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**MODERN
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CHANGING
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Modern Universities: Older than you think...

The 1992 Further and Higher Education Act allowed modern universities to apply for 'university title' but the last 20 years are only one part of their past.

Modern universities often have very long histories of teaching degrees and of undertaking research. For many institutions this goes back nearly two hundred years. Some modern universities were established by public subscription in the 19th century; many have histories as technical institutes or colleges of arts, crafts and design; others were rooted in institutions which provided professional training for teachers; and many have established records of providing higher level qualifications and education to students from a wide range of backgrounds.





The Board of Governors of the Northern Polytechnic Institute enjoy dinner in 1911. The Polytechnic was one of several institutions that went on to form London Metropolitan University in 2002.

London Metropolitan University has strong educational roots dating back to 1848, when the then Bishop of London called upon the clergy to set up evening classes "to improve the intellectual and moral conditions of the industrial classes".

The Metropolitan Evening Classes for Young Men later became the City of London College and then the City of London Polytechnic. In 1992 it was awarded university status and adopted the name London Guildhall University.

In 1896, the Northern Polytechnic Institute in Holloway, North London opened its doors. Its mission was "To promote the industrial skill, general knowledge, health and wellbeing of young men and women". The Northern Polytechnic was an instant success.

In 1971 it merged with the North Western Polytechnic which had been set up in 1929 and was based around Kentish Town, North London. The Polytechnic of North London eventually became the University of North London in 1992.

London Metropolitan University or 'London Met', was established in 2002 by the amalgamation of the University of North London and the London Guildhall University.

The new Luton Technology College in 1959.

The University of Bedfordshire was established in 2006 following the merger of the University of Luton and De Monfort's Bedford Campus. The university has its roots in the Bedford College for Teachers which was set up in 1882, the Bedford Physical Training College founded in 1903 and the Luton Modern School which was established in 1908 and which went on to become the Luton Technical Institute, the Luton College of Technology, the Luton College of Higher Education and eventually the University of Luton in 1993.



John Burgoyne, aged 82, takes a typing class at the Luton Technical Institute in 1958. He had previously studied Engineering at the Institute in 1954.

By 1992, all modern universities had significant numbers of students and were serving their local communities, the needs of business and local industries and the expanding requirement for qualified professional staff including in education and the NHS. Some included strong performing arts, design, technology and engineering faculties which continue to this day.

All had long-established traditions of providing part-time and flexible study and were well-suited to offering new opportunities to those who had had little or no chance to access a university education as younger full-time students.

Within months of the Further and Higher Education Act receiving Royal Assent on 6 March 1992, many former Polytechnics or Technology Colleges had satisfied the Act's criteria and rightly became 'fully fledged' universities. Degrees were no longer subject to accreditation by older universities and modern universities were free to innovate and bring new opportunities to thousands of students and add value to the economy and to society.

By the end of 1992, 38 modern universities had been awarded university title; within five years this number had increased to 41. Twenty years on, 63 of the 115 institutions which have achieved the prestigious and hard-won award of university title in the UK have done so since 1992.



Christ Church College under construction in 1962. The college was the first teacher training college founded by the Church of England in the 20th century. By the 1980s the college was also training health professionals.

In 1995 the college was awarded the power to grant degrees for taught courses and became Canterbury Christ Church University College. In 2005 university title was awarded and with the title came a new name – Canterbury Christ Church University.

Students at the then Paisley Technical College and School of Art in the 1980s. The College was founded in 1897 and was awarded university title in 1992 becoming the University of Paisley. In 2007 the University merged with Bell College creating the University of the West of Scotland (UWS). The University now has campuses in Ayr, Dumfries, Hamilton and Paisley.



Modern Universities:
Playing a big role in UK higher education
 UK Universities educate more than 2.5 million students annually including 400,000 students from outside the UK. Almost half of all undergraduates and more than 40% of all postgraduates now study in modern universities.

The subjects taught at modern universities cover the full range of pure and applied disciplines with many institutions providing new areas of study to meet economic, environmental and social challenges. Courses in subjects as diverse as philosophy and physics, archaeology and zoology, computer science and the performing arts are offered.

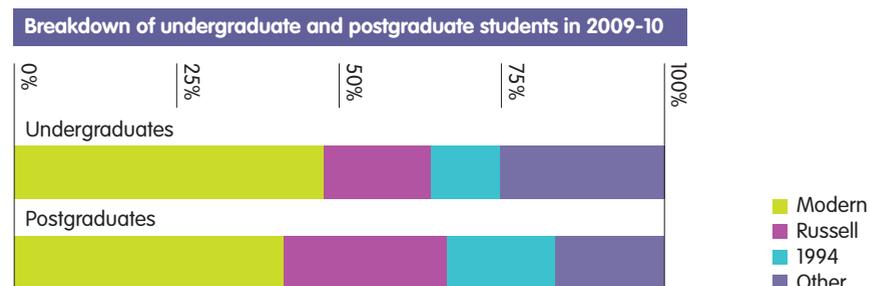


Many modern universities work in partnership with professional bodies to offer courses linked to the professions for example law, accountancy, teaching, social work and nursing.

From the 1960s onwards, higher education in the UK has undergone major expansion, changing from an elite to a mass system. Rather than just 5% of school leavers going to university in the early 1960s, to around 15% in the 1980s, now over 33% of school leavers attend university. Participation across all age groups has also increased. Modern universities have been at the heart of this change.

Between 1994 and 2010 the total number of undergraduate students in the UK increased by a massive 55% from 1.2 million to 1.9 million. The biggest increases have been in modern universities, highlighting the success of these universities in growing their student population and the role they have played in expanding academic provision.

It has been modern universities which have answered the call to expand the opportunity to study for a degree – reaching all sections of society and expanding into new and emerging markets and multi-disciplinary study and courses as they did so. Modern universities have also held on to their history by seeking to ensure that access remains available for all, including older students and those who want to study part-time. Modern universities pride themselves on an ethos in which the university fits the needs of students rather than students fitting the needs of the institution.



Modern universities also play a key role in linking academic learning with the development of skills in the workplace by providing learning opportunities through part-time and sandwich modes of study. As a result, modern universities have a much higher proportion of part-time students (34%) than many older universities.

Modern universities have also led the way in expanding postgraduate study. Using their course design skills and support for innovative teaching, they have created numerous programmes

that provide the all-important first taste of postgraduate study for many students. More than 40% of all postgraduate provision in the UK (taught and research) is delivered by modern universities and modern universities awarded 10,695 postgraduate certificates in 2009-10, proportionately more than any other group of universities. Postgraduate provision has been of enormous value to the UK and will continue to be crucial in driving innovation and growth.

Modern Universities: Driving social mobility
For modern universities 'social mobility' isn't just a 21st century buzz word – it is part of what these universities have been doing for the last two hundred years. These 'opportunity' universities have always ensured that education was available to all. This includes older students who had no chance to study when younger or those only able to study part-time because of work or caring responsibilities. It has also included much higher numbers of students from disadvantaged backgrounds. Modern universities continue to drive social mobility and have far more diverse and socially inclusive profiles than other universities.



In 2009-10, more than a third (37%) of students at modern universities came from the lower national statistic socio-economic classifications 4-7 compared to 22% at 1994 Group and 20% at Russell Group universities.

Modern universities also teach a higher proportion of young students from low participation neighbourhoods (13%), state schools (96%) and minority ethnic backgrounds (21% of degrees awarded in 2009-10 in modern universities were to black and minority ethnic students).

These universities also teach more mature students – 29% of all students in modern universities in 2009-10 were aged 30 or over.

By tracking employment destinations three and a half years after full-time students had graduated and comparing these with their family backgrounds when they entered university, research has confirmed that modern universities make a positive contribution to social mobility with graduates moving into higher

socio-occupational groups compared to their family backgrounds. Moreover the earnings of graduates from these universities were likely to be nearly 15% higher than the earnings of people who have lower qualifications – many of whom could have progressed to university but did not do so.

Through raising aspirations, proactively recruiting students from areas and groups not traditionally engaged in higher education and combining traditional approaches to teaching and learning with more flexible and innovative methods to meet the needs of students and employers, modern universities make an outstanding contribution to social mobility. Further economic growth and the development of a knowledge economy will be dependent on sustaining and increasing this expansion.



**Modern Universities:
Research and innovation that matters**
The UK's research base is vital to our economy. Research undertaken by modern universities supports small and large businesses, develops the skills needed for a 21st century workforce, attracts international investment and improves our quality of life through better public policy and services.

In many respects the success of modern university research has been 'against the odds'. In spite of receiving only very modest amounts of research funding, modern universities now support world-class research and are arguably more productive and effective in the deployment of the funds that they do receive.



Research excellence is found everywhere

The 2008 Research Assessment Exercise proved conclusively that research recognised internationally in terms of originality, significance and rigour is not the exclusive preserve of so-called 'research intensive' universities. A diverse array of subject groups at a diverse array of universities produce research that has been recognised as world-leading and internationally excellent.

Modern universities leverage more investment from quality-related research and research council funding

For every £1 spent on university research by the higher education funding councils in 2008-09, modern universities

leveraged £2.91 from other sources compared to £2.17 leveraged by Russell Group universities and £1.77 leveraged by 1994 Group universities. For every £1 of research council funding, modern universities leveraged £0.32 from UK industry, commerce and public corporations compared to £0.19 by other institutions.

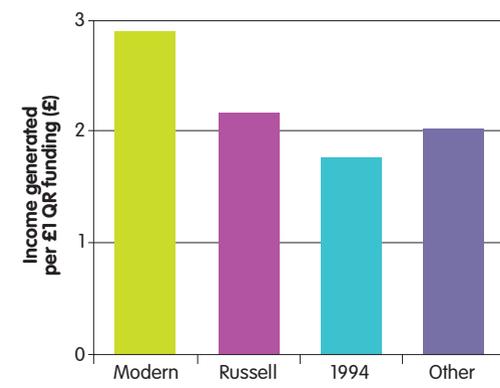
Research links between modern universities, business and SMEs are particularly strong

60% of all contract research and consultancy contracts for SMEs are provided by modern universities. These universities also supported 67% of all graduate start-ups in 2007-08, many linked to institutional research specialisms.

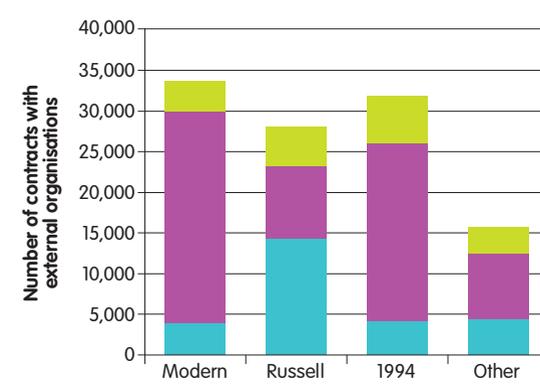
Modern universities are developing the researchers of the future

More than 40% of all postgraduate students studying in the UK study at modern universities. Without modern universities the research capacity needed to secure the future of UK plc will be at risk. Modern universities attract the broadest spectrum of students and support 48% of all part-time postgraduates, 75% of postgraduates over 25 years of age, 38% of all postgraduate students from black and minority ethnic backgrounds and 9.5% of all international doctoral students.

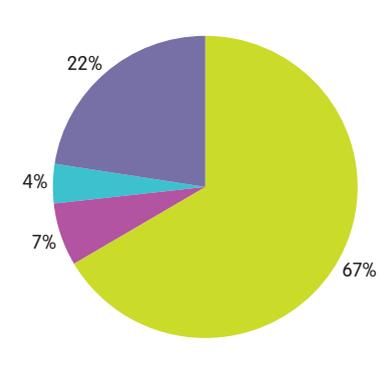
Additional income generated per £1 received from Quality Related funding (2008/09)



Number of contracts carried out with external organisations (2007/08)



Number of graduate start ups (2007/08)





Coventry University 'Entrepreneurial University of the Year' 2011

Coventry University recently won this prestigious Times Higher Education Award for demonstrating that it encourages its students and staff to be enterprising in what they do and how they do it.

The judging panel was particularly impressed with the positive impact Coventry University has had on local businesses, which has seen the institution work with almost 9,500 small and medium enterprises and help 300 companies start-up through its Business Innovation Centre.



Students and staff at Coventry University's 'The Hub' – an exciting new building in the heart of the campus and the focal point for entrepreneurial activity.

"It was clear from all the staff interviewed that an entrepreneurial culture permeates at all levels of Coventry University.

"A combination of interdisciplinary and entrepreneurial institutes, physical developments, strong leadership, exciting international activity and lively engagement by staff and students provided the basis for selecting Coventry for this award."

David S. Frost, executive chairman of the National Centre for Entrepreneurship in Education (NCEE) and member of the THE judging panel.

"This award recognises our efforts to encourage the creativity and entrepreneurial flair of those studying and working at Coventry University."

Professor Madeleine Atkins, Vice-Chancellor of Coventry University.



Modern university research supports entrepreneurship

Research by modern universities has clear links to enterprise and entrepreneurship amongst both university staff and students. Academic research is an inherently uncertain process but research by modern universities has led to the development of innovative new products and processes which support business, industry and economic growth.

FitFlop and London South Bank University

The FitFlop range of footwear is the product of collaboration between Martha Kilgore and researchers within the Human Performance Centre at London South Bank University. Groundbreaking research and development by Dr David Cook and Darren James at LSBU produced FitFlop's unique 'Microwobbleboard Technology' which is biomechanically designed to slightly destabilise the foot

during the loading phase of walking and challenge the support and balance muscles of the foot and leg.

- Independent research has shown that the technology in FitFlop shoes:
- > Increases the work performed by the legs and lower back by approximately 53% and 30%
 - > Helps reduce aches in hips and knees by increasing leg and bottom muscle activity by up to 30%
 - > Absorbs up to 22% more shock than a normal shoe
 - > Reduces foot pressure and pain from heel spurs and plantar fasciitis

Since going on sale in 2007 the FitFlop has grown in popularity, being sold in 22 countries and attracting a large celebrity fan base, based on the validity of the research which informs the product design. FitFlop has also been approved by the American Podiatric Medical Association.

Modern university research is internationally relevant

Many modern universities have led the way in building strong partnerships with international universities and multinational businesses. These partnerships help to inform and fund the internationally-focused research with global impacts that modern universities undertake.

University of Greenwich: Tackling diseases in sub-Saharan Africa

Tsetse flies cause a range of diseases afflicting humans and livestock across sub-Saharan Africa. The human forms of this disease, commonly called 'sleeping sickness', currently kill about 30,000 people a year and the diseases affecting livestock kill about 1-2 million cattle a year with an estimated annual economic cost of \$4billion. Pioneering work by the University of Greenwich, which began in the 1970s, showed that tsetse flies use odours to find their hosts.

The researchers discovered that odour-baited targets ('artificial cows') can be used against the cattle-biting tsetse to control the disease.

The research has led to the elimination and control of cattle-biting tsetse populations and shown that insecticide-treated cattle have an impact on malaria mosquitoes, a discovery which may prevent one of Africa's most deadly human diseases.

DNA fingerprinting was used to target applications of insecticide to the legs of older animals with consequent reductions in cost and environmental impact.

The research has received numerous international awards and in 2010 was voted one of the ten most important discoveries to be made in a UK university over the past 60 years.



Modern Universities: Changing Lives

Modern universities have a transformational impact upon the aspirations and life chances of their students. These universities support high quality teaching and learning and thousands of students, many of whom in previous generations would not have had the chance to benefit from the opportunities that higher education provides. Modern universities educate graduates who make significant contributions to intellectual, cultural and civic life and who thrive in a rapidly changing global environment.



Siobhan Freeman, a law graduate from Birmingham City University and now a Lincoln's Inn Scholar

Siobhan Freeman's life was transformed after studying at Birmingham City University and her potential has now been recognised by one of the country's most prestigious legal bodies.

Aged 26, Siobhan applied for a place at her local university, Birmingham City University, through the UCAS Clearing process. After securing a place, Siobhan soon discovered she was on the right course at the right university.

With renewed confidence Siobhan took every opportunity to enhance her learning experience – and ultimately her employability – and became heavily involved in university life, including the School of Law's highly successful Mooting Society.

After recognising her talent and determination, supportive tutors encouraged Siobhan to apply for a scholarship at the Honourable Society of Lincoln's Inn. Siobhan went on to be awarded £6,000 and to be officially named a Lincoln's Inn Scholar.

“I was both shocked and delighted. Just a few years ago I was a young single mum from Birmingham with no idea what the future held. This just proves that if the university is right for you, it can make all the difference.”

Bernat, who lives in Tottenham Hale, said:

“At 25, to have a picture displayed in the National Portrait Gallery is very special – especially as I was competing against industry professionals... Middlesex is special for photography – it’s a very creative environment to learn in. The tutors really supported me and pushed me on to take better images. They have shown me how to take startling portrait shots.”



Bernat Miller’s award winning image of amputee Sidiqjmed Embarj Brick, a member of the Sahrawi people from Algeria.



One of AJ Hamilton’s series of winning pictures taken in Uganda.



Asef Ali Mohammad submitted this image of Hazara people in Pakistan to the 2012 Student Focus competition. The Hazaras, who live mostly in Afghanistan, Iran and Pakistan, have been subject to persecution, kidnapping and target killings – something Asef wanted to raise awareness of.

Award-winning photography students at Middlesex University

Middlesex is very proud of its photography courses and its students and graduates have achieved many successes and awards.

An image by recent graduate Bernat Miller was selected by the National Portrait Gallery as part of the prestigious Taylor Wessing Photographic Portrait Prize exhibition, continuing Middlesex’s unrivalled success in this competition.

The portraits exhibited were selected by a panel of judges from some 6,000

submissions from worldwide established and emerging photographic talent.

Middlesex graduate, AJ ‘Squiz’ Hamilton is the current Association of Photographers’ Student Photographer of the Year.

AJ was presented with the award for his series of striking fashion photos which he took in northern Uganda as part of his BA Photography course.

The judges praised the Middlesex student’s work for its “unique quality and sensitivity to detail”.

Final year BA Photography student, Asef Ali Mohammad, from North Finchley, is amongst ten finalists from as far afield as South Africa, USA and Russia for the 2012 Sony World Photography Awards Student Focus competition.

Student Focus is a high-profile international student photography award open to all universities across the globe which run a photography course. This year the competition has attracted entries from over 200 institutions across six continents.

Asef said:

“The whole environment that has shaped up in recent years around photography at Middlesex is fantastic. Each year I’ve seen other students get published in magazines and exhibited in galleries – it sets the bar high, inspires, and gives you something to aim for.”

Ade said:

“Doing the course was one of the best decisions I have ever made. The most interesting part was studying with students from diverse, multicultural backgrounds. As a designer, you learn about these various cultures and relate them to your design work and you start to understand why certain things will or won’t work because of different cultural attitudes.

“When I look back to my pre-university days, it makes me smile with satisfaction and pride because I can see how far I have come in three years and I am still forging ahead. My goal is to be an established entrepreneur and I feel the university can equip me with more skills to help me achieve this, so I have enrolled for an MA in Print Design. The future looks very promising now and I feel I am ready to take on the world doing what I enjoy best.”



Adekunle Thani achieved a BA in Textile Design as a mature student at the University of East London. He is now enrolled for an MA in Print Design. The UK is a world-leader in textile design thanks to the innovative courses offered at universities such as the University of East London. Ade credits the University for providing an enjoyable and fulfilling

undergraduate experience because of its dynamic approach to learning. He also found the teaching and technical staff to be very supportive – something that was crucial to him as a mature student who was studying full-time but also holding down a full-time job in the rail industry.



Kathryn Jeffs, BSc Biological Imaging, University of Derby
Kathryn Jeffs is currently a BBC Producer for the BBC 1 series Frozen Planet. She started as a researcher at the BBC speaking to scientists who are the life-blood of any wildlife programme. She outlines her career path: I was working in the Natural History Unit at the BBC in Bristol. I then went on to work in the field and spent four years working on Frozen Planet, which took 7,000 crew hours to shoot in the Antarctic with the temperature plummeting to -50 degrees Celsius at times.

“I chose science because I wanted to engage with the world and explore wildlife and acquire fact based knowledge. My course was niche at the University of Derby which enabled me to be a stronger candidate amongst my peer competitors.”

“Now I’ve graduated I feel all the hard work has been worth it. I loved every minute of my course and the support I’ve received from UCLan has been fantastic.”



Never too late to learn: Jaroslava Kaluznyj, graduated from the University of Central Lancashire (UCLan) in 2011 with a BSc (Hons) in Psychology. Jaroslava Kaluznyj, who left school at the age of 14 with no qualifications, has proved it is never too late to learn by achieving her degree in her 50s.

Jaroslava studied for her degree part-time over five years and now plans to use her life experience to become a fully qualified counsellor.

“I was a supervisor in a factory and the process of how people make decisions was always of great interest to me. I wanted to go to University for

a long time and when one of my daughter’s friends brought a prospectus into work one day I decided to make some enquiries.”

Jaroslava enrolled on UCLan’s Introduction to Higher Education course, designed to help prospective students acquire the skills for studying at university. From there she progressed onto the Foundation Studies course and then the Combined Honours Degree programme.



Peter Bebb, graduate of the University of Wolverhampton and Staffordshire University, Oscar and BAFTA winner

Peter graduated from the University of Wolverhampton with a BA (Hons) in 3D design in 1996 and then gained an MA in Computing in Design from Staffordshire University in 1998. He was part of the team that won an Oscar and a BAFTA for the visual effects in the film Inception in 2011.

Peter has said that:

“My course had great links with the industry which helped to put everything into perspective and it was Wolverhampton that introduced me to Computer Generated Imagery (CGI) machines... By the end of the degree I knew I wanted a career in CGI.”

Sadiq has praised modern universities which:

“change the lives of millions of people like me through the opportunities, the education and the research which they provide.”

The Rt Hon Sadiq Khan MP is currently Shadow Lord Chancellor and Justice Secretary and was Minister of State for Transport in the last Labour government. He was the first Asian or Muslim to ever attend Cabinet and first ever Muslim politician to be made a privy counsellor. Before entering Parliament, he was one of the country’s leading human rights solicitors and Chair of Liberty for three years. He graduated from the University of North London, now London Metropolitan University, with a Bachelor of Laws degree and was also a visiting lecturer at the University.



The Rt Hon Sadiq Khan MP, graduate of the now London Metropolitan University and Shadow Lord Chancellor and Justice Secretary

“I had no formal marketing training before undertaking my CIM qualification. I therefore wanted theoretical knowledge to underpin my experience in the field.”

Alexa Morton, Certificate in Marketing, Leeds Metropolitan University

Alexa Morton currently works as a Visitor Experience & Marketing Manager at Fountains Abbey and Studley Royal, a World Heritage Site in North Yorkshire. She believes that postgraduate study gave her the opportunity to enhance her knowledge of marketing in a way which complemented her work at Fountains Abbey. Alexa highlights that an important aspect of her course was the ability to study for a postgraduate course part-time so that she could continue to work full-time.



Ken Harris is a postgraduate student at the University of Wolverhampton. He is currently studying for a MA in Conflict Studies. Although Ken loved his time as an undergraduate student, he admits that it was difficult to get the right balance between work and study. After graduating he enjoyed an extensive career but decided to return to higher education to develop the tools and skills he needed in the workplace.

Ken said:

“At Masters level of study I have had to draw upon all the knowledge and skills I acquired as an undergraduate and combine this with my life and work skills. My previous and current jobs have definitely been an advantage.

“You never stop learning, even if that is a different or new way of doing something. I feel that the world is my oyster now and I am ready to go anywhere my career may take me, whether that be nationally or globally. I would like to help and inspire other people, especially young black males, to pursue their dreams and become successful.”

Andrew said:

“I remember sitting on a rooftop looking out over Mumbai thinking there aren't many people in the world, let alone the UK, who experience moments like this. I feel very lucky that these experiences come with the job.”

Andrew Rowell is an Emmy award-winning filmmaker who graduated from Staffordshire University

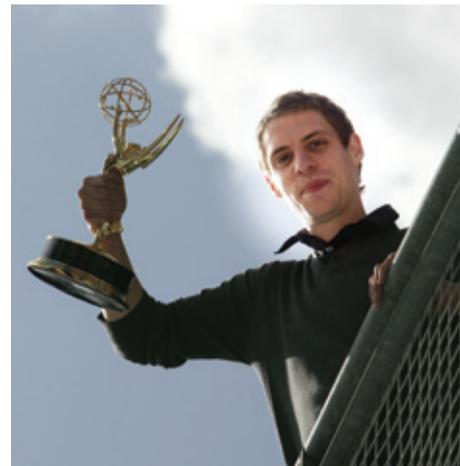
Andrew graduated with a BA (Hons) in Film, TV and Radio Studies in 2004. He is now a partner in the North Staffordshire based video production company Junction 15 which he set up with fellow graduate Darren Teale with support from Staffordshire University's Enterprise Fellowship Scheme.

Since graduating, Andrew has worked extensively and his hard work paid off when he was awarded an Emmy

award for his work as a remote camera operator at the Beijing Olympics in 2008 – an experience he is looking to repeat on home soil this year.

His other credits include filming the Royal Wedding of HRH Prince William and Kate Middleton, filming Premier League Football for Sky Sports and Ben: Diary of a Heroin Addict which was shortlisted for a BAFTA.

Andrew's overseas work includes travelling with Dragons' Den star James Caan to capture the relief efforts in flood-stricken Pakistan and visits to India to work with the Star TV Channel.





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