

End notes

1 Two other reports by PSI cover staff's expenses in higher education: Whyley C and Callender C (1997) *Administrative and support staff in higher education: their experiences and expectations* and Casey B (1997) *Academic staff in higher education: their experiences and expectations*.

2 All these figures have been supplied directly by the DfEE and are based on the HESA returns.

3 HEQC (1996) *What are Graduates?*, Higher Education Quality Council, London.

4 Casey B (1997) *Academic Staff in Higher Education: their experiences and expectations*, PSI, London.

5 Whyley C and Callender C (1997) *Administrative and Support Staff in Higher Education: their experiences and expectations*, PSI, London.

6 For full details of how the sample was drawn, see: Callender C and Kempson E (1996) *Student Finances: income, expenditure and take-up of student loans*, PSI, London.

7 For example, the response rate of Purcell K and Pitcher J (1996) *Great Expectations*, CSU, Manchester, was only 42 per cent.

8 The social class of students under the age of 25 years when they started their course was based on their parents' social class, while for students over this age, it was derived from the student's main job before becoming a student.

9 Throughout this report the terms 'pre-1992 universities' and '1992 universities' have been used to denote the status of the institution prior to the 1992 Further and Higher Education Act, ie those termed '1992 universities' were either polytechnics or colleges of further education before incorporation.

10 Full-time students at '1992 universities' were older than full-time students at the 'pre-1992 universities': two-thirds of the former were under 21 years old compared with just under nine out of ten (86%) at 'pre-1992 universities'.

11 For further discussion see Casey B (1997) *op cit*, Chapter 5, section: Pay and pay negotiations.

12 Callender C and Kempson E (1996) *Student Finances: income, expenditure and take-up of student loans*, PSI, London.

13 For details of academic staff's experiences of teaching methods, see Casey B (1997) *op cit*, Chapter 5, section: Pay and pay negotiations.

14 Callender, in her study of individuals pursuing vocational qualifications, found that employed students wanted more support and contact with teaching staff than those taking their qualification full-time: Callender C (1997) *Individual Take-up of NVQ/SVQs: stimuli and obstacles*, Department for Education and Employment, The Stationary Office, London.

15 For some insights into the implications of this independent study for administrative and support staff in higher education, see Whyley C and Callender C (1997) *op cit*, Chapter 4, section: Changes in the delivery of Higher Education.

16 For details of administrative and support staff's experiences of teaching and their increasing 'academic' role, see Whyley C and Callender C (1997) *op cit*, Chapter 4, section: Changes in the delivery of Higher Education.

17 For academic staff's views about their training and quality of teaching, see Casey B (1997) *op cit*, Chapter 2, section: Training and teaching.

18 For academic staff's experiences of and views on assessment, see Casey B (1997) *op cit*, Chapter 2, section: Assessment and Chapter 4, section: Time allocation and administration.

19 Much has been written in this area; For example, Harvey L, Moon S, Geall V with Bower R (1997) *Graduates' Work: organisational change and students' attributes*, University of Central England, Birmingham.

20 Boys C (1997) *Graduates in the Labour Market: Consultations with Employers*, National Committee of Inquiry into Higher Education, London.

21 For details of academic staff's views on the impact of resource constraints on teaching, see Casey B (1997) *op cit*, Chapter 2, section: Staff-student ratios.

22 For details of academic staff's experiences of resource constraints, see Casey B (1997) *op cit*, Chapter 5, section: Disillusionment and early leaving.

23 For details of how library staff have been affected by resource constraints, see Whyley C with Callender C (1997) *op cit*, Chapters 3 and 4.

24 For a more detailed examination of issues concerning graduate employment, see Benfield C *et al* (1997) *Mapping the Careers of Highly Qualified Workers*, University of Birmingham, Birmingham.

25 Callender C and Kempson E (1996) *Student Finances: income, expenditure and take-up of student loans*, PSI, London.

26 The original study took place during the 1995/96 academic year - so first-

year students had become second- year students by the time the current survey was conducted in 1996/97.