



**University and College Union**

**‘Further, higher, better’**

**Submission to the government’s  
second Comprehensive Spending  
Review**

**Endnotes**

# Endnotes

- <sup>1</sup> Report of the Foster Review, November 2005, p. 10.
- <sup>2</sup> "BBC Sunday AM" TV interview with Andrew Marr 8 January 2006
- <sup>3</sup> Speech to TUC 13 September 2005
- <sup>4</sup> Speech, 13 January 2005 [www.bbc.co.uk](http://www.bbc.co.uk)
- <sup>5</sup> DfES, p. 4.
- <sup>6</sup> Budget speech, March 2006
- <sup>7</sup> Speech to TUC 13 September 2005
- <sup>8</sup> Toby Helm (2006), University fees likely to rise, says Brown, Daily Telegraph 6 June 2006  
<http://www.telegraph.co.uk/news/main.jhtml?xml=/news/2006/06/06/nuni06.xml&sSheet=/news/2006/06/06/ixuknews.html>
- <sup>9</sup> NATFHE (2001) In From the Cold? Part-time teaching, professional development and the ILT, A Union Learning Fund Project led by NATFHE.
- <sup>10</sup> DfES (2006), Raising skills, improving life chances, p. 54.
- <sup>11</sup> DfES (2006), Raising skills, improving life chances, p. 14.
- <sup>12</sup> DfES (2006), Raising skills, improving life chances, p. 17.
- <sup>13</sup> University of Strathclyde (2002), The impact of higher education institutions on the UK economy, London: Universities UK, cited in DfES (2003), The future of higher education, p. 10. The data referred to were for 1999-2000.
- <sup>14</sup> Source: DfES analysis of 02/3 college accounts, in  
[http://www.dfes.gov.uk/furthereducation/ferereview/downloads/Paul\\_Mounts\\_FE\\_presentation.ppt](http://www.dfes.gov.uk/furthereducation/ferereview/downloads/Paul_Mounts_FE_presentation.ppt) - Appendix 5 of the Foster report (2005).
- <sup>15</sup> Scottish Executive (2004), Building a Better Scotland, table 8.01, at [www.scotland.gov.uk/library5/](http://www.scotland.gov.uk/library5/)
- <sup>16</sup> LSC annual report and accounts for 2004-05, p. 2.
- <sup>17</sup> Because of different methodologies used by the Treasury in recording public expenditure since 1997, two tables have been used, the first to 2001 showing Total Managed Expenditure (TME: including recurrent, capital and annually managed expenditure; data presented on a cash basis), and the second for 1999-2005, with slightly lower figures where these overlap, showing Total Expenditure on Services (TES: similar to TME, but excluding central government finance to local authorities and general government capital expenditure; data presented on an accruals basis).
- <sup>18</sup> the most recent year for which FE funding was given in the Treasury's Public Expenditure Statistical Analyses 2005
- <sup>19</sup> DfES (2006), Raising skills, improving life chances, p. 53.
- <sup>20</sup> Colin Flint (2005), Staff in FE, think piece for Foster Review (Nov 2005) at  
[http://www.dfes.gov.uk/furthereducation/ferereview/downloads/StaffinFEThinkPiece\\_ColinFlint.doc](http://www.dfes.gov.uk/furthereducation/ferereview/downloads/StaffinFEThinkPiece_ColinFlint.doc)
- <sup>21</sup> [http://www.hm-treasury.gov.uk/budget/budget\\_05/bud\\_bud05\\_speech.cfm](http://www.hm-treasury.gov.uk/budget/budget_05/bud_bud05_speech.cfm)
- <sup>22</sup> P. 84.
- <sup>23</sup> [http://www.aoc.co.uk/aoc/fe\\_manifesto/manifesto.doc](http://www.aoc.co.uk/aoc/fe_manifesto/manifesto.doc)
- <sup>24</sup> 8 January 2006 Tony Blair MP, Prime Minister, on 'BBC Sunday AM'.
- <sup>25</sup> DfES (2006), Raising skills, improving life chances, p. 70.
- <sup>26</sup> Covering NI's four HE institutions: The Queen's University of Belfast; St Mary's University College; Stranmillis University College; University of Ulster.
- <sup>27</sup> Report for UUK/HEFCE from CHERI and London South Bank University, November 2005.
- <sup>28</sup> In the OECD's Main Science and Technology Indicators, data on the proportion of R&D financed by abroad were not available for the US and the OECD.
- <sup>29</sup> <http://www.whitehouse.gov/news/releases/2006/01/20060131-10.html>
- <sup>30</sup> HEFCE, April 2004.
- <sup>31</sup> HEFCE 2005/41, Review of the teaching funding method
- <sup>32</sup> [http://www.hefce.ac.uk/pubs/hefce/1997/c6\\_97.htm](http://www.hefce.ac.uk/pubs/hefce/1997/c6_97.htm)
- <sup>33</sup> [http://www.hefce.ac.uk/pubs/hefce/2006/06\\_08/](http://www.hefce.ac.uk/pubs/hefce/2006/06_08/)
- <sup>34</sup> HESA Finance Plus 1997/98 CD, table 5
- <sup>35</sup> [http://www.hefcw.ac.uk/Research\\_Docs/W0609HE\\_circ.pdf](http://www.hefcw.ac.uk/Research_Docs/W0609HE_circ.pdf)
- <sup>36</sup> <http://www.sfc.ac.uk/library/11854fc203db2fbd000000ed6cab5229/0797.html>
- <sup>37</sup> [http://www.sfc.ac.uk/library/06854fc203db2fbd0000010a0244a88c/sfc\\_22\\_06.html](http://www.sfc.ac.uk/library/06854fc203db2fbd0000010a0244a88c/sfc_22_06.html)
- <sup>38</sup> HEFCE 2003/10: para 36
- <sup>39</sup> The most recent year for which recurrent research allocations were available at the time of writing.
- <sup>40</sup> Share of recurrent funding for research in Northern Ireland: 1997-8: QUB 67%; Ulster 33%. 2005-6: n/a.
- <sup>41</sup> Speech 22 November 2005, UK Research Base Funders' Forum conference.
- <sup>42</sup> Speech 22 November 2005, UK Research Base Funders' Forum conference
- <sup>43</sup> House of Commons Education and Skills Committee, 16 November 2005
- <sup>44</sup> Grant letter from Charles Clarke, secretary of state for education and skills, to chairman of HEFCE, 22 January 2003
- <sup>45</sup> HEFCE (2005) Capital funding for learning and teaching, research and infrastructure, Bristol: HEFCE, Circular 2005/08, para. 13.
- <sup>46</sup> HEFCW (2003), Recurrent grant 2003-4, Circular W03/18HE, 1.4.03
- <sup>47</sup> HEFCW (2003), Indicative Capital Funding for Learning and Teaching and IT Infrastructure 2004-5 and 2005-6, Circular W03/39HE, 10.6.03
- <sup>48</sup> SHEFC (2005) Main grants in support of teaching and research 2005-06, Edinburgh: SHEFC, Circular HE/08/05, para 4.
- <sup>49</sup> Since 1998 the Wellcome Trust has invested more than £600m in total in the UK's university research infrastructure, and intends to spend a further £1.5bn on infrastructure, research and training in the five years following the publication of the government's 10-year plan for science in 2004 – see Science and innovation investment framework 2004-14, box 1.2.
- <sup>50</sup> DfEE grant letter, 8 December 1998, para. 35.

- <sup>51</sup> DfES grant letter, 29 November 2000, para. 26.
- <sup>52</sup> DfES grant letter, 22 January 2003, para. 16.
- <sup>53</sup> HM Treasury et al (2004), Science & innovation Investment Framework 2004-14, para. 2.27.
- <sup>54</sup> Welsh Office grant letter, 15 December 1998.
- <sup>55</sup> National Assembly for Wales grant letter, 22 December 2000; letter does not indicate specific amount for science research infrastructure.
- <sup>56</sup> HEFCW (2005), W05/06HE, para. 11: SRIF3 funding for 2004-5 and 2005-6: £21.5 million in total.
- <sup>57</sup> HEFCW (2003), W03/07HE, para. 10: SRIF2 funding for 2004-5 and 2005-6: £21.5 million in total.
- <sup>58</sup> Scottish Office grant letter, 9 December 1998.
- <sup>59</sup> SHEFC (2001), Circular HE/05/2001, para. 2.
- <sup>60</sup> SHEFC (2005), Circular HE/02/05, para. 10. SRIF3 funding for 2006-7 and 2007-8: £30 million in total.
- <sup>61</sup> SHEFC (2003), Circular HE/05/03, para. 9: SRIF2 funding for 2004-5 and 2005-6: £30 million in total.
- <sup>62</sup> JIF included £300 million from the Wellcome Trust
- <sup>63</sup> SRIF1 also included £225 million from the Wellcome Trust, and £100 million retained by the OST for modernising Research Council institutes.
- <sup>64</sup> DfES (2006), Raising skills, improving life chances, p. 38.
- <sup>65</sup> HEFCE, *Higher education-business interaction survey 2000-01*, March 2003/11, p. 10.
- <sup>66</sup> HEFCE, *Higher education-business interaction survey 2000-01*, March 2003/11, p. 13.
- <sup>67</sup> Budget statement, 16 March 2005
- <sup>68</sup> [http://www.hefce.ac.uk/pubs/hefce/2005/05\\_46/05\\_46.doc](http://www.hefce.ac.uk/pubs/hefce/2005/05_46/05_46.doc)
- <sup>69</sup> [http://www.hefcw.ac.uk/Business\\_and\\_Community/mission\\_fund.htm](http://www.hefcw.ac.uk/Business_and_Community/mission_fund.htm)
- <sup>70</sup> HEFCE circular 2005/07
- <sup>71</sup> Para. 8a.
- <sup>72</sup> The report said most of the apparent drop is accounted for in English regions, and some HEIs have reported that previous years' figures may have been double counted.
- <sup>73</sup> Para. 36.
- <sup>74</sup> Sachi Hatakenaka (2005), Development of third stream activity: lessons from international experience, Oxford: HEPI, para 3, 6.
- <sup>75</sup> Sachi Hatakenaka (2005), Development of third stream activity: lessons from international experience, Oxford: HEPI, para 7.
- <sup>76</sup> DfES (2003), *The future of higher education*, Cm 5735, para 3.4
- <sup>77</sup> DfES (2003), *The future of higher education*, Cm 5735, para 3.7
- <sup>78</sup> For a summary of the Missenden Code, see <http://www.missendencentre.co.uk/docs/MissCode.pdf>
- <sup>79</sup> This section is based on the code for Commercialisation, Research and Academic Freedom, developed by the Association of University Staff of New Zealand; see Donald C Savage, 'Academic Freedom and Institutional Autonomy in New Zealand Universities', in Crozier, R. (ed.) *Troubled Times - Academic Freedom in New Zealand*, 2000, Paterson North, NZ: Dunmore Press, pp. 121-2.
- <sup>80</sup> CIHE & IBE (2005), Ethics Matters: Managing Ethical Issues in Higher Education, published by the Council for Industry and Higher Education and Brunel University.
- <sup>81</sup> Gareth Parry (2005), The higher education role of further education colleges, think piece for Foster Review, at [http://www.dfes.gov.uk/furthereducation/ferereview/downloads/Higher\\_EducationinFE\\_Gareth\\_Parry.doc](http://www.dfes.gov.uk/furthereducation/ferereview/downloads/Higher_EducationinFE_Gareth_Parry.doc)
- <sup>82</sup> HESA (2005), Students in Higher Education Institutions 2004/05, Cheltenham: HESA, p. 59.
- <sup>83</sup> HEFCE 2003/16, Supporting higher education in further education colleges, p. 3.
- <sup>84</sup> HEFCE 2003/16, Supporting higher education in further education colleges, p. 3.
- <sup>85</sup> Gareth Parry (2005), The higher education role of further education colleges, think piece for Foster Review, at [http://www.dfes.gov.uk/furthereducation/ferereview/downloads/Higher\\_EducationinFE\\_Gareth\\_Parry.doc](http://www.dfes.gov.uk/furthereducation/ferereview/downloads/Higher_EducationinFE_Gareth_Parry.doc)
- <sup>86</sup> HEFCE 2006/08, Recurrent grants for 2006-7.
- <sup>87</sup> DfES (2002), Departmental Report 2002, p. 108.
- <sup>88</sup> DfES (2005), Departmental Report 2005, p. 67.
- <sup>89</sup> Charles Clarke, DfES annual grant letter to HEFCE, 8 January 2004, para. 10.
- <sup>90</sup> [http://www.hefce.ac.uk/pubs/hefce/2004/04\\_15/04\\_15.doc](http://www.hefce.ac.uk/pubs/hefce/2004/04_15/04_15.doc), para. 3.
- <sup>91</sup> Gareth Parry (2005), The higher education role of further education colleges, think piece for Foster Review, at [http://www.dfes.gov.uk/furthereducation/ferereview/downloads/Higher\\_EducationinFE\\_Gareth\\_Parry.doc](http://www.dfes.gov.uk/furthereducation/ferereview/downloads/Higher_EducationinFE_Gareth_Parry.doc)
- <sup>92</sup> Gareth Parry (2005), The higher education role of further education colleges, think piece for Foster Review, at [http://www.dfes.gov.uk/furthereducation/ferereview/downloads/Higher\\_EducationinFE\\_Gareth\\_Parry.doc](http://www.dfes.gov.uk/furthereducation/ferereview/downloads/Higher_EducationinFE_Gareth_Parry.doc)
- <sup>93</sup> Scottish Executive (2005), Further education in Scotland 2004, p. 7.
- <sup>94</sup> Scottish Executive (2001), Further education in Scotland 2000, Appendix 4.
- <sup>95</sup> Scottish Executive (2005), Further education in Scotland 2004, Appendix 4.
- <sup>96</sup> pre-Budget report statement, 5 December 2005
- <sup>97</sup> House of Commons Education and Skills Committee, 2 November 2005
- <sup>98</sup> <http://www.lsc.gov.uk/National/Media/PressReleases/pr334collegesfinancialplans.htm>
- <sup>99</sup> DfES Grant letter: 2006-7 to chairman, LSC, 30 October 2005
- <sup>100</sup> <http://readingroom.lsc.gov.uk/lsc/2005/funding/streams/fe-funding-for-2005-06-academic-year.pdf>
- <sup>101</sup> The Leitch Review of skills in the UK identifies 'generic' skills, such as team-working, communication, literacy and numeracy, which are relatively transferable, and 'specific' skills, such as machine operation, which are less transferable – and says most occupations involve a mix of the two. The most common measure of skills is qualifications, although it is possible to have skills without qualifications, such as through on-the-job training not linked to a qualification. Levels of literacy and numeracy are also used as measures of skills, usually through surveys.
- <sup>102</sup> Leitch Review, Skills in the UK: The long-term challenge, interim report, HM Treasury, December 2005, p.1.
- <sup>103</sup> Leitch Review, Skills in the UK: The long-term challenge, interim report, HM Treasury, December 2005, p.8.
- <sup>104</sup> Leitch Review, Skills in the UK: The long-term challenge, interim report, HM Treasury, December 2005, p.10.
- <sup>105</sup> Leitch Review, Skills in the UK: The long-term challenge, interim report, HM Treasury, December 2005, p.10.
- <sup>106</sup> Leitch Review, Skills in the UK: The long-term challenge, interim report, HM Treasury, December 2005, p.11.
- <sup>107</sup> Leitch Review, Skills in the UK: The long-term challenge, interim report, HM Treasury, December 2005, p.11.

- <sup>108</sup> DfES (2006), Raising skills, improving life chances, p. 21.
- <sup>109</sup> (Skills Dialogue 14: An Assessment of Skills Needs in Post-16 Education and Training)
- <sup>110</sup> Julia Braggins, 'Shared Responsibilities', NATFHE-AoC, November 2001.
- <sup>111</sup> Social Exclusion Unit (2002), Reducing re-offending by ex-prisoners.
- <sup>112</sup> DfES (2005), Reducing Re-offending Through Skills and Employment.
- <sup>113</sup> 14-19 Education and Skills, February 2005, Cm 6476, p. 5.
- <sup>114</sup> Gareth Parry (2005), The higher education role of further education colleges, think piece for Foster Review, at [http://www.dfes.gov.uk/furthereducation/fereview/downloads/Higher\\_EducationinFE\\_Gareth\\_Parry.doc](http://www.dfes.gov.uk/furthereducation/fereview/downloads/Higher_EducationinFE_Gareth_Parry.doc)
- <sup>115</sup> Paras 74-75.
- <sup>116</sup> Wendy Alexander, former Minister for Enterprise and Lifelong Learning, foreword to Scottish Executive (2001), Further education in Scotland 2000.
- <sup>117</sup> Foreword to Scottish Executive (2005), Further education in Scotland 2004.
- <sup>118</sup> DfES (2006), Raising skills, improving life chances, p. 29.
- <sup>119</sup> To 2001-2, the data refer to the proportion of students in HE from social classes IIIM, IV and V; from 2002-3, the data refer to the proportion of students in HE from National Statistics Socio-Economic Classification (NS-SEC): classes 4 to 7; The new classification has seven analytic classes and groups 1 to 3 are used as 'high' class and 4 to 7 as 'low'. This change in methodology has increased the overall percentage from lower socio-economic classes by over 2.5%.
- <sup>120</sup> Ruth Kelly, 31 January 2006.
- <sup>121</sup> 16 November 2005 speech to AoC conference
- <sup>122</sup> House of Commons Education & Skills Committee 2 November 2005
- <sup>123</sup> CHERI & London South Bank University (2005), Survey of higher education students' attitudes to debt and term-time working and their impact on attainment, p. 7.
- <sup>124</sup> David Turner, Students expected to end up £15,000 in debt, Financial Times, 28.1.05 p. 2.
- <sup>125</sup> Claire Callender et al (2005), Higher and Further Education Students' Income, Expenditure and Debt in Scotland, <http://www.scotland.gov.uk/Publications/2005/11/04111002/10030>
- <sup>126</sup> Action on Access, 2005, Higher Education in the USA, Student fees, financial aid and access
- <sup>127</sup> DfES (2006), Raising skills, improving life chances, p. 73.
- <sup>128</sup> Para 247
- <sup>129</sup> LLUK (2005) Further education workforce data for England, p 46.
- <sup>130</sup> LLUK (2005) Further education workforce data for England, p 28.
- <sup>131</sup> DfES data analysis for Foster Review:  
[http://www.dfes.gov.uk/furthereducation/fereview/downloads/Paul\\_Mounts\\_FE\\_presentation.ppt](http://www.dfes.gov.uk/furthereducation/fereview/downloads/Paul_Mounts_FE_presentation.ppt)
- <sup>132</sup> Letter to Times Educational Supplement, FE Focus, 10.2.06, p. 4.
- <sup>133</sup> The data in this section were from a report in 2005 by the Association of University Teachers, The Diverse Academy, based on HESA data. See: [http://www.aut.org.uk/media/pdf/5/r/diverseacademy\\_oct05.pdf](http://www.aut.org.uk/media/pdf/5/r/diverseacademy_oct05.pdf)
- <sup>134</sup> Where ethnicity is known
- <sup>135</sup> for whom information was provided
- <sup>136</sup> Hilary Metcalf et al (2005), Recruitment and Retention of Academic Staff in Higher Education, London: National Institute of Economic and Social Research and Department for Education and Skills, RR658, p. 39.
- <sup>137</sup> UCEA (2005), Recruitment and retention of staff in higher education 2005, Summary, p. 9.
- <sup>138</sup> The jump in the ratio between 2002-3 and 2003-4 is in part due to the revised staff data collection methodology of the Higher Education Statistics Agency, with a sharp rise in the number of part-time academics, and reduction in full-time academics.
- <sup>139</sup> [http://www.hefce.ac.uk/pubs/hefce/2005/05\\_06/](http://www.hefce.ac.uk/pubs/hefce/2005/05_06/) para 44
- <sup>140</sup> The jump in the SSR between 2002-3 and 2003-4 is likely to reflect the change in the staff data collection methodology by HESA, giving a more accurate picture of the mode of employment of academic staff: in particular, the large increase in 2003-4 in the number of part-time staff, and the reduction in full-time staff, compared with the previous year, contributed to an increase in the SSR.
- <sup>141</sup> In FTE calculation, part-time = 50% of full-time, except for 2003-4, when HESA New Individualised Staff Record FTE figure used; academic staff includes teaching-only and teaching-and-research staff, but excludes research-only staff. HESA's New Individualised Staff Record from 2003-4 results in a break in continuity in the data: the NISR in 2003-4 is designed to include academic staff working on less than a 25% FTE contract, and shows a large increase in part-time teaching-only staff, and a slight decrease in teaching-and-research academic staff. The 2003-4 NISR provides a staff FTE figure using proportion of contract data, and is therefore more accurate than the staff FTE for previous years.
- <sup>142</sup> In FTE calculation, part-time = 50% of full-time, except for 2003-4, when HESA New Individualised Staff Record FTE figure used; academic staff includes teaching-only and teaching-and-research staff, but excludes research-only staff. HESA's New Individualised Staff Record from 2003-4 results in a break in continuity in the data: the NISR in 2003-4 is designed to include academic staff working on less than a 25% FTE contract, and shows a large increase in part-time teaching-only staff, and a slight decrease in teaching-and-research academic staff. The 2003-4 NISR provides a staff FTE figure using proportion of contract data, and is therefore more accurate than the staff FTE for previous years.
- <sup>143</sup> Organisation for Economic Co-operation and Development
- <sup>144</sup> The difference between the SSRs for the UK in tables 1 and 2 may be due to the use of different factors in calculating the full-time equivalent ratio: the factor used in table 1 was 0.5; the factor used in the OECD full-time equivalent data was not stated.  
See <http://www.oecd.org/dataoecd/36/36/35324994.pdf>
- <sup>145</sup> HEFCE (2005), Report on the higher education workforce 2005, draft, para 33.
- <sup>146</sup> P. 2.
- <sup>147</sup> P. 15.
- <sup>148</sup> Colin Flint (2005), Staff in FE, think piece for Foster Review (Nov 2005) at [http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece\\_ColinFlint.doc](http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece_ColinFlint.doc)

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- <sup>149</sup> Colin Flint (2005), Staff in FE, think piece for Foster Review (Nov 2005) at [http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece\\_ColinFlint.doc](http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece_ColinFlint.doc)
- <sup>150</sup> Colin Flint (2005), Staff in FE, think piece for Foster Review (Nov 2005) at [http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece\\_ColinFlint.doc](http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece_ColinFlint.doc)
- <sup>151</sup> LLUK (2005) Further education workforce data for England, p 22.
- <sup>152</sup> Colin Flint (2005), Staff in FE, think piece for Foster Review (Nov 2005) at [http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece\\_ColinFlint.doc](http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece_ColinFlint.doc)
- <sup>153</sup> DfES (2006), Raising skills, improving life chances, p. 50.
- <sup>154</sup> Independent Review of Higher Education Pay and Conditions (1999), para 320.
- <sup>155</sup> HEFCE (2002) Interim evaluation of the Rewarding and Developing Staff in Higher Education initiative, para 35
- <sup>156</sup> NATFHE (2001) In From the Cold? Part-time teaching, professional development and the ILT, A Union Learning Fund Project led by NATFHE.
- <sup>157</sup> Colin Flint (2005), Staff in FE, think piece for Foster Review (Nov 2005) at [http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece\\_ColinFlint.doc](http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece_ColinFlint.doc)
- <sup>158</sup> Guy Goodwin (2005), Man with a mission, ATL report, December, p. 17.
- <sup>159</sup> Colin Flint (2005), Staff in FE, think piece for Foster Review (Nov 2005) at [http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece\\_ColinFlint.doc](http://www.dfes.gov.uk/furthereducation/fereview/downloads/StaffinFEThinkPiece_ColinFlint.doc)
- <sup>160</sup> the average referred to is the mean
- <sup>161</sup> Measured by the all-items Retail Price Index
- <sup>162</sup> No data on pay and ethnicity among further education staff were available at the time of writing.
- <sup>163</sup> Given the relatively small numbers of academic staff in Northern Ireland, this may result have been caused by highly-paid BME outliers affecting the average; the result was not replicated in later years.
- <sup>164</sup> The data in this paragraph exclude academics for whom the ethnicity was unknown.
- <sup>165</sup> Para. 248.
- <sup>166</sup> Lifelong Learning UK (2005), Further education workforce data for England 2003-4, p. 46.
- <sup>167</sup> Lifelong Learning UK (2005), Further education workforce data for England 2003-4, p. 46.
- <sup>168</sup> DfES (2006), Raising skills, improving life chances, p. 54.
- <sup>169</sup> National Committee of Enquiry into Higher Education (1997), para. 8.44-45.