



Autonomy and accountability – the UK experience

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Some key features of UK higher education

- The UK carries out almost 8% of world research and produces over 14% of the most highly cited papers
- UK universities perform well in university ranking tables published across the world, e.g. 11 in the top 100 of the SJTU rankings 2010 and 2011, 9 in 2012 and 2013 and 8 in 2014.



Role of HEFCE and some key facts

- allocating public funds for teaching and research
 - promoting high-quality education and research
 - promoting links between HE and industry/commerce
 - encouraging diversity and equal opportunities
 - advising Government on the needs of HE
 - ensuring accountability and value for money
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- Largest funder of HE and of research in the UK
 - Potential lead regulator for all HEIs in England

Fundamental principles and regulatory building blocks (1)

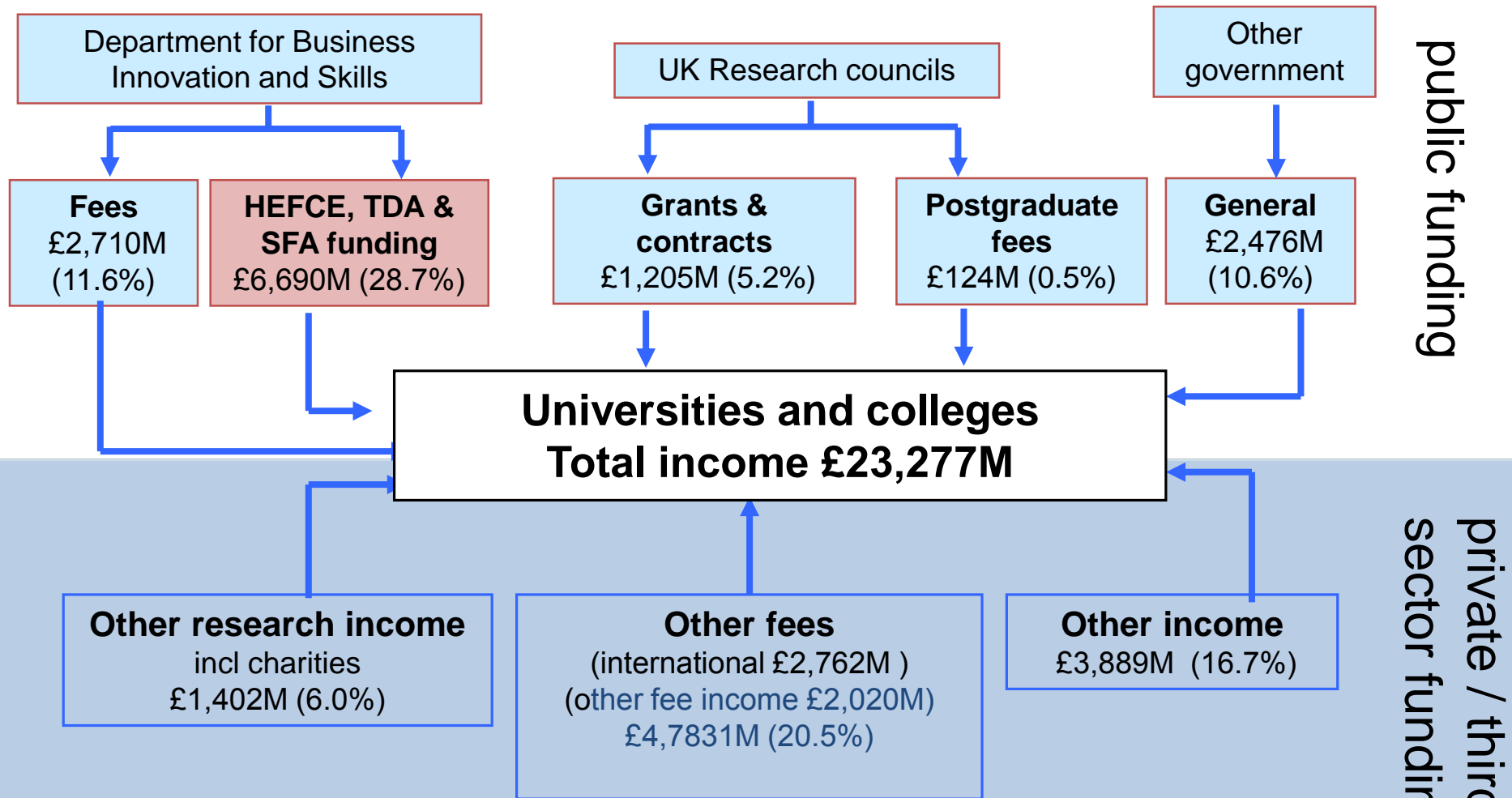
- In the UK, universities are autonomous (with rights and freedoms but also responsibilities to and relationships with statutory and advisory bodies/organisations)
 - make their own strategic plans (HEFCE)
 - monitor academic quality and standards (External Examiners, QAA, PSRBs & REF)
 - responsible for their own governance (CUC)
 - set fee levels for UK & EU students (OFFA)

Fundamental principles and regulatory building blocks (2)

- select students (UCAS)
- develop their staff (LFHE, HEA)
- resolve complaints (OIA)
- liaise with business and industry (HEIF, LEPs), ...
- link between quality and funding
 - Weak for teaching, strong for research

HEFCE is at “arm’s length” from both the government and the sector (an intermediary or buffer body)

HEIs' Sources of income



Source: HESA finance record 2011-12,
HEFCE-funded HEIs

Governance - the Nolan Principles underpinning public service

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership



Thank you for listening

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