


Higher education in Scotland

Our values & our value added

Universities
Scotland





A successful higher education sector, internationally competitive and accessible to as many people as possible, will continue to be central to Scotland's success.



Contents

Shared Values: Inclusion and Excellence.....Pages 1-3
Learning for Life.....Pages 4-5
Widening Access.....Pages 6-7
Research and Knowledge Exchange.....Pages 8-9
Scotland and the World.....Pages 10-11
Diversity.....Pages 12-13
Conclusion.....Page 14
Annex A: Shared Values.....Pages 15-16
Annex B: Key supporting evidence.....Pages 17-22

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Shared Values: Inclusion and Excellence

A successful higher education sector, internationally competitive and accessible to as many people as possible, will continue to be central to Scotland's success.

The impact of Scotland's higher education institutions can be felt directly by those who study and partner with them and indirectly in the wider economic and social benefits they confer. It is possible to quantify the impact of some of these direct and indirect benefits including:

- We are driving significant progress on access, with around 1,700 additional widening access and articulation students from 2013-14.
- Our annual economic impact now stands at £6.7 billion GVA, multiplying every £1 of public investment into over £6 of economic impact.
- We employ 38,450 people and support over 142,000 jobs in the Scottish economy.
- We create £1.3 billion of export earnings from outside Scotland.
- Universities are proud to be amongst the key "pull" factors that contribute to Scotland's attractiveness to inward investors, with high level skills and research cited by almost half of foreign companies as a key reason for their investment in Scotland.¹
- Whilst having only eight per cent of the UK population, our world-leading research now attracts over 15 per cent of total UK Research Council investment, leveraging over £200 million into Scotland annually.
- We work with 26,000 organisations each year on £387 million of knowledge exchange contracts.
- We consistently exceed government targets for efficiency, releasing resources for re-investment in the quality and accessibility of universities.

At a more fundamental level, however, the contribution of universities to our nation's success is based on a tradition of commonly-held Scottish values which remain relevant in a fast-changing society and economy.

This paper sets out the shared values which underpin universities' contribution, and looks forward to the ways in which universities can further help to create a society we can continue to be proud of.²

¹ Universities Scotland (2013) *Grow, Export, Attract, Support*

² This document is produced at a time in which the wider political context sees Scotland approach a referendum in September 2014 to decide its constitutional future. This document does not look to address the potential impact of constitutional change on the higher education sector. Universities Scotland set out its position in relation to this in November 2012 in a document entitled: *Universities in a Dynamic Constitutional Environment - Policy Issues for Consideration*.

Shared Values: Inclusion and Excellence

Background

Scotland's higher education sector has a long history of being valued as an important part of our nation's success and the development of our people's talents.

Scotland is home to 15 campus-based universities, as well as the Open University in Scotland and three small, specialist institutions; the Royal Conservatoire of Scotland, Glasgow School of Art and Scotland's Rural College (SRUC). These institutions are an essential builder of our common weal and fundamental to the realisation of our individual talents.

Inclusion and a role in promoting the common good is a founding principle of many of Scotland's higher education institutions.³ Universities have maintained and augmented a long tradition of accessibility based on ability rather than on means, and the expansion of higher education throughout the second half of the twentieth century consciously built on this foundation, and on the recognition of diverse forms of excellence in teaching and research – from the frontiers of science to the transformative impact of the creative and performing arts.

This recognition of the importance of both excellence and accessibility has informed policy development and funding decisions made by successive Scottish Governments during the 21st century, as Scotland has assumed and used new powers to promote education.

Twenty-first century values

The values we have inherited remain as relevant to this century as they were to Scotland's other great centuries of outreach and enlightenment. Briefly, we remain committed to pursuing the common weal in ways which include:

- Providing a high quality education to learners from the full diversity of backgrounds, consistent with the 'Robbins principle' that university places should be available to all who are qualified for them by ability and attainment.
- Developing learners' capacities not only as contributors to our economy, but also as citizens and as lifelong enquirers.
- Pursuing research of the highest quality for the advancement of knowledge and for the creation of a better world, and to produce graduates who are enriched by learning in a research-informed environment.
- Promoting sustainable economic development, through our development of learners' skills and entrepreneurship, and through universities' ideas and innovations contributing to business growth.
- Promoting Scotland's international standing as an open and innovative society, internationally competitive on the basis of the skills of our people and the quality of our ideas.

³ See annex one for examples.

We are committed to giving effect to these values in a way which keeps adapting to our nation's needs, and we are committed in particular to:

- Implementation of new governance standards, ensuring that universities' governing bodies operate in as transparent and accountable a way as possible.
- Continued progress on widening access to university for learners from challenged backgrounds.
- The diverse contributions which can be made by institutions with diverse missions and strategies, united by a shared commitment to the common good.

Our 'ask' is that government respects the breadth of our contribution, the diverse contributions of different institutions to the common good, and the autonomy of institutions in deciding how best to make their contribution.

What does this mean for particular areas of activity?



Learning For Life

While our values will remain constant, they will be applied in a changing environment, driven for instance by continued improvement of the ways in which technology can support learning, by the need for people to up-skill and re-skill in a fast-changing economy, and by the way in which Curriculum for Excellence will change the capacities of learners in schools and colleges.



Why this matters

At an individual level, this matters because of the opportunities which university-level education opens up for each person who benefits. For instance:

- Ninety per cent of graduates from Scottish institutions are in positive destinations – work or further study – within six months of leaving university and only seven per cent are unemployed.⁴ This contrasts with a Scottish youth (age 16-24) unemployment rate of 21 per cent.⁵
- Graduates on average earn £168,000 (men) and £252,000 (women) more than school-leavers with Highers or A-levels over the course of a working lifetime.⁶
- Graduates from Scottish institutions enjoy an average starting salary of £22,000: the highest in the UK.

For Scotland as a whole, the university sector's promotion of learning is crucial to national success for reasons which include:

- The sectors of employment which are projected to grow in Scotland are predominantly those which require high levels of qualification, with growth above 10 per cent in employment by 2020 projected in managerial and professional occupations.⁷
- By 2020, the UK Commission for Employment and Skills estimates that almost half of jobs in Scotland will be filled by individuals with qualifications at higher education level.⁸

⁴ HESA Destinations of Leavers (2011-12) Table 1a.

⁵ Scottish Government

⁶ BIS (2013)

⁷ UK Commission for Employment & Skills (2012) *Working Futures Report for Scotland*

⁸ IBID.

- The capacity for people already in the workforce to learn new skills and enhance their qualification levels will be essential to Scotland's adaptability to the changing demands of the economy.
- People change jobs an average of 11 times throughout their working lives.⁹

What we will offer

We will offer:

- A distinctive approach to building the capacities and confidence of every learner. Rather than simply passing on knowledge, we are committed to creating lifelong learners, with the capacity to learn and re-learn to meet the unpredictable opportunities and challenges of life. We will develop a wide set of attributes in graduates, including high ethical standards, global citizenship and respect for diversity as well as the communication skills, team working skills and other attributes sought by employers.
- Learning which is closely informed by research. Every higher education institution in Scotland is producing research which is objectively evaluated as world-leading in terms of originality, significance and rigour. Every student benefits from being taught by academics who are pushing the boundaries of discovery, or who are highly informed about the latest developments in their discipline.
- The development of a culture of enterprise and entrepreneurship amongst graduates which will help Scotland to overcome its low business start-up rates.¹⁰

⁹ National Careers Council

¹⁰ Universities Scotland (2013) *Taking Pride in the Job*, chapter six.

- Course structures which meet learners' diverse needs.

This will include:

- * The internationally-recognised four-year degree as the core of flexible undergraduate provision, with capacity for advanced entry for suitably-qualified learners from school and college, scope for learners to study a range of topics relevant to their personal and professional development, certificated exit points below the full Honours degree, and capacity for learners to accelerate/decelerate their studies when this meets their needs.
- * Alternative degree structures where these meet the needs of learners and employers.
- * Course structures and methods of learning which are adapted to the particular needs of mature and part-time learners
- * Continuing development of postgraduate and continuing professional development courses aligned with the changing needs of the economy.
- Clear progression routes from school and college, taking account of the different learning styles of learners from different educational backgrounds – and working across boundaries so that schools and college learners can benefit from university sector facilities and expertise when appropriate.
- A framework for recognition of prior learning, to help learners to access higher education on the basis of relevant professional experience as well as on the basis of educational qualifications.
- Close engagement to meet the needs of industry through the development and delivery of Skills Investment Plans, close attention to labour market intelligence, through employer input into curriculum design and assessment, the development of 'professional apprenticeship' models combining work and university-level study, and through embedding employability in the curriculum.
- Tailored utilisation of learning technology, for example through promotion of open education practice, through the promotion of high-quality remote provision for learners whose needs are best met in this way, and an evolving blend of face-to-face and technologically supported learning for the rest of the student body.
- Close partnership with students and their representatives to ensure that learning provision meets their needs.

What do we ask?

To deliver this, what we seek from policy-makers is:

- Commitment to long-term sustainable funding of teaching and of student support.
- Commitment to sustainable arrangements to support cross-border flow of students to and from the rest of the UK, the EU and beyond.
- Improved support for accessible postgraduate provision for Scottish-domiciled students.
- Support for autonomy and academic freedom, recognising that universities are best placed to decide on the range and content of courses which meet learners' needs.

Widening Access

Scotland's universities support the priority of ensuring, in line with the 'Robbins principle' that access to university is on the basis of a learner's capacity to benefit from this, regardless of social or economic background. All university leaders have affirmed that:

"I strongly believe in widening access to our universities. University should be equally open to any learner with the appropriate academic potential to benefit, regardless of their social or economic circumstances. It is of equal importance that those learners are properly supported to complete their studies successfully and fulfil their potential. Each university is able to point to its own distinctive and considerable achievements already made in these areas."

"I am committed to delivering progress in the next few years and, in so doing, contributing to an improvement in the university sector in Scotland's record on widening access and retention."

"Principals share the determination that universities should play the fullest role possible in the pursuit of these goals, working in partnership with schools, colleges and others. This is the spirit in which I will lead work within my institution to meet the outcomes on access and retention that have been agreed with the Scottish Funding Council."

This commitment is already driving further progress in widening access, seen in the Outcome Agreements which institutions have developed with the Scottish Funding Council.¹¹

Why this matters

- Wide access to university, on the basis of a learner's capacity to benefit from this, matters because every individual should have the opportunity to realise their full educational potential, regardless of their background. Every failure to achieve this is a waste of talent.
- This matters too for Scotland as a nation, where our economic, social and cultural success depends on our being able to harness the full potential of our people.
- Universities have made major efforts to address widening access issues, summarised in our publication *Access All Areas*. These efforts have resulted in over 2,000 more students from challenged neighbourhoods entering university in 2011/12 compared to 2004/05, and 16,000 students benefiting in the last five years from opportunities to progress from college to the upper years of university study.
- Further progress will depend not only on universities' efforts (supported by current investment in additional funded places for students) but in concerted action by every agency with influence over attainment and aspiration levels in our most challenged communities.

¹¹ Universities Scotland (2013) *Delivering for Scotland 2013/14: The Second Round of Outcome Agreements*



What we will offer

- Continued commitment to further progress on widening access, consistent with each institution's mission and strategy.
- Evidence-based targeting of measures to promote the attraction, recruitment, retention and success of learners from challenged economic backgrounds.
- Contextual admissions policies where this is in learners' interests, taking account of evidence of academic potential/prior non-academic learning as well as academic qualifications.
- Further development and signposting of pathways from colleges to universities.

What do we ask?

- Evidence-based policy development on widening access which takes a true 'lifelong learning' approach from the earliest years onwards, including promoting opportunities for learners who are already in the workforce.
- Indicators of widening access which reflect the diversity of age, learning stage and background of university entrants from challenged backgrounds.
- Teaching funding at a level which enables universities to protect the quality of provision, to further improve outreach and retention of widening access learners, and to admit an increased number of widening access learners without displacing other qualified learners.

Research and Knowledge Exchange

Scotland's universities are a world-class research force, pushing the boundaries of discovery and placing us at the very top of international rankings for the citation of research findings. Our generation of knowledge is also driving the success of business and the economy, including through the attraction of international investment, the creation of 'spin-out' companies and our work with over 26,000 companies a year to translate the outputs of research and development into new products and processes for business.

Why this matters

University sector research is of massive economic importance to Scotland. For instance:

- We lever in over £600 million of research funding from outside Scotland each year.
- Every £1 of Scottish public investment attracts around £2.50 of competitively-won funding from outside Scotland.
- The sector provided expertise and consultancy to business, government and the third sector worth £378 million in 2011-12.
- Scotland is now the most successful part of the UK for spin-out creation and universities have grown their competitive edge over the rest of the UK, increasing their share of all spin-outs from 19 per cent ten years ago to 28 per cent of all spin-outs now.¹²
- The level of collaboration between universities and business in Scotland outstrips that in many other countries including the United States, Germany, Japan and Denmark with Scotland scoring 5.8 on an index of up to 7, according to data by WEF Global Competitiveness report.¹³

Beyond these statistics, our research excellence is central to Scotland's identity as an internationally-competitive knowledge-driven economy.

- University research and innovation is responsible for the emergence and growth of new industries like life sciences and computer games now worth over £3 billion annually to Scotland.¹⁴
- University research also plays a significant part in looking after our health and wellbeing in Scotland and across the world. From the Nobel Prize winning development of beta blockers to the development of stem-cell therapies and research, underway in laboratories across Scotland right now, into our biggest killers including heart disease and cancer as well as global killers such as malaria.

¹². Universities Scotland (2013) *Grow, Export, Attract, Support*

¹³. IBID p.19.

¹⁴. Value of industry sectors from Scottish Development International (2013)

What we will offer

- Research which keeps Scotland at the forefront of discovery; from 'blue skies' research which advances human understanding to applied research which improves lives and businesses.
- Collaboration within Scotland and beyond where this promotes our capacity to conduct world-class research or to make efficient use of research facilities.
- Further development of the capacity of university research to promote sustainable economic growth, including:
 - * Making intellectual property as accessible as possible for example through the Interface service to match businesses with universities, and through the promotion of opportunities on: www.university-technology.com.
 - * Tailored alignment of university activities to support key sectors of the economy, for example through Innovation Scotland's joint initiatives by universities, enterprise agencies and the Scottish Funding Council.
 - * 'Innovation Centres' to bring universities and industry together to generate and apply the ideas which will address critical real-world problems.
 - * Attraction of research-driven inward investment, building on the major 'clusters' of economic activity around universities' strengths including biosciences, digital media and renewable energy for example.

What do we ask?

- Sustainable investment in a world-class research infrastructure.
- Recognition that every university has its own distinctive contribution to Scotland's research excellence.
- Access to research project funding at Scottish, UK, EU and international levels.
- Consistent support for universities' knowledge exchange activities, where these promote sustainable economic growth but where the financial benefit is not to the university.



Scotland and the World

The excellence of universities' teaching and research is fundamental to Scotland's standing in the world, including our exceptional record in attracting international talent at student and staff levels, and our positioning of Scotland as a major force in the generation and exploitation of new knowledge.

Why this matters

We are working in an exceptionally competitive international environment, where the leading developed and emerging economies are investing heavily in higher education to promote economic growth. This is evidenced by the progressive increase in the proportions of the population attaining university-level qualifications in rival economies, and the strengthening position of competitor economies in international league tables.

There are strong indicators of Scotland's higher education sector's international success. For instance:

- With five universities in the world's top 200, we have the highest concentration of world-class universities per head of population of any nation.¹⁵
- We are also at the head of world rankings for the influence of our research. With less than 0.1 per cent of the world's population, Scotland's universities rose from a 1.4 per cent share of the world's citations in 2006 to a 1.7 per cent in 2010.
- International students cite very high levels of satisfaction with their experience in Scotland with 86 per cent saying they would recommend the Scottish higher education experience to others.¹⁶
- We attract £800 million earnings to Scotland from outside the UK, including a £585 million contribution from students from overseas who choose Scotland as the best place to study.

- However, there are also strong indicators that competitors in the rest of the developed world, and in the fast-growing emerging economies, are making rapid progress:
 - * Fifteen of the top 200 universities are now in the Far East.
 - * Qualifications levels in competitor economies are increasing and a range of competitors including South Korea, the United States, Canada and Australia have significantly higher proportions of graduates contributing to their economic success.
 - * Thirty-nine Chinese universities are now part of the Chinese Government's 'Project 985' initiative to grow world-class research-led universities.¹⁷
 - * If Scotland stands still we will slip back in relation to this competition.

¹⁵. Analysis using Times Higher Education World Rankings 2013-14.

¹⁶. British Council (2013) *Distinctive Assets of Scottish Higher Education*

¹⁷. <http://www.chinaeducenter.com/en/cedu/ceduproject211.php>

What we will offer

- World-class teaching and research, keeping Scotland in an internationally leading competitive position.
- Attraction of international talent to Scotland, both students and staff.
- Development of Scotland's presence overseas, through trans-national education and alumni networks of 'global Scots'.
- A focussed role as part of the collaborative 'Connected Scotland' approach to promoting Scotland to the world.¹⁸

What do we ask?

- Cross-party commitment to Scotland competing with the high-skills economies that are growing their proportion of graduates in the workforce.
- Progress towards the Scottish Government's 'New Horizons' commitment that Scotland should be in the OECD top quartile for investment in higher education.

We are also highly reliant on UK Government policy, particularly to secure a migration policy which enables Scotland to be open to the attraction of international talent.



¹⁸. Connected Scotland is a new partnership between Scottish Development International, British Council Scotland, the Scottish Funding Council, the Royal Society of Edinburgh, Universities Scotland and the 19 higher education institutions themselves to promote institutions' work internationally.

Diversity

Scotland's 19 higher education institutions have distinct strategic paths, grounded in their strengths and visions. Each makes a contribution to teaching, research and knowledge exchange and all work both locally, nationally and internationally. However, each contribution is unique - the product not only of the institution's particular history and disciplinary mix, but also of its academic and student community and location.

This diversity is therefore a reflection of how each institution has evolved its strategy over time to ensure its continued success in the context of an increasingly competitive global market for higher education. Institutions make continuous adjustments to their strategies to meet contemporary challenges and opportunities and sometimes, when there has been a strong strategic and educational rationale, new institutions have been established through designation or merger.

The result is a sector with some of the world's oldest institutions and some of its newest, with world renowned specialist institutions and pioneers in distance learning.



Why this matters

- Scotland's 19 diverse institutions are able to offer a huge breadth of educational opportunities, including over 4,500 courses in 150 subject groups from physics with nuclear technology to fashion design. The distinctiveness of each institution also means that each institution brings a unique portfolio of research and teaching to a particular subject. Such choice means that students need not leave Scotland to pursue a higher education. As a high proportion of graduates tend to make their career and home in the place they studied this is in Scotland's interests in so far as our ability as a nation to retain our highly-skilled talent.¹⁹
- Scotland's diversity provides depth as well as breadth with three small specialist institutions including: a Conservatoire which offers dance, drama and music; an art school which specialises in art, design and architecture; and Scotland's Rural College (SRUC) which specialises in land-based industries.
- Scotland's higher education sector has a footprint which extends from the Northern Isles and Outer Hebrides to the Scottish Borders and Dumfries and Galloway as well as distance learning providers which means that few need leave their home or community to study at degree level or higher. Every institution is passionate about their regional impact as well as their national and international impact.
- Highly diversified missions, based on institutions' assessment of their own unique strengths and their ability to take advantage of new opportunities, encourages innovative approaches, new models of working and new partnerships at home and abroad to the benefit of teaching and research.
- Different academic strengths across the sector allow for a customised approach to the needs of business and industry whether it comes to continuing professional development, research or knowledge exchange.

¹⁹ Seventy-seven per cent of undergraduates from Scotland's higher education institutions find employment in Scotland within six months.

What will we offer?

- Common amongst the diversity of Scotland's 19 higher education institutions is a shared drive for quality and excellence in teaching and research.
- A strong academic underpinning to degrees alongside more vocationally orientated degrees.
- The best of blue skies and applied research and knowledge transfer.
- A consultative approach to strategic change involving students, staff and wider stakeholders external to the university.
- A proactive institution-led approach to collaboration, and even mergers, between institutions where there is a strong academic and/or business case for it.
- A deep-rooted commitment to efficiency and effectiveness with savings of £18 million projected from improvements in business processes in 2013/14 up from £12 million two years ago. There are over 170 examples of shared services in the Scottish higher education sector and close to a third of all university expenditure is now spent through collaborative arrangements.²⁰



What do we ask?

- Respect for the autonomous nature of higher education institutions that allows them to determine their own missions and long-term strategies.
- Recognition that there is more than one shape, size or model of delivery to a successful higher education institution.
- Recognition that the sector will reconfigure itself to take advantage of opportunities and economies of scale where they make sense. There have been 19 mergers involving Scotland's higher education institutions since the early 1990s.²¹



²⁰ Universities Scotland (2013) *Working Smarter: Progress Report 2013* p.4-5.

²¹ Data compiled by Universities Scotland

Conclusion

Scotland benefits from a strong set of shared values about the role and importance of higher education. We are ambitious for Scotland.

On the basis of these shared values, we have every confidence that politicians of all parties will develop policies which support universities' contribution to building a successful and cohesive Scotland.

Annex A: Shared Values: Inclusion and Excellence

Scotland's university sector has a long history of being valued as an important part of our nation's success and the development of our peoples' talents.

Universities are an essential builder of our common weal and fundamental to the realisation of our individual talents. As early as 1451, the Papal Bull constituting the University of Glasgow recognised the contribution which a university education makes to 'living well':

'Amongst other blessings which mortal man is able in this transient life by the gift of God to obtain, it is to be reckoned not among the least, that by assiduous study he may win the pearl of knowledge, which shows him the way to live well and happily.'

Throughout the following centuries our universities earned a reputation for both excellence and accessibility, proud to offer opportunity to learners from all backgrounds, regardless of their poverty or wealth. The 'lad o'pairs' tradition celebrates the young man who has his talent recognised, goes up to university from the family farm and gets a degree which he uses to better the lot of the people around him, as a doctor or a minister or a teacher.

The Scottish Enlightenment and then Scotland's Victorian outreach to the world grew from this tradition of excellence and wide access, driven by people of ability from challenged backgrounds including economist Adam Smith, geologist James Hutton, anesthetist James Young Simpson and geographer and anti-slavery campaigner David Livingstone.

The twentieth century saw Scottish universities, along with UK counterparts, develop within a framework which explicitly recognised their mission of excellence and inclusiveness. In 1901, industrialist and Philanthropist Andrew Carnegie created a major trust fund for the universities of Scotland - worth several times more than government investment in universities at the time – with the complementary aims of improving and/or expanding Scottish universities and of ensuring that they were accessible on the basis solely of ability, through:

"the payment of fees of students of Scottish birth or extraction in respect of courses leading to a degree of a Scottish University".

The role of philanthropy in supporting the accessible excellence of Scottish universities was partially taken over by the state in the second half of the twentieth century. The Robbins Report (1963) marked the beginning of a planned expansion of higher education, based on values which were fully consistent with the Scottish university tradition:

"university places should be available to all who were qualified for them by ability and attainment universities should have four main objectives essential to any properly balanced system: instruction in skills; the promotion of the general powers of the mind so as to produce not mere specialists but rather cultivated men and women; to maintain research in balance with teaching, since teaching should not be separated from the advancement of learning and the search for truth; and to transmit a common culture and common standards of citizenship."

This set the direction for the development of a diverse university sector, in which ancient, civic, modern and specialist institutions all offer distinctive contributions to Scotland's excellence in teaching and research.

Subsequent reports built from these shared values in a way which reflected increasing recognition of the importance of universities to national well-being. The Dearing Report in 1997 set out a 20-year vision for 'The Learning Society', based on 'a national policy objective to be world class both in learning at all levels and in a range of research of different kinds'. The Dearing Report set out a values base which, again, was consistent with the values which informed Scottish universities:

'Higher education is fundamental to the social, economic and cultural health of the nation. It will contribute not only through the intellectual development of students and by equipping them for work, but also by adding to the world's store of knowledge and understanding, fostering culture for its own sake, and promoting the values that characterise higher education: respect for evidence; respect for individuals and their views; and the search for truth. Equally, part of its task will be to accept a duty of care for the wellbeing of our democratic civilisation, based on respect for the individual and respect by the individual for the conventions and laws which provide the basis of a civilised society.'

In parallel, the Garrick Committee examined the Scottish context and remarked on the distinctive way in which Scotland had:

'kept alive, not just in the universities but throughout the length and breadth of the land a continuing sense of the value of the national ideal of the democratic intellect, illustrating its social relevance by reference to Continental and to American as well as to English experience.'

Garrick strongly recommended the further development of a culture of lifelong learning in Scotland, with universities meeting the diverse needs of learners at various stages of their lives and careers. Garrick also commented on the value of research as part of universities' contribution to Scotland, stressing the importance of promoting:

'a research climate that:

- is attuned to the needs of a high technology 21st century;*
- sustains and enhances Scotland's contribution and standing in the world research community;*
- contributes to a high quality of life and prosperity for the people of Scotland and the UK.'*

This long tradition of an excellent, forward-looking and accessible university sector, committed to improving people's lives, has continued into 21st century affirmations of universities' role and values. The 'New Horizons' report in 2008 set out the Scottish Government's commitment to the role and values of a university sector which is:

'...among the strongest and most vibrant institutions in civic Scotland. As autonomous institutions whose fundamental purpose is the discovery and dissemination of knowledge and truth, they play a crucial role not only in facilitating wealth creation, but also in developing cultural identity, in providing an independent and objective analysis of public policy and in fostering a more enlightened, more tolerant and better informed society.'

Most recently, the Scottish Government White Paper 'Putting Learners at the Centre' (2011) reflected the long-standing shared sense of the values and purpose of Scottish universities, recognising also their role in Scotland's international standing:

"Our universities have a centuries old commitment to excellence in teaching, research and knowledge exchange... Education and excellence in learning, teaching and research is hard-wired into Scotland's DNA.

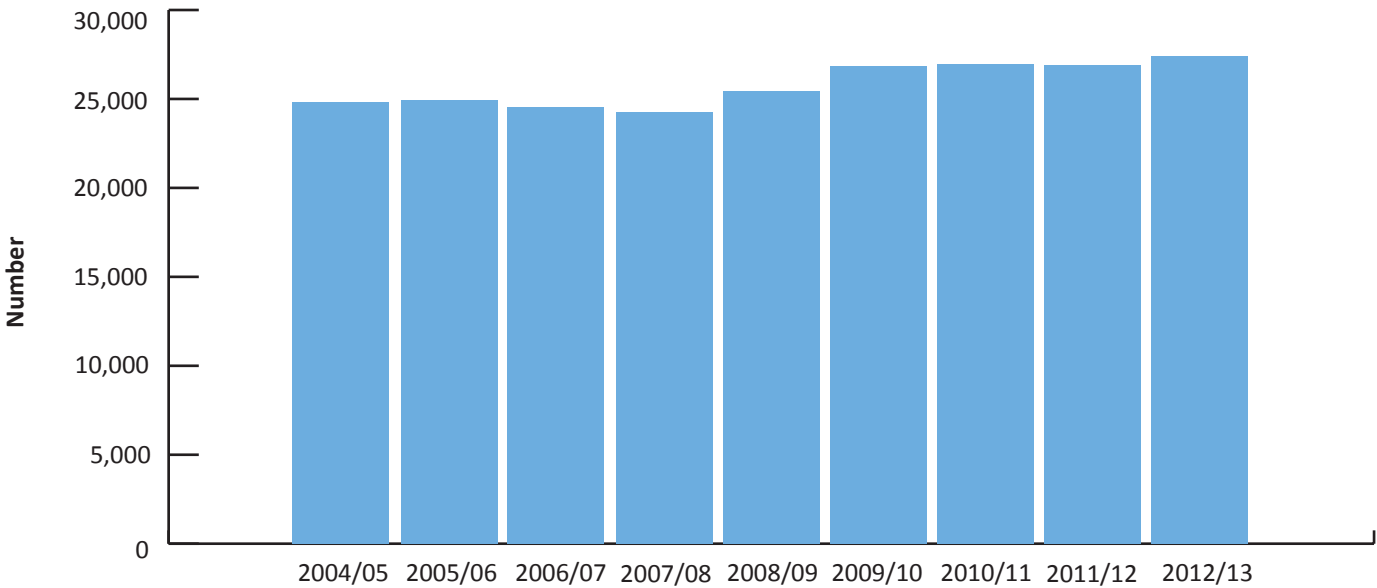
"Higher education in Scotland is the mainstay of our knowledge economy and makes a significant contribution to the economic success of the nation. Yet it is not just about the economy: higher education in Scotland is a civilising force which has had a major influence on creating the country and society we are today. Each of our existing universities plays its own unique role in shaping today's modern Scotland. Taking a wider perspective, the sector provides cultural energy and leadership at home and abroad, acting as an important ambassador for Scotland on the world stage."

Universities today are the proud inheritors of centuries of commitment to the common good.

Annex B: Key supporting evidence

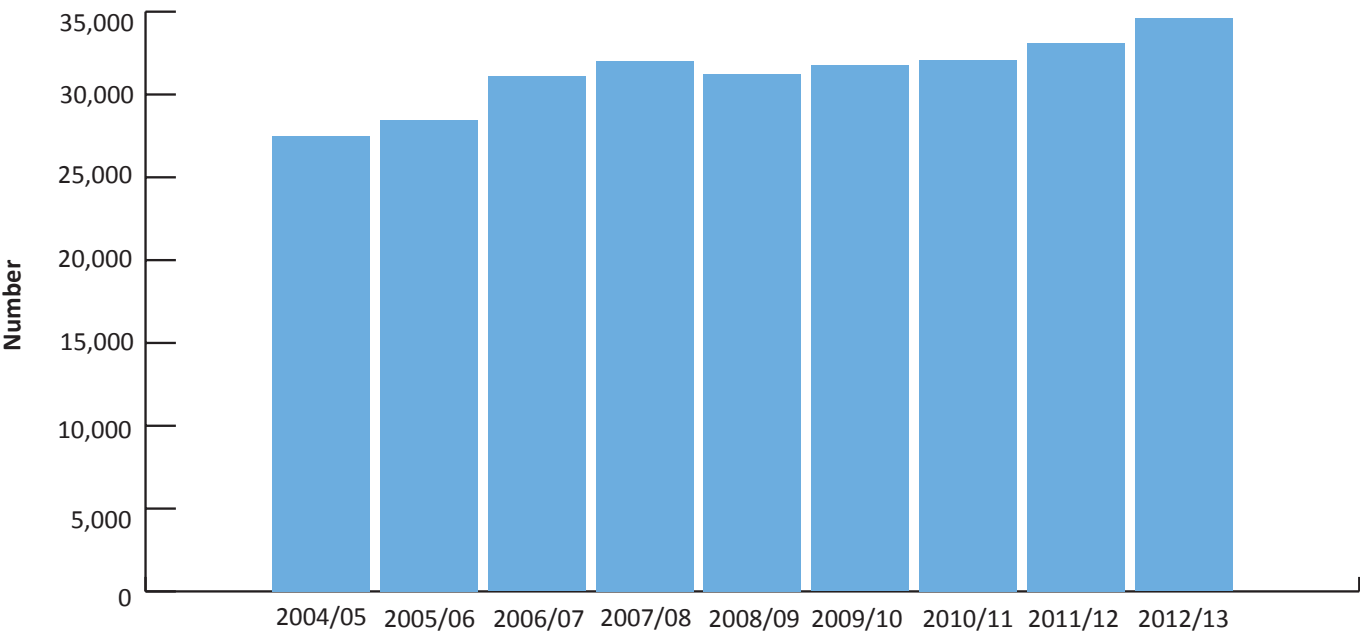
Learning for life

Chart 1: Number of Scottish-domiciled acceptances onto undergraduate degrees at Scottish higher education institutions over time



Source: UCAS

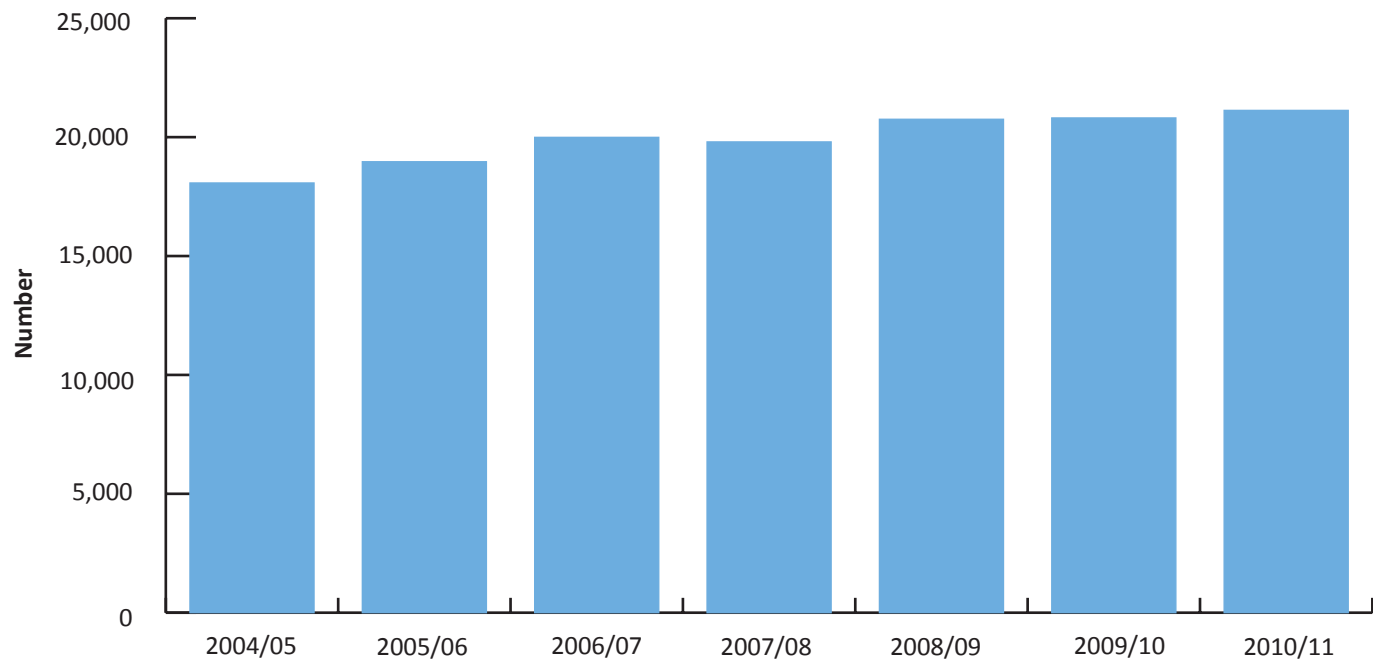
Chart 2: Number of undergraduate degrees awarded by Scotland’s higher education institutions over time



Source: Scottish Funding Council, HE Students and Qualifiers

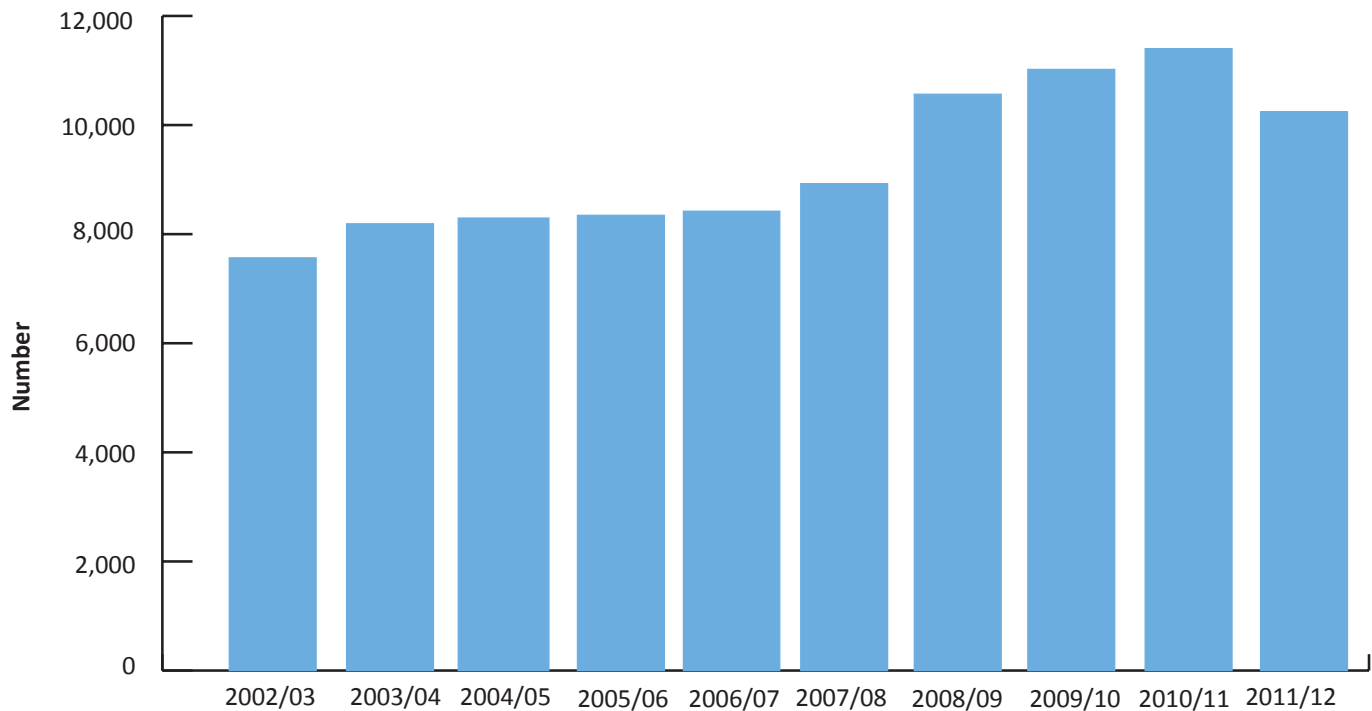
Widening access

Chart 3: Increase in Scottish-domiciled students from Scottish Index of Multiple Deprivation 20 (SIMD20) in Scotland’s higher education institutions



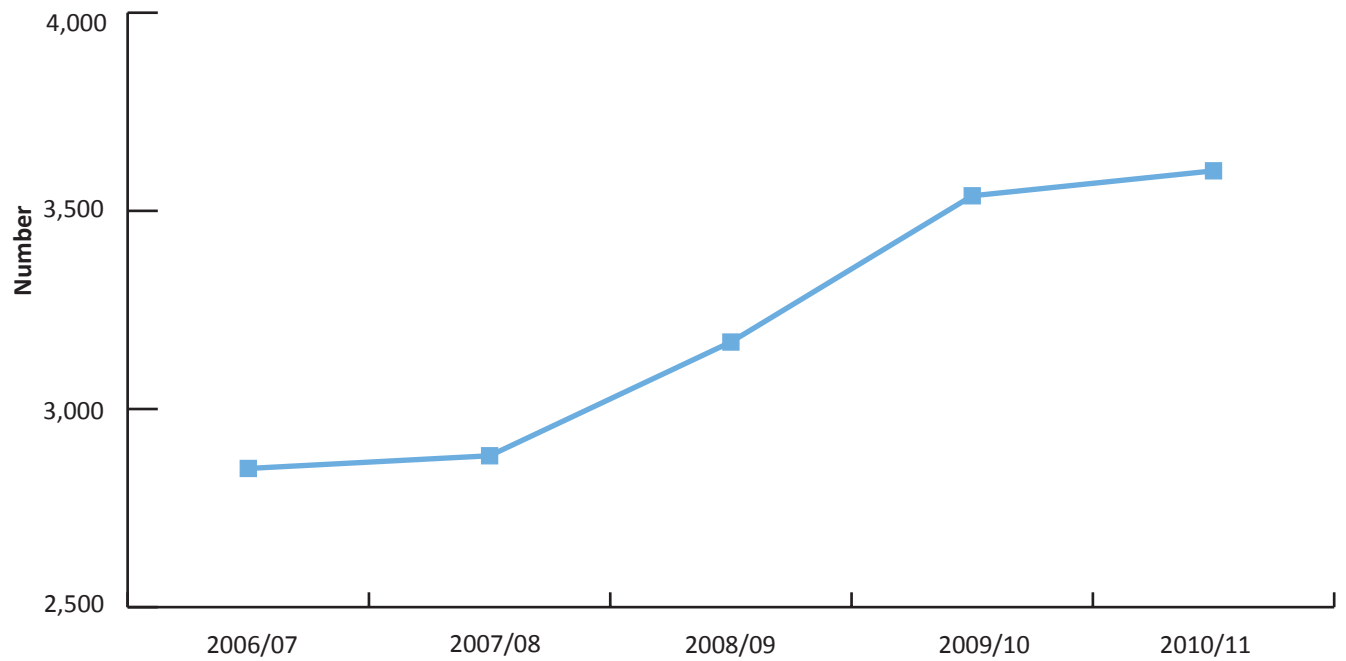
Source: Scottish Funding Council

Chart 4: Number of acceptances from mature applicants to Scotland’s higher education institutions over time



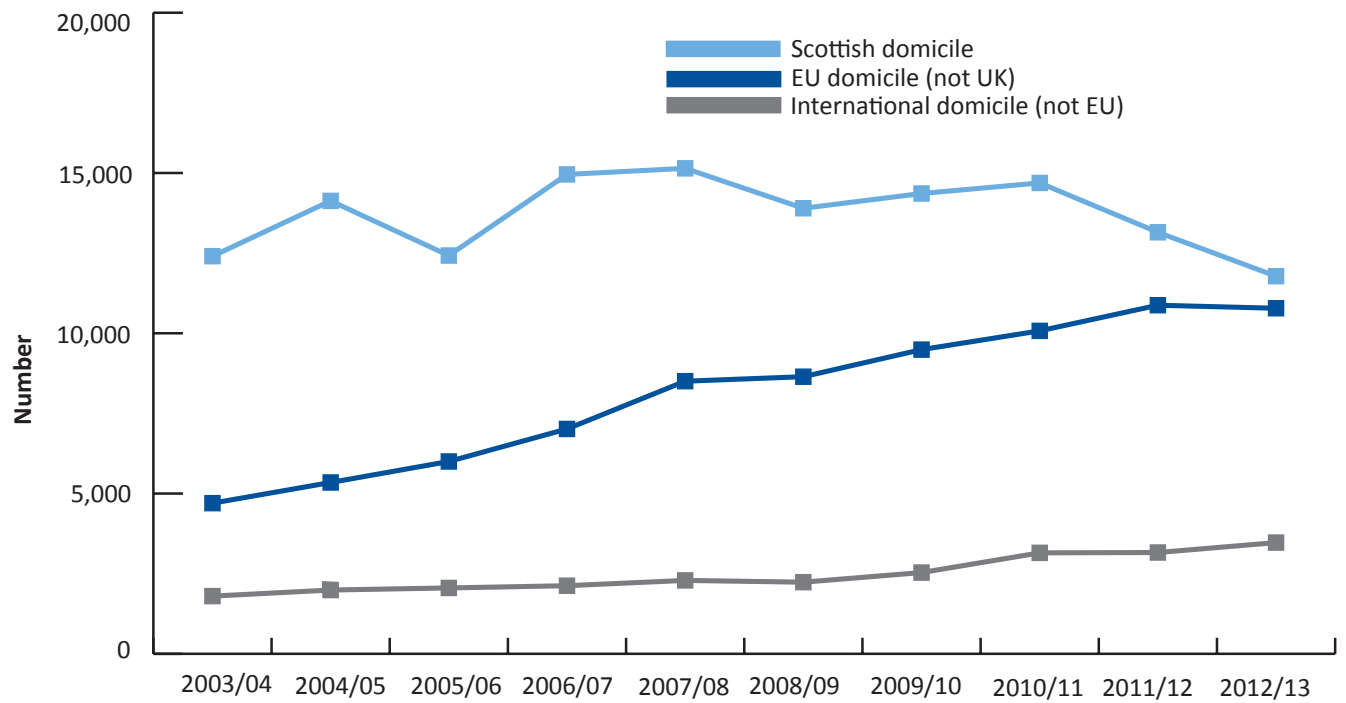
Source: HESA Student Record

Chart 5: Number of students articulating into Scottish higher education institutions from college with advanced standing



Source: National Articulation Database

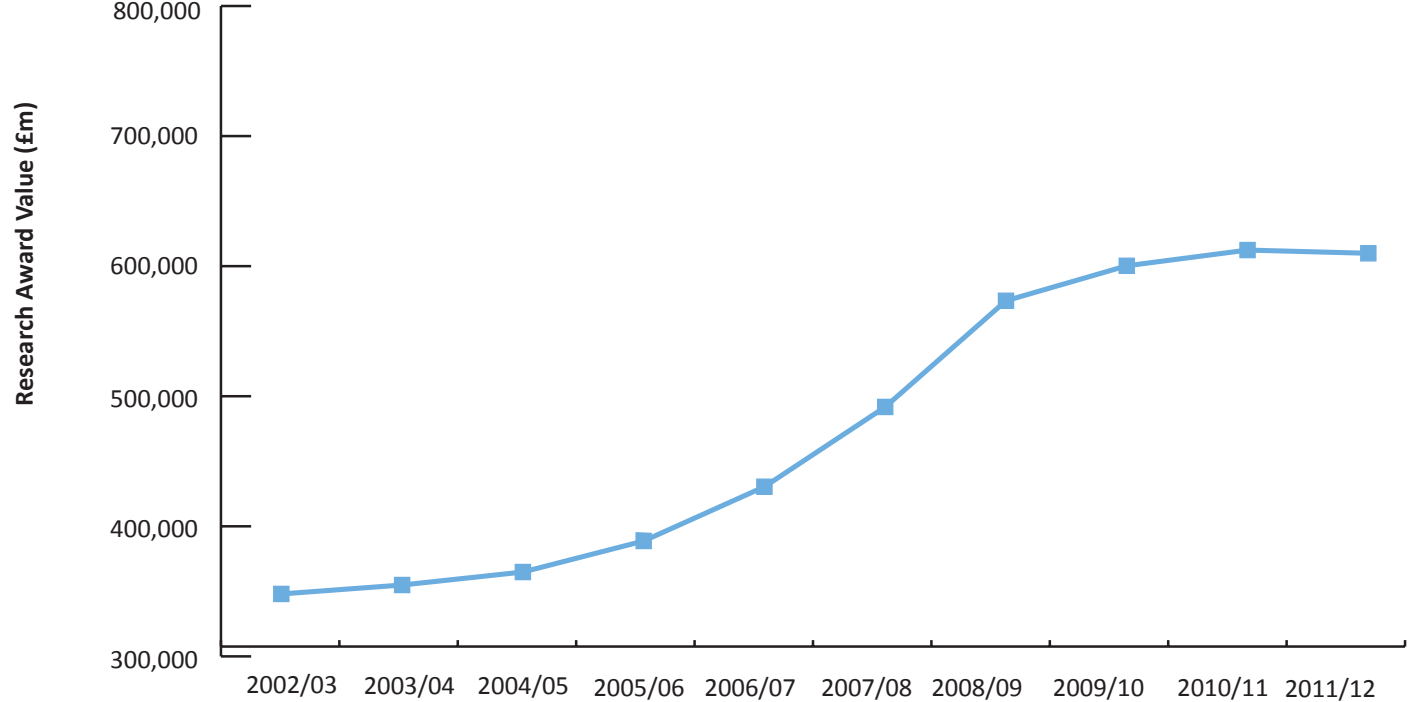
Chart 6: Number of postgraduate entrants in Scotland’s higher education institutions by domicile over time



Source: Scottish Funding Council, HE Students and Qualifiers

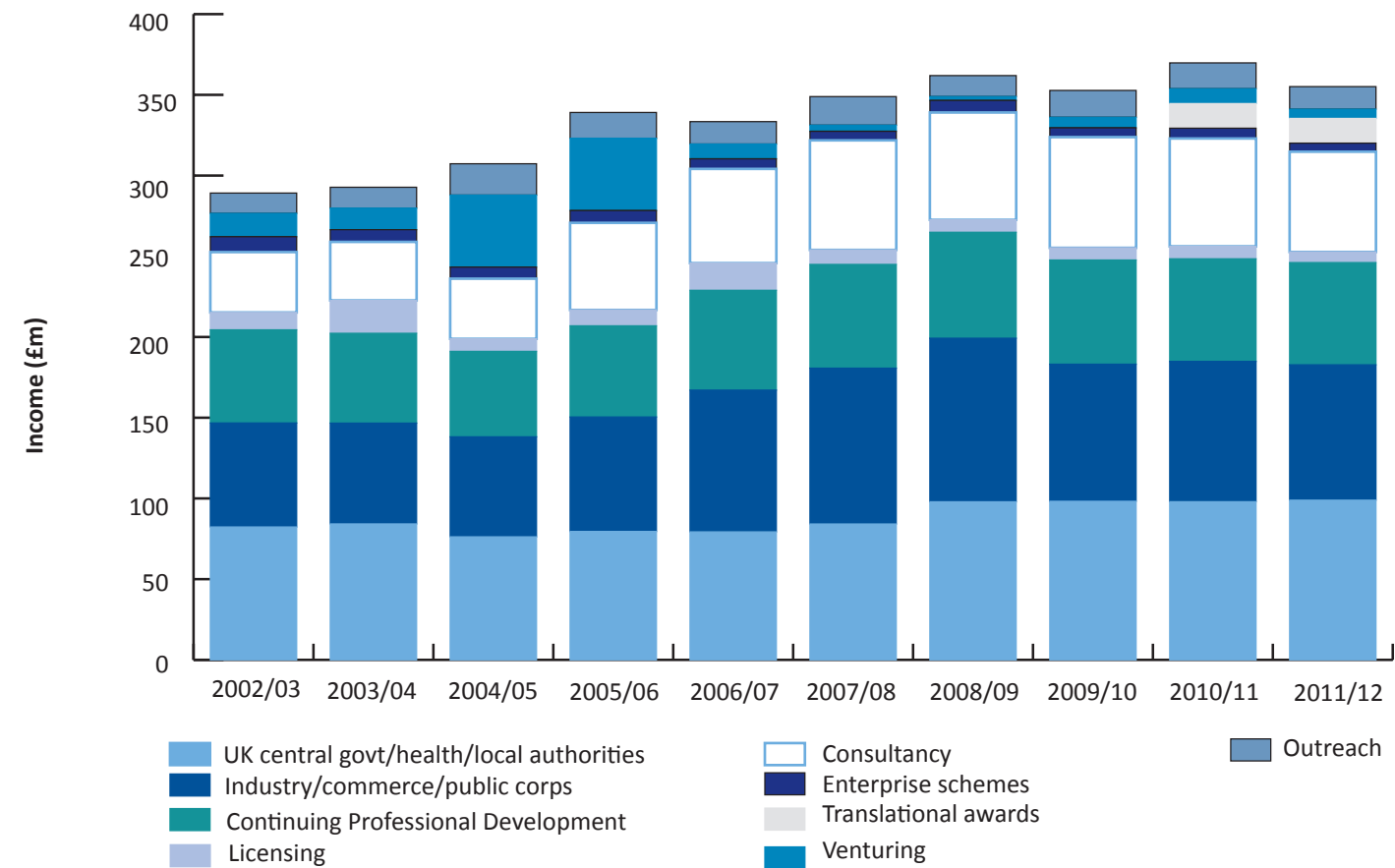
Research and knowledge exchange

Chart 7: Value of research grants and contracts awarded to Scotland’s higher education institutions tracked over time



Source: HESA Finance Return

Chart 8: Knowledge transfer income won by Scotland’s higher education institutions by source of income/ activity and tracked over time.



Source: Scottish Funding Council, Knowledge Transfer Metrics

Scotland and the world

Table 1: Percentage of GDP invested in higher education for selected competitor economies (%)

Country	Total Expenditure on Tertiary Educational Institutions, as a proportion of GDP (%)	Quartile
United States	2.8	1
Canada	2.7	1
Korea	2.6	1
Chile	2.4	1
Denmark	1.9	1
Finland	1.9	1
Sweden	1.8	2
Israel	1.7	2
Netherlands	1.7	2
Norway	1.7	2
Australia	1.6	2
Estonia	1.6	2
Ireland	1.6	3
New Zealand	1.6	3
Russian Federation	1.6	3
Austria	1.5	3
France	1.5	3
Japan	1.5	3
Poland	1.5	4
Portugal	1.5	4
Argentina	1.5	4
United Kingdom (including Scotland)	1.4	4
Belgium	1.4	4
Mexico	1.4	4

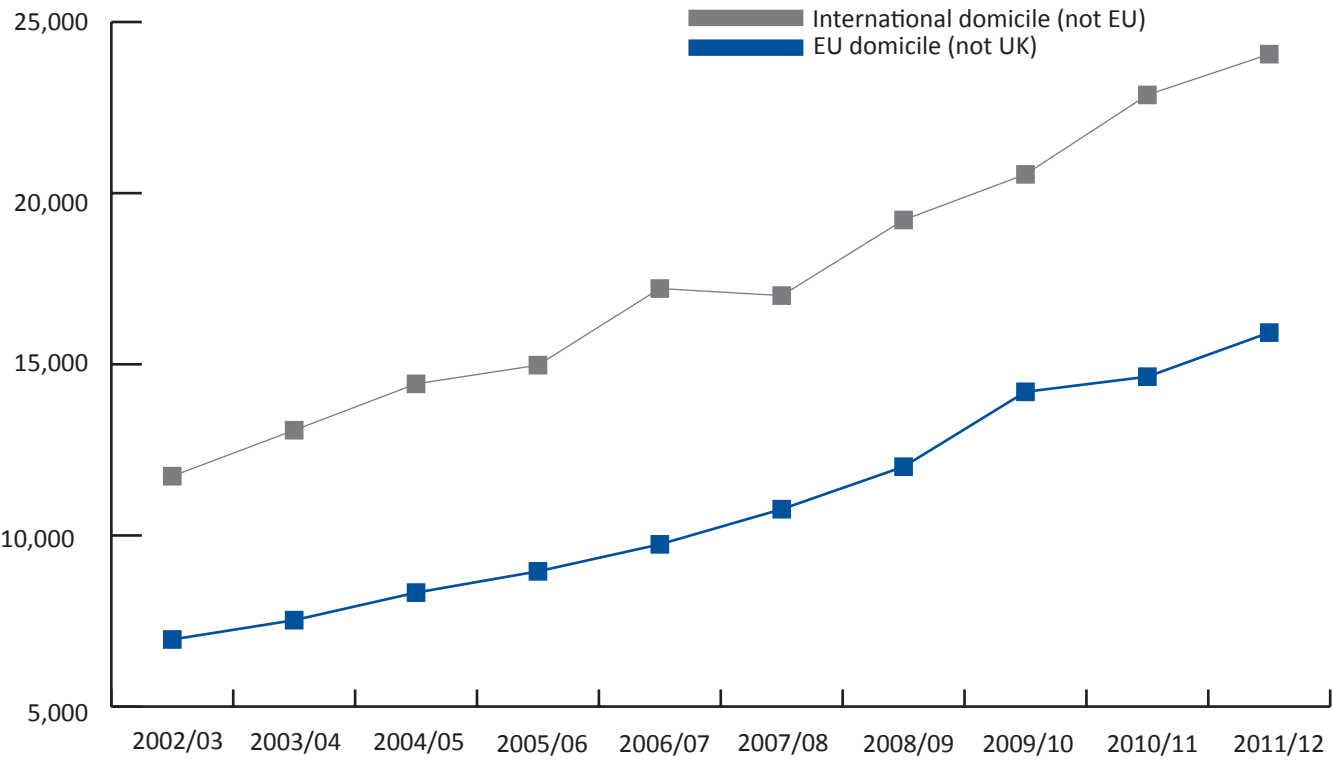
Source: OECD Education at a Glance

Table 2: International comparisons of the percentage of the population that has attained higher education in 2011 (%)

Country	Percentage (%)
Norway	36
United States	32
Netherlands	30
Iceland	30
Korea	28
Australia	28
Denmark	28
Canada	27
Japan	26
Sweden	26
New Zealand	24
United Kingdom	24*
Ireland	23
Spain	22
Scotland	22*

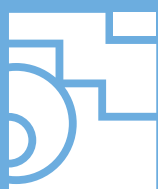
Source: OECD Education at a Glance A1.3a & data for the UK and Scotland comes from Scottish Government Lifelong Learning Statistics. *It should be noted that OECD compares 25-64 year olds whilst the Scottish Government source compares 20-64.

Chart 9: Total numbers of EU (non-UK) and international students studying at Scotland’s higher education institutions at all levels of study



Source: HESA Student Record

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