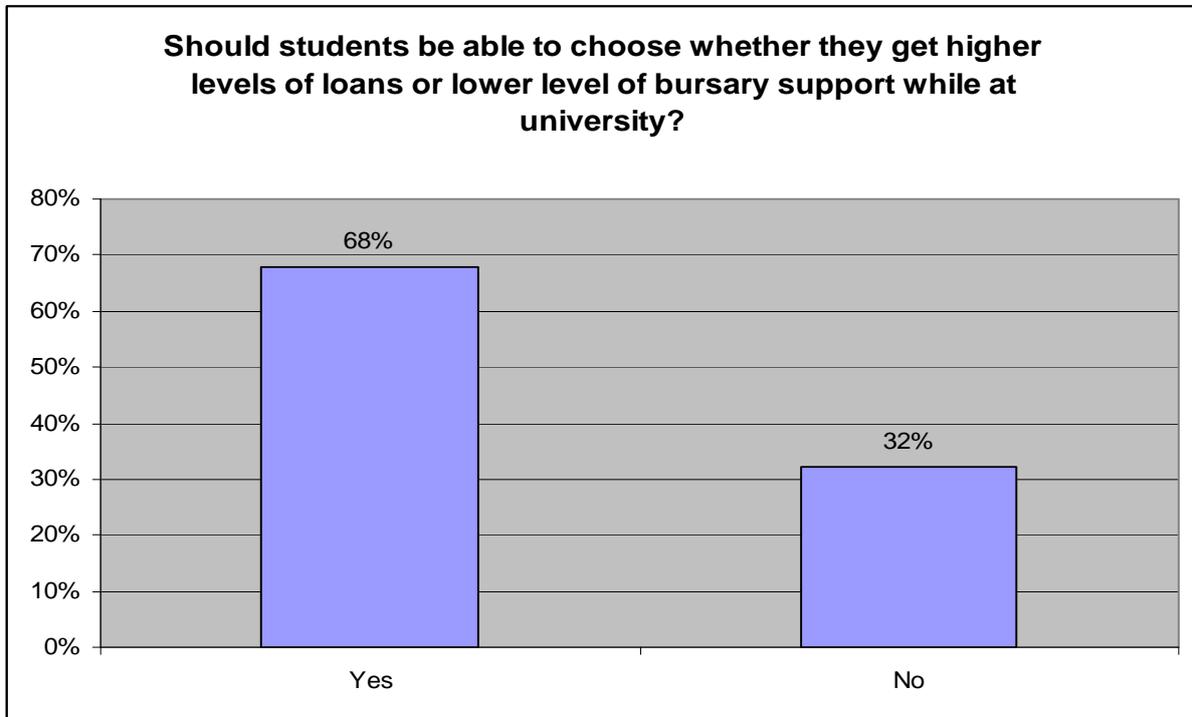


Table 8



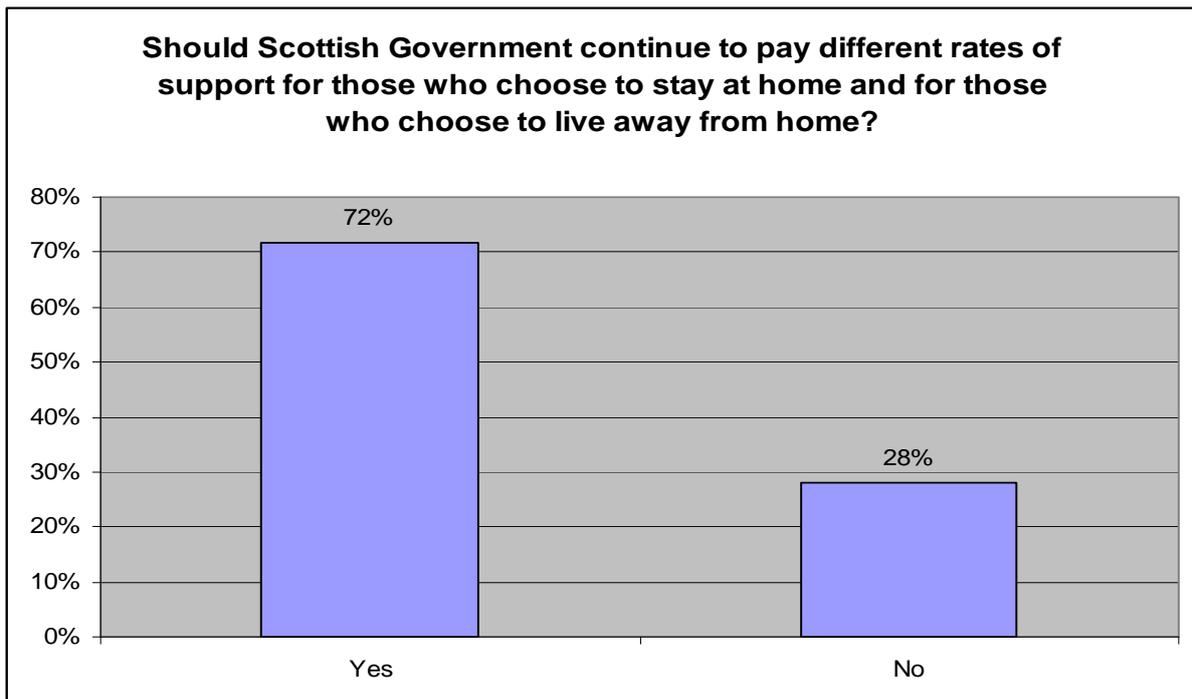
There were then several questions asked relating to student support. The majority of the people surveyed indicated that students should be able to choose whether they receive a higher level of loans or lower level of bursary support while studying at university, see Table 9.

Table 9



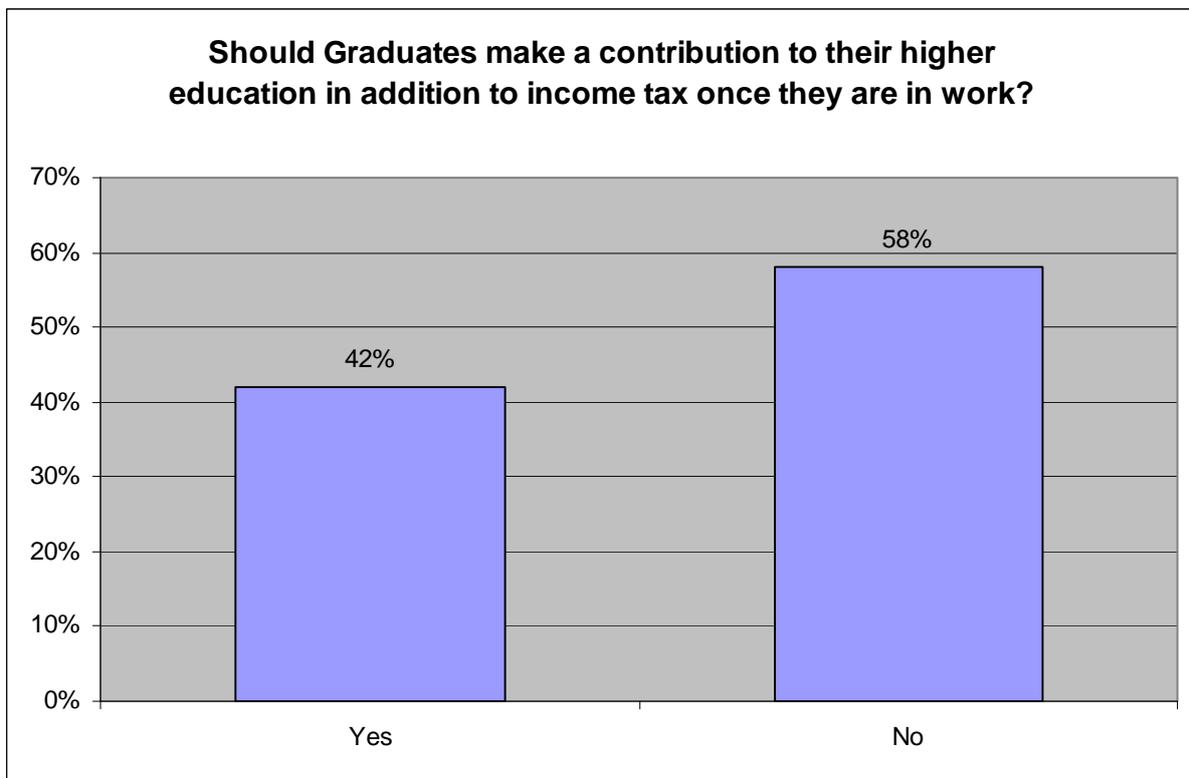
The majority of people also felt that the Scottish Government should continue to pay different rates of student support for those who choose to stay at home and those who choose to live away from home, see Table 10.

Table 10



Finally, there was an almost even split on views as to whether people thought that graduates should make a contribution to their higher education once they are in work, see Table 11.

Table 11



Question number twelve asked if Scotland had too many colleges or universities. Unfortunately due to the high volume of detailed responses and the manner in which people responded to this question it was impossible to disaggregate the responses to produce a table.

In spite of this, the results from the vote at the student event and the online survey indicate that the majority of people felt that Scotland has the right number of colleges and universities.

Those who voted that there were too many institutions commented that efficiency savings could be made by having less institutions and that less institutions would encourage more partnership working between the different education sectors. Another view was that there were too many institutions in the central belt but that number of institutions elsewhere in Scotland needed to be maintained.

ANNEX A

Responses to Scottish Government Consultation on the HE Green Paper – Building A Smarter Future

| | |
|--------|---|
| BSF/01 | David Comerford |
| BSF/02 | Dr Alistair Duff |
| BSF/03 | Dr Neil Munro |
| BSF/04 | Aberdeen College |
| BSF/05 | <i>Individual</i> |
| BSF/06 | <i>Individual</i> |
| BSF/07 | Professor Anthony Cohen |
| BSF/08 | CBI Scotland |
| BSF/09 | Dr Paul Cockshott |
| BSF/10 | Summit Skills |
| BSF/11 | The On Track Programme |
| BSF/12 | Angus College |
| BSF/13 | Peter Duncan |
| BSF/14 | Professor Thomas Munck |
| BSF/15 | <i>Individual</i> |
| BSF/16 | Elmwood College |
| BSF/17 | <i>Group</i> |
| BSF/18 | <i>Individual</i> |
| BSF/19 | <i>Group</i> |
| BSF/20 | <i>Individual</i> |
| BSF/21 | Dundee & Angus Chamber of Commerce |
| BSF/22 | University of Edinburgh General Council |
| BSF/23 | Positive Living & Disability Service, Glasgow Caledonian University |
| BSF/24 | Scottish Agricultural College |
| BSF/25 | Higher Education Academy |
| BSF/26 | University of Aberdeen |
| BSF/27 | Association of Graduate Recruiters |
| BSF/28 | Royal Society of Chemistry |
| BSF/29 | Skill Scotland |
| BSF/30 | Dr Euring Scandrett |
| BSF/31 | Scottish Head of Computing |
| BSF/32 | University of Edinburgh |
| BSF/33 | Bill Johnston |
| BSF/34 | Society of Biology |
| BSF/35 | <i>Individual</i> |
| BSF/36 | Dumfries & Galloway College |
| BSF/37 | <i>Individual</i> |
| BSF/38 | Skillset |
| BSF/39 | Archaeology Postgraduates, University of Glasgow |
| BSF/40 | e-skills UK |
| BSF/41 | Open University Students' Association in Scotland |
| BSF/42 | <i>Individual</i> |
| BSF/43 | <i>Individual</i> |
| BSF/44 | Edinburgh's Telford College |
| BSF/45 | Pascal International Organisation |
| BSF/46 | Glasgow Caledonian University |

| | |
|--------|--|
| BSF/47 | James D Smith |
| BSF/48 | Glasgow University Students' Association |
| BSF/49 | Scottish Enterprise |
| BSF/50 | Langside College |
| BSF/51 | University of Glasgow |
| BSF/52 | Edinburgh University Students' Association |
| BSF/53 | Scottish Universities Association of Lifelong Learning |
| BSF/54 | UNISON Scotland |
| BSF/55 | Forth Valley College |
| BSF/56 | Committee of Scottish Chairs |
| BSF/57 | Cardonald College |
| BSF/58 | STUC |
| BSF/59 | <i>Group</i> |
| BSF/60 | University of Abertay Dundee |
| BSF/61 | The Leadership Foundation for Higher Education |
| BSF/62 | Universities Scotland |
| BSF/63 | <i>Group</i> |
| BSF/64 | <i>Group</i> |
| BSF/65 | Edinburgh Napier University |
| BSF/66 | <i>Individual</i> |
| BSF/67 | Educational Institute of Scotland |
| BSF/68 | Asset Skills Scotland |
| BSF/69 | Scottish Wider Access Programme |
| BSF/70 | <i>Group</i> |
| BSF/71 | West of Scotland Colleges' Partnership |
| BSF/72 | Deans of Science & Engineering in Scotland |
| BSF/73 | <i>Individual</i> |
| BSF/74 | Kilmarnock College |
| BSF/75 | BMA Scotland |
| BSF/76 | Open University |
| BSF/77 | Aberdeen & Grampian Chamber of Commerce |
| BSF/78 | University of Glasgow Academics |
| BSF/79 | University of Glasgow Social Scientists |
| BSF/80 | <i>Individual</i> |
| BSF/81 | University of Stirling |
| BSF/82 | Skills Development Scotland |
| BSF/83 | Highlands & Islands Enterprise |
| BSF/84 | Centre for Research and Lifelong Learning |
| BSF/85 | QAA Scotland/Universities Scotland RPL HE Network |
| BSF/86 | AGCAS Scotland |
| BSF/87 | The University of St Andrews |
| BSF/88 | <i>Group</i> |
| BSF/89 | Scottish Qualifications Authority |
| BSF/90 | Scottish Youth Parliament |
| BSF/91 | University of West of Scotland |
| BSF/92 | <i>Group</i> |
| BSF/93 | University of the Highlands & Islands |
| BSF/94 | Institute of Physics |
| BSF/95 | QAA Scotland |
| BSF/96 | <i>Individual</i> |
| BSF/97 | Sir Andrew Cubie |
| BSF/98 | Anniesland College |
| BSF/99 | University of Strathclyde |

| | |
|---------|--|
| BSF/100 | NUS Scotland |
| BSF/101 | <i>Alan Boyter</i> |
| BSF/102 | Individual |
| BSF/103 | James Smith |
| BSF/104 | <i>Group</i> |
| BSF/105 | Glasgow School of Art |
| BSF/106 | Royal Society of Edinburgh |
| BSF/107 | Federation of Small Business |
| BSF/108 | <i>Group</i> |
| BSF/109 | Scotland's Colleges |
| BSF/110 | UCAS |
| BSF/111 | Adam Smith College |
| BSF/112 | National Association of Student Money Advisers |
| BSF/113 | SCDI |
| BSF/114 | <i>Individual</i> |
| BSF/115 | <i>Group</i> |

Reference marked with either 'Group' or 'Individual' denotes confidential or unspecified response

ANNEX B

Organisations Represented at the Discussion Events

| |
|---|
| 1. Aberdeen Chamber of Commerce |
| 2. Aberdeen University Students Association |
| 3. Aberdeenshire Council |
| 4. Adam Smith College |
| 5. Alliance of Sector Skills Councils |
| 6. Anniesland College |
| 7. Ayr College |
| 8. British Council Scotland |
| 9. British Medical Association Scotland |
| 10. Cardonald College |
| 11. Centre for Research and Lifelong Learning - GCU |
| 12. City of Glasgow College |
| 13. Coatbridge College |
| 14. Dumfries & Galloway College |
| 15. Dunbar Grammar School |
| 16. Dunbarton Academy |
| 17. Dundee High School |
| 18. Edinburgh College of Art |
| 19. Edinburgh Council |
| 20. Edinburgh University Students Association |
| 21. Forth Valley College |
| 22. Glasgow Caledonian University |
| 23. Glasgow School of Art |
| 24. Glasgow University |
| 25. Greater Glasgow Articulation Partnership - GCU |
| 26. Heriot Watt Student Association |
| 27. Heriot Watt University |
| 28. Higher Education Academy |
| 29. Institute of Physics |
| 30. Interface - The Knowledge Connection for Business |
| 31. James Watt College |
| 32. John Wheatley College |
| 33. Kilmarnock College |
| 34. Langside College |
| 35. Leadership Foundation for Higher Education |
| 36. Napier University |
| 37. North Glasgow College |
| 38. Notre Dame High School |
| 39. NUS Scotland |
| 40. NUS Scotland |
| 41. On Track |
| 42. Open University |
| 43. Open University Students Association |
| 44. Perth College |
| 45. Queen Margaret University, Edinburgh |
| 46. Reid Kerr College |
| 47. Robert Gordon University |
| 48. Royal Society of Edinburgh's Education Committee |

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|---|
| 49. RSAMD |
| 50. Scotland's Colleges |
| 51. Scottish Agricultural College (SAC) |
| 52. Scottish Council for Development and Industry |
| 53. Scottish Funding Council |
| 54. Scottish Wider Access Programme |
| 55. Scottish Youth Parliament |
| 56. SKILL |
| 57. Skillset Scotland |
| 58. SPARQS |
| 59. Stevenson College Edinburgh |
| 60. Stirling University Student's Union |
| 61. STUC |
| 62. Student Participation in Quality Scotland |
| 63. Telford College |
| 64. The Future of Higher Education - Engaging Learners |
| 65. UHI Millennium Institute |
| 66. UNISON |
| 67. Universities Scotland |
| 68. University & College Union Scotland |
| 69. University of Aberdeen |
| 70. University of Aberdeen Students Association |
| 71. University of Abertay |
| 72. University of Dundee |
| 73. University of Edinburgh |
| 74. University of Glasgow |
| 75. University of Glasgow - Scottish Science Advisory Council |
| 76. University of St Andrews |
| 77. University of Stirling |
| 78. University of Stirling Students Union |
| 79. University of Strathclyde |
| 80. University of Strathclyde Student Union |
| 81. University of Strathclyde Students Association |
| 82. University of the West of Scotland |
| 83. UWS Student Association |
| 84. West Forum |