

# INDEX

- Academic capitalism, 12, 128
- Academic freedom, 32, 120
- Academic tenure, 32
- Access and Participation Agreement, 60, 66, 104
- Accreditation, 20, 39
- Acts of Parliament, 3, 22, 25
- Affordability, 159
- Aimhigher, 75, 134, 139
- Anti-competitiveness, 113
- Applicant
  - choice for, 157–158
  - risks, 97–102
- Applicant-as-consumer
  - point of view of differentiation, 14
- Apprenticeships, 97
- Approved providers, 103–104
- Architecture reform, 98
- Association of University Teachers (AUT), 38, 42, 46, 132
- Attendance, 98
- Autonomy versus centralization, 127–129, 145–147
- Baker, Kenneth, 26
- Barber, Pace, 121
- Barber, Sir Michael, 118–120
- Basic fees, 58, 75
- Block grants, 128
- Blunkett, David, 44
- Browne, Lord, 71, 75–76, 135
- Browne Review, 7, 57, 75, 80, 92–93, 137
- BTECs, 86
- Caveat emptor, 107–112
- ‘Celebration of diversity’ stage, 6, 130–132
- Centralisation, 27
  - versus autonomy, 127–129, 145–147
- Challenger providers, 96
- Chief Executive Officers, 29
- Choice, as new frontier, 81–85

- Clarke, Charles, 59  
 Code of Governance, 104  
 Collusion, 114  
 Committee of Vice-Chancellors and Principals (CVCP), 28, 32, 46  
 Communication, 21  
 Compelling value, 108  
 Competition, 71–76  
   choice-driven, 82  
 Competition and Markets Authority, 103–104  
 Competitive differentiation, 10–11, 58, 92–94, 111, 137–141  
 Conservative and Liberal Democrat Coalition Government, 73, 138  
 Conservative Party, 25, 27, 28, 30, 33, 35, 38, 130, 150, 159–160  
 Consumer choice, 80  
 Consumer protection, 112  
 Consumer recompense, 112  
 Continuing expansion, 41  
 Continuing provision of course, guarantee of, 111–112  
 Course closure, 110–111  
 Credit Accumulation and Transfer (CAT) system, 39, 111, 130  
 Critical discourse analysis (CDA), 21–22  
 Croham Report, 29, 30, 51, 77, 128  
 Crosland, Anthony, 34  
 Dearing, Sir Ron, 38, 39, 42, 45–47, 49  
 Dearing Committee, 39–40, 44  
 Dearing Report, 46, 54  
 Dearing Review, 7, 45, 130–132  
 Degree awarding powers (DAP), 79, 83–84, 103, 105–107, 133, 142, 164  
 Department for Education and Skills (DfES), 29, 89, 108, 161  
 Department of Business, Innovation and Skills (DBIS), 71, 75, 89, 91, 122, 140  
 Destination of Leavers in Higher Education (DLHE), 88, 89, 134, 162  
 Destination of Leavers survey, 74  
 Differentiation, 71–76, 90–91, 132–137  
   without competition, 68–70  
   competitive, 10–11, 58, 92–94, 111, 137–141  
   horizontal, 70  
   vertical, 70  
   market-incentivised, 77–81

- neoliberal, 12–23
- Diversity, 11, 38–43, 60, 77, 90–91, 113
  - into 2000s, 47–51
  - ‘Diversity as good’ stage, 25, 152–154
  - ‘Diversity to differentiation’ stage, 57–94, 132–137
  - 2003 White Paper, 58–59
  - choice, as new frontier, 181–185
  - differentiation without compensation, 68–70
  - Higher Education Act of 2004, 58–59, 68–70
  - market-incentivised differentiation, 77–81
  - student number controls, 77–81
  - student number controls, strange death of, 85–89
  - variable tuition fees, 59–68
- Dual pricing, 67
- Dynamism, 119
- Economic crisis of 2008, 73, 137, 162
- Educational attainment, 14
- Education Reform Act of 1988 (ERA), 32–33, 51, 52–53, 128, 129
- Education Reform Bill 1987, 128
- Efficiency, 43–45
  - in public services, 147, 148
  - ‘Efficiency and accountability’ stage, 6, 10, 17–18, 25, 27–28, 52–55, 127–131, 134, 144
  - business case for, 28–34
- European Year of Lifelong Learning, 44
- Fair access, 139
- Fair Admissions to Higher Education: Recommendations for Good Practice*, 69
- Fee cap, 104
- Financial competence, 29
- Financial sustainability, management and governance (FSMG), 103
- Framework for Higher Education Qualifications (FHEQ), 103
- Fryer, Bob, 44
- Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice*, 109
- Funding mode, 147, 149
- Further and Higher Education Act of 1992 (F&HE), 26, 35–37, 51, 53, 127, 129, 146, 161

- Further education colleges (FECs), 6, 8
- Further Education Funding Council, 44
- Future of Higher Education, The*, 57, 77
- German Excellence Initiative, 3
- Government incentives, 14
- Graduate Contribution Scheme, 65
- Graduate outcomes, 89
- Graduate premium, 116, 134, 144
- Green Paper, 3, 22, 97–103, 112–118
- 2015 Green Paper, 143
- Opening the Sector to New Providers*, 102–103
- Teaching Excellence Framework, The*, 99–100
- Guardian, The*, 70
- HEFCW, 96
- Hierarchical system, 70
- Higher Ambitions: the future of Universities in a knowledge economy*, 57, 71–72, 77, 135
- Higher Education Academy (HEA), 85, 86–87
- Higher Education Act of 2004, 7, 13, 46, 58–59, 67, 89, 90–91, 136, 146
- limitations of, 68–70
- Higher Education and Research Act of 2017 (HERA), 1, 6, 12, 19, 20, 39, 42, 64, 83, 95–123, 141, 159, 163
- Higher Education – A New Framework*, 35–36
- Higher Education Funding Council for England (HEFCE), 36–37, 47–51, 55, 61, 63, 72, 84, 96, 104, 117, 130, 161
- mission statement, 47
- student number control analysis, 86
- Higher education institutions (HEIs), 7, 8, 66, 79, 96, 107, 129, 134–136, 146, 147, 151
- Higher Education in the Learning Society*, 38
- Higher Education: Meeting the Challenge*, 30
- Higher Education Policy Institute, 104
- Higher education providers (HEPs), 96, 103, 106, 110, 111, 118, 120, 141, 142, 144, 145
- Higher Education Quality Agency, 39

- Higher Education Quality Commission (HEQC), 111
- Higher-status institutions, 8
- HM Revenue and Customs data, 108
- HM Treasury, 9, 85, 89, 94, 95, 140
- Horizontal differentiation, 70
- House of Lords, 32
- Human capital, 6, 10, 19, 27, 31, 41, 45, 51, 72, 131, 135, 151  
maximisation, 43–45
- Income, new sources of, 150–151
- Income-contingent repayment system, 60
- Incumbency, 113
- Individual return on investment, 147, 148
- Inflexibility, 113
- Informed choice about alternatives, 98
- Innovation, 119
- Institutional autonomy, 34, 37, 50, 111, 119, 120
- Institutional failure, risk of, 95–96  
regulatory reform, 102–107
- Jarrett Committee, 28–34, 51, 127, 128
- Johnson, Jo, 117
- Kennedy Report, 44
- Key Information Sets, 15, 88, 138
- Knowledge economy, 6
- Labour Force Survey, 44
- Labour Party, 35, 38–44, 54, 58, 60, 71, 73, 80, 130–134, 136, 154, 156, 160  
tuition fees and, 45–47
- League table rankings, 57, 87, 98
- Learning society, 41, 43–45
- Learning Works*, 44
- Level playing field, 9
- Lifelong learning, 43, 131
- Lifelong Learning Network, 75, 139
- Local Education Authorities, 35
- Longitudinal Educational Outcomes (LEO) data, 15, 108, 109, 118, 142, 143
- Long-term demand, 41
- Mandelson, Lord, 72–75
- Market-incentivised differentiation, 77–81
- Marketisation  
neoliberal, 4, 12–16  
discourse, cumulative effect of, 5  
*see also* individual entries

- Market positionality, 21, 42, 74, 134
- Market reforms, 25–55
- Market segmentation, 89
- Market share, 16
- May, Theresa, 160
- McGettigan, Andrew, 108–109
- Means-tested maintenance grants, 60
- Micro-management, 78
- Missing 3000, The*, 8
- Mission groups, 3, 4, 6, 42, 131, 161
- Mode of delivery, 13
- Mumbai Declaration on Lifelong Learning, 44
- NATFHE, 46
- National Advisory Group for Continuing Education and Lifelong Learning, 44
- National Committee of Inquiry into Higher Education (NCIHE), 38
- National Student Survey (NSS), 15, 88, 89, 117, 134, 162
- National Union of Students, 38–39, 58
- Neoliberal differentiation, 12–23
- Neoliberalism, 2, 12, 32, 126, 162, 163  
in English HE context, definition of, 16–20
- Neoliberal marketisation, 4, 12–16
- New Public Management, 6, 51, 127, 130, 147, 150
- New Public Management Theory, 27
- Non-repayment, 163
- Office for Fair Access (OFFA), 21, 22, 60, 67, 69, 75, 96, 134, 139
- Office for Students (OfS), 1–2, 96, 104, 117–119, 142, 164
- Office of the Independent Adjudicator (OIA), 103, 104, 117
- OFSTED ratings, 96
- OPEC crisis, 25
- Opening the Sector to New Providers*, 102–103
- Opening up the market, 157–158
- Ownership, 21
- Part-time learning, 13
- Peer-review system, 129
- Pluralism, 39–40
- Policy discourse analysis (PDA), 3, 4, 12  
approaches to, 20–23
- Policy shift, 105, 113
- Polytechnic and Colleges Funding Council (PCFC), 32, 33, 36

- Polytechnic Founding Council, 128
- Polytechnics, 26, 27, 129
  - establishment of, 34–35
- Price competition, 144
- Price differential, 67
- Price indicator, 71
- Privatisation, 130
- Producer capture,
  - 113–114
- Public expenditure, 76,
  - 110
- Public sector, 31
- Quality, 154–155, 159
- Quality assurance (QA),
  - 103
- Quality Assurance Agency (QAA), 39, 96, 103,
  - 130, 132, 142
- Quality of teaching, 99,
  - 144
- Rationalisation of policies, 2
- Reduction in student number, 81
- Regional Development Agencies, 73, 136
- Registered providers,
  - 103
- Regulatory reform of institutional failure,
  - 102–107
- Regulatory regime, 96
- Repayment, 65–66, 76,
  - 138
- Reputational risk, 11
- Research Excellence Framework (REF), 19
- Residual household incomes (RHI), 46
- Resource Accounting Budget, 89
- Responsibilisation, 21
- Retrospection, 18
- Return on investment, 89,
  - 134, 139, 143–144,
    - 147, 148
- ‘Risk and exit’ stage,
  - 95–123, 141–145
  - applicants and students,
    - 97–102
  - caveat emptor, 107–112
  - discourse development,
    - 112–117
  - institutional failure,
    - 95–96, 102–107
- Risk-based quality system,
  - 117–120
- Risk-based regulatory system, 20, 154
- Robbins Report, 27, 34,
  - 37, 41, 159
- Russell Group, 6, 42, 45,
  - 62, 86, 132, 136, 139,
    - 161
- Schwartz Review, 69
- Science, technology, engineering and mathematics (STEM),
  - 75, 87, 136
- Small Business, Enterprise and Employment Act of 2015, 108

- Social class deprivation, 14
- Social justice, 19, 136
- Social mobility, 14, 19, 80
- Social Mobility  
Commission (SMC),  
57
- State  
expenditure,  
discontinuation of, 75  
role in discourse  
development, 115  
role in system-shaping, 72
- Student number control  
(SNC), 8, 9, 14, 84,  
138, 140  
and market-incentivised  
differentiation, 77–81  
regime, 78–79, 88, 89,  
101  
strange death of, 85–89
- Students  
risks, 97–102  
satisfaction, 89
- Students at the Heart of  
the System*, 7, 58, 66,  
73, 76, 77–78, 88, 99
- Subject discipline, 13
- Success as a Knowledge  
Economy: Teaching  
Excellence, Social  
Mobility and Student  
Choice*, 112–113
- Supply and demand, 89
- Sutton Trust, 8
- Swinnerton-Dyer, Sir Peter,  
31
- System delivery,  
34–35
- Teaching Excellence  
Framework (TEF),  
9–10, 11, 15, 19, 83,  
103, 104, 113, 117,  
119, 142–144, 163  
ratings, 20, 96  
submissions, 21, 22
- Teaching Excellence  
Framework, The*,  
99–100
- Teaching quality, 63
- Tier 4 licence, 103
- Times Higher Education*,  
11
- Times Higher Education  
Supplement*, 70
- Transfer system, 112
- Tuition fees, 2, 7, 11, 15,  
16, 18, 38, 45–47,  
75–76, 126, 134, 137,  
155–156, 163  
variable, 59–68, 133,  
162
- UK Commission for  
Employment and Skills  
(UKCES), 72
- UK Research and  
Innovation, 104
- UNISTATS, 73, 133, 135,  
162
- University and College  
Application System  
(UCAS), 8, 10, 14, 15,  
67, 71, 82, 87, 117,  
120, 137, 138, 143,  
145, 154, 161  
tariff differentiation, 96



- tariff distribution, 76
- tariff requirements, 74
- University Funding Council (UFC), 30, 36, 127, 128
- University Governing Council, 26
- University Grants Committee (UGC), 28–30, 127
- University of Sunderland, 109
- University title (UT), 79, 103, 105–107, 133, 142, 164
- Utility maximization, 115
- Vertical differentiation, 70
- White Paper, 3, 7, 8, 22, 25, 31, 79, 95, 97, 101, 112–118, 140
  - 2003 White Paper, 58–59, 69, 90–91, 133, 134, 136, 141, 144
  - 2009 White Paper, 91, 136
  - 2011 White Paper, 93, 108, 138, 144
  - 2016 White Paper, 142, 143
- Future of Higher Education, The*, 57
- Higher Education – A New Framework*, 35–36
- Higher Education: Meeting the Challenge*, 30
- Higher Ambitions: the future of Universities in a knowledge economy*, 57, 71–72, 77, 135
- Students at the Heart of the System*, 7, 58, 66, 73, 76, 77–78, 88, 99
- Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice*, 112–113
- Widening participation (WP) policy, 7, 14, 19, 37, 43, 46, 50, 60–62, 68, 87, 97, 101–102, 131, 134, 139, 143, 152–154
  - discontinuation of state expenditure, 75
- Willets, David, 79
- Work-based learning, 13
- World Competitiveness Report, 44–45
- World Conference on Lifelong Learning, 44