

# 1994 Group

## Evidence to the Education and Skills Committee inquiry into the future sustainability of the higher education sector: purpose, funding and structures

This evidence is offered by the 1994 Group in addition to the evidence submitted by Universities UK on behalf of the Higher Education sector.

### 1. Introduction

The 1994 Group welcomes the invitation from the Education and Skills Committee to submit evidence to its inquiry into the future sustainability of the higher education sector. This is an important moment for the Higher Education sector. Following a period of unprecedented investment, HE institutions are now operating within a regulated marketplace defined by the Research Assessment Exercise and Full Economic Costing of Research Grants on the one side and the new student fee arrangements and the National Student Survey on the other. The further development of the sector is dependent on the success of institutions within this regulated market, backed up by continued and sustainable investment from central government.

Within the regulated market, it is essential that the autonomous HE institutions do all they can to enhance their competitive position both nationally and within the global sector in which they now operate. One simple way in which institutions are able to do this is through sharing best practice and developing shared policy objectives with a set of institutions with which they share common features, beliefs and values. Clustering into these defined 'mission' groups enables stakeholders as wide as students, parents, employers, employees, government departments and other interest groups ways to recognise the diversity and individual strengths of particular parts of the sector and makes potentially difficult choices between institutions easier.

In developing a vision for the future of Higher Education, it is essential that the strength gained from diversity and competition be identified, respected, valued and enhanced. In this spirit of understanding, this evidence provides detail to the Committee of the features, values and concerns particular to 1994 Group institutions which together define our position within the sector. The 1994 Group would welcome an opportunity to elaborate upon any aspect of this submission through the provision of oral evidence to the Committee.

### 2. The Role of the 1994 Group in a diverse Higher Education sector

- 2.1 The 1994 Group is an informal association of nineteen internationally renowned research-intensive universities. Each member undertakes diverse and high quality research, while at the same time ensuring excellent levels of teaching and student experience. Research-led teaching is central to the Group's mission, and a large majority of the top academics who achieved the Group's consistently outstanding results in the Research Assessment Exercise teach students. The Group's members are small- to medium-sized institutions, and are generally campus-based. They operate on a human and personal scale, maximising student-staff contact and ensuring an adaptable and inter-disciplinary approach to both research and teaching. Students made clear their appreciation for the 1994 Group's distinctive profile in both

the 2005 and 2006 National Student Survey, in which the Group far exceeded the general standard of the sector and solidly outperformed all other mission groups.

- 2.2 The Group provides a central vehicle for member institutions to protect their common interests in the higher education market, to respond quickly and efficiently to key policy issues, and to share best methods and practice for the smoother running of their own institutions. The Group, while working on this collaborative basis, also recognises the need to preserve the distinct character and traditions of each individual member. There is ongoing assessment of how the Group's shared strengths and each member's distinctive elements can be promoted to best meet the diverse needs of students and staff, employers and industry, research councils, government agencies and all other stake-holding groups in the higher education sector.

The members of the **1994 Group** are:

University of Bath;	Lancaster University;	University of St. Andrews;
Birkbeck College, University of London;	University of Leicester;	School of Oriental and African Studies (SOAS);
University of Durham;	Loughborough University;	University of Surrey;
University of East Anglia;	Queen Mary, University of London;	University of Sussex;
University of Essex;	University of Reading;	University of Warwick;
University of Exeter;	Royal Holloway, University of London;	University of York.
Goldsmiths College, University of London;		

- 2.3 The Group has the following shared aims and values:

The Group's **main aims** are:

- To secure widespread recognition that enables it to influence decision and policy making groups;
- To achieve awareness and profile that underpins the ambitions of member universities in global markets;
- To promote the need for diverse and distributed centres for research and teaching excellence;
- To share good practice that enhances the staff and student experience;
- To provide services that enable members to respond flexibly and rapidly to developing market conditions.

The Group's members are committed to the following **shared values**:

- Institutional identities and tradition can be respected and aligned with innovative thinking;
- Research intensive universities should play a full role at local, regional, national and international level;
- High quality research and teaching are mutually supportive and should reinforce each other;
- Students and staff from diverse backgrounds should be enabled to maximise their potential in a well-maintained environment that provides a stimulating choice of academic, cultural and social opportunities.

### **3. The Value of 1994 Group Institutions in a Diverse Higher Education Sector**

- 3.1 The UK Higher Education system is rapidly diversifying. Welcome changes since 1992 have seen Polytechnics become Universities, joined more recently by the Colleges of Higher Education. The recent announcement by the Government of their intention to award Further Education Colleges the power to award their own Foundation Degrees further increases the diversity and complexity of the system. Within this diverse system, 1994 Group institutions hold a unique position. Members of the 1994 Group are generally campus-based, small to medium-sized institutions. They are highly residential, with a significant proportion of students living in on-campus accommodation. According to HESA data for 2004-05, the average total number of students at 1994 Group universities is 10,000 but ranges from 3,500 at SOAS to 16,000 at Warwick. 1994 Group institutions are on average 50% smaller than Russell Group institutions and 25% smaller than member of the CMU. Within a diverse system, it is sometimes mistakenly assumed that the greater the size the more effective and successful the institution. The 1994 Group strongly opposes such suggestions. The 1994 Group's clear and consistent achievements in research, teaching and the student experience demonstrate that institutional excellence is independent of its size.
- 3.2 The smaller scale of 1994 Group institutions produces significant benefits. Being smaller allows more interaction between departments and disciplines, with activity operating on a human and personal scale. A certain nimbleness exists within a smaller institution which allows it to adapt to new challenges, and to stay at the cutting-edge of sector developments. Amongst many ambitious development plans currently being followed by 1994 Group members, new campus developments such as the University of Exeter in Cornwall, Essex in Southend, UEA and Essex in Ipswich; Lancaster's ongoing investment of £200m in new campus facilities; and proposals to double the size of the University of York, are all concrete examples of the progressive drive at the heart of member institutions. In 2004/05, the average 1994 Group institution distributed its total activity across 16 of the 36 academic cost centres as defined by HESA. This concentration avoids spreading resources too thinly, and is a way of ensuring excellence within certain areas, enhancing the focus on quality rather than quantity.
- 3.3 The development of a strategy for the future of Higher Education must respect the diversity of the sector in terms of mission, size, and ambition of institutions. Sometimes this will mean that difficult decisions will need to be made by the funding councils and the government departments as a result. It should be the role of the Funding Councils and Government to set the framework in which competition takes place. Beyond this, autonomous Higher Education Institutions must have the freedom to find their own positions within the market place.
- 3.4 The 1994 Group would like to draw the Committee's specific attention to two areas for its detailed consideration: the contribution of the 1994 Group to excellence in research and the importance of the enhancement of the student experience.

### **4. The 1994 Group's Demonstrable International Excellence in Research**

- 4.1 The 1994 Group represents nineteen of the most research-intensive universities in the UK (see Annex A). According to 2004/05 HESA data, 1994 Group members have a combined total of 190,000 students, research income of £453m and 18,000 academic staff. On average, in 2004/05, each of the 1994 Group's 15,000 members of research faculty received £30,000 in research grants and contract income. The 1994 Group universities have an international reputation for the quality of their research. Members employ academics at the very top of their fields, whose

expertise informs the major decisions of government officials and policy makers, having a direct impact on the social, economical, cultural, technological, medical and environmental development of the nation and the globe. Within the 1994 Group there are many examples of research centres which are at the fore-front of international excellence and importance. These world-leading research centres often cross academic disciplines, calling on knowledge, innovation and expertise from diverse sections of the university's staff. These centres are closely engaged with industry, government and the public on regional, national and international levels, in order to deliver the most informed, meaningful and cutting-edge research.

- 4.2 1994 Group universities enjoy the very highest success rates when applying for awards from research councils. According to 2004/05 data released by Research Fortnight, amongst the universities with the ten highest success rates in the UK, there are six 1994 Group members, four of which have success rates of over 40%, and there are nine members in the highest twenty. The Group's average success rate (32%) is significantly higher than the average of the sector (27%) and of the other mission groups.
- 4.3 The overall strength of the 1994 Group's research performance is clearly demonstrated by the results of the 2001 Research Assessment Exercise in which member institutions received amongst the highest results in the country. 92% of the Group's academic staff selected for assessment received ratings of 4 and above, 65% were rated 5 and above, and 17% received the highest possible rating of 5\* (for a league table of the 2001 results see Annex B). These results are even more impressive when it is taken into account that with 85% of all staff submitted for assessment, 1994 Group institutions submitted proportionally more staff than any of the other mission groups.
- 4.4 The 1994 Group welcomed the outcome of the review of research assessment and funding announced in the Chancellor's Pre-Budget Statement. The Research Assessment Exercise (RAE) has enabled the UK to prove its demonstrable excellence in research in all fields of study. The Chancellor's announcements will enable 1994 Group institutions to continue to enhance their capacity to deliver an excellent student experience and cutting-edge research and innovation.
- 4.5 The 1994 Group particularly welcomed the Chancellor's confirmation that:
- The 2008 Research Assessment Exercise will take place on the basis previously announced by HEFCE on behalf of the Funding Councils;
  - The outcome of RAE 2008 will lead to a rational and stable funding system and that the results of the exercise will inform funding allocations until appropriately robust metrics-driven assessment mechanisms are in place;
  - There is a continuing role for higher education institutions and HEFCE in the development and operation of the revised assessment and funding system;
  - A revised research assessment exercise will be based on a basket of appropriate and robust measures of research quality, with the greatest weight placed on indicators of research output;
  - The basic principles and framework underlying any future system for assessing quality and allocating funding will apply to all disciplines; and
  - Government has implicitly restated its commitment to the dual funding of research. This is a key feature is maintaining the dynamics of UK research universities.
- 4.6 The Group looks forward to working closely with HEFCE over the next year to assist them in the development of the new research assessment system. The RAE has been vital for quality benchmarking and branding, particularly in international

markets. It allows reliable comparisons to be made between subject units, institutions and countries. It is essential that this aspect be preserved if the UK is to retain its position as a world leader in higher education research. The 1994 Group is worried, however, that the removal of the simple quality grades in the 2008 RAE has already reduced the effectiveness of the RAE as a tool for international benchmarking. Thought should be given in any future system to the reintroduction of a simple comparative measure at subject (rather than institution) level.

In addition, one of the key strengths of the 2008 RAE is the panels' ability to recognise and reward a department's overall research environment. There is a strong danger that this element will be lost in a metrics-driven system. We believe that the simplest and clearest indicator of the depth in quality of departmental research is the proportion of research-active academic staff that were submitted for assessment. We strongly support the incorporation of this indicator into any new assessment and funding mechanism.

## **5. The 1994 Group's Demonstrable Excellence in the delivery of Teaching and the Student Experience**

- 5.1 Higher Education has been undergoing significant changes over the past decade, and no group has been affected more by these changes than students. The new system of variable fees has now been initiated, and, as students are being required to assume more and more financial responsibility, this is undoubtedly affecting the choices they make when they embark on their university life. A variety of factors, not least these financial responsibilities, is changing the lifestyles of students, as well as their expectations and attitudes towards Higher Education.
- 5.2 The 1994 Group's distinctive strength is within the social sciences, arts and humanities. The Group is characterised in particular by the high distribution of students and expenditure within the HESA Social Studies cost centre, in which according to 2004/05 data there are 18% of the Group's total students. Almost all member institutions have above 10% distribution of their students into Social Studies. Together the social sciences and humanities subject areas account for 59% of student numbers and 45% of expenditure. The Group's very high success rates when applying to the arts and humanities, and economic and social research councils reflects its proficiency in these areas. In addition to this strength, 1994 Group institutions make a very significant contribution towards education and research within medicine, engineering and the sciences.
- 5.3 In addition to their significant contribution towards to the education of undergraduate students, the 1994 Group has a unique profile in the teaching of postgraduates. According to 2004/05 HESA data, 8% of the Group's total students are engaged in postgraduate research and a further 16% are engaged in postgraduate taught (PGT) programs. Proportionally more PGT students are educated at 1994 Group institutions than any of the other mission groups. The 1994 Group's high provision of PGT courses reflects its joint commitment to teaching and research. It also demonstrates the Group's ability to adapt to the developing marketplace. With so many people now obtaining undergraduate degrees it is becoming increasingly necessary for students to undertake master's degrees in order to set themselves apart in the eyes of prospective employers. The 1994 Group's high distribution of PGT students reflects its willingness to nurture more students to postgraduate level, and its flexibility in light of general sector trends.
- 5.4 One of the major aspects that distinguishes the 1994 Group from other parts of the sector is the commitment of its members to student experience. The success of this commitment is reflected in the high level of student satisfaction that is evident. It is

obviously important to continue to enhance the 1994 Group's growing reputation of delivery in this area. In order for the members of the 1994 Group to deliver the best possible student experience, and to ensure they continue to attract the best students, it is essential for members to appreciate and understand the changes in students' attitudes towards higher education and the expectations they have of the university to which they pay their fees. It is essential that the Group stays ahead of the trends and developments in students' lifestyles and expectations, and capitalises on its existing strengths to maintain its delivery of an excellent student experience.

- 5.5 With undergraduate students now behaving more like consumers in a market place, it is essential that there is a mechanism by which they can assess the relative qualities of Higher Education institutions and the courses they offer. The National Student Survey offers students the information they require to make such a value judgement. The 1994 Group values highly the feedback and opinions of its students, and so takes the National Student Survey extremely seriously. At the Group's institutions the survey is used as a tool for identifying problem areas and much effort is going into evaluating and improving these in the hope that the student experience can be enhanced in the future. The 1994 Group supports the continuation and further development of the National Student Survey. In addition to the NSS, the 1994 Group is actively looking at the development of further mechanisms that might be used by the sector to measure the experience of all students.
- 5.6 The results of the first two National Student Surveys clearly demonstrate that the model offered by 1994 Group institutions is appreciated by undergraduate students. In both 2005 and 2006, the 1994 Group emerged as highest performer compared to other mission groups and to the sector as a whole (see Figure 1).

**Fig. 1: NSS results 2006**

	Teaching	Assessment and feedback	Academic support	Organisation and management	Learning Resources	Personal development	Overall satisfaction	Average Score
1994	<b>4.09</b>	<b>3.58</b>	<b>3.84</b>	<b>3.96</b>	4.00	<b>4.01</b>	<b>4.10</b>	<b>3.91</b>
Russell	4.04	3.41	3.80	3.90	<b>4.13</b>	4.00	<b>4.09</b>	3.88
CMU	3.90	3.57	3.68	3.59	3.90	3.96	3.85	3.77
Sector	3.99	3.54	3.77	3.74	3.97	4.00	3.98	3.84

In fact, in 2006, the 1994 Group's average results (see Figure 2) improved, building on the outstanding results received in 2005.

**Fig. 2: Comparison of 1994 Group Performance NSS 2005 & 2006**

YEAR	Teaching	Assessment and feedback	Academic support	Organisation and management	Learning Resources	Personal development	Overall satisfaction	Average Score
2006	4.09	3.58	3.84	3.96	4.00	4.01	4.10	3.91
2005	4.08	3.54	3.80	3.89	3.94	3.96	4.14	3.87
Change	+ 0.01	+ 0.04	+ 0.04	+ 0.07	+ 0.06	+ 0.05	- 0.04	+ 0.04

The top of the 2006 NSS mainstream universities league table (see Annex C) is dominated by 1994 Group institutions. The top four – St. Andrews, UEA, Leicester and Loughborough – are all 1994 Group members. Birkbeck and Durham join them in the top ten, and the rankings of Exeter, Reading, York and Lancaster mean that there are ten 1994 Group universities in the UK's top eighteen.

Of the 42 subject groupings listed in the 2006 survey, 1994 Group universities received the most student satisfaction in eighteen (see figure 2 below), compared to six at Russell Group universities and three at CMU universities.

**Fig 2: Highest Course Satisfaction National Student Survey 2006**

Medicine & dentistry	St Andrews
Other subjects allied to medicine	Queen Mary
Biology and related sciences	UEA
Psychology	UEA
Physical Science	Loughborough
Physical geography & environmental sciences	Leicester
Mathematical sciences	Leicester
Mathematically based engineering	Loughborough
Technology	Loughborough
Architecture, building and planning	Loughborough
Economics	UEA
Human & social geography	Leicester
Business	Leicester
Management	Exeter
Finance & accounting	Exeter
Communications / information studies	Loughborough
English based studies	Leicester
Other creative arts	UEA

- 5.7 The 1994 Group's consistently excellent results of the National Student Survey are reflective of a distinct set of common factors and shared values unique to 1994 Group institutions. 1994 Group institutions have a shared sense of community to which a number of factors contribute.
- (i) As 1994 Group institutions are smaller, with close-knit academic communities, there is a more personal and friendly feel for students, which can be less daunting than at a larger university. They operate on a human and personal scale, maximising student-staff contact and ensuring an adaptable and inter-disciplinary approach to both research and teaching.
  - (ii) 1994 Group universities are campus-based or single site institutions and all are defined by their physical environment. These purpose-built, self-contained environments give the academic community a 'village' feel. With most facilities contained on the same site and within a short distance of halls of residence, students can go about their university life whilst sheltered from the pressures and problems of the world at large. The close-knit academic environment provided by a campus ensures that the community is active and caring towards the student population.
  - (iii) Due to the self-contained environment provided by the campus, this enhances the level of safety and security for students at 1994 Group institutions. Safety is a key consideration for prospective students and their parents whilst they are choosing a university. It is very important for the strategies of member institutions to ensure the highest levels of student safety on campus.
  - (iv) A high provision of extra-curricular activity exists at 1994 Group universities, and there is a high level of involvement of students in sports and societies across many different areas. Involvement in sports teams, clubs and societies is an ideal way for students to meet people with similar interests and greatly enhances the overall student experience.

5.8 In addition to this shared community, 1994 Group institutions offer the following shared values that together enhance the student experience:

- (i) 1994 Group institutions offer a unique balance between teaching and research. 1994 Group institutions strongly believe that there is a clear connection between innovative research and the highest quality teaching. The commitment of the 1994 Group to providing effective research-led teaching to its students is demonstrated by the distribution of academic staff by their employment function. On average, 1994 Group institutions employ 56% of their faculty on teaching and research contracts. This compares to only 50% of Russell Group faculty. Importantly, 45% of Russell Group faculty are employed only to undertake research compared to only 32% of 1994 Group faculty. In 1994 Group institutions, the teaching of undergraduate students is still undertaken by researchers achieving the very highest RAE ratings.
- (ii) In the 2006 National Student Survey the 1994 Group received its second highest score in the category, 'Personal Development'. This average score was higher than the national average and all other mission groups. Because of the high level of extra-curricular activity and the inter-disciplinary approach to education, 1994 Group universities produce very well rounded graduates, with a wealth of different experiences and life skills that are applicable and desirable in the workplace. 1994 Group institutions believe that there is more to being a student than simply obtaining a qualification and that there is much more to the role of the university than simply teaching students so they can pass examinations and then leave. The role of the university should largely be to shape and mature individuals and develop their skills and attitudes so that they can leave university ready to contribute to society. Central to this wider objective is a satisfying and fulfilling student experience.
- (iii) The smaller, more close-knit nature of 1994 Group institutions allows a certain community culture amongst their staff and in their governance. In addition, smaller academic departments make it easier to understand specific needs of students, and easier to adapt in order to meet these needs. In the 2006 NSS, students made clear their appreciation of the 1994 Group's style of governance, by giving the group a higher average score in the 'Organisation and Management' category than any other mission group received, and significantly higher than the national average.

5.9 Through the Student Experience Policy Group, and in active partnership with the NUS, as the representative body for all students and a key partner in the provision of student services, and in collaboration with SU General Managers from 1994 Group institutions and other key sector stakeholders, the 1994 Group is engaged in a project to enhance the student experience at member institutions. This project, which is due to be completed in October 2007 will have a number of key outputs, the potentially most exciting of which is a set of common values around the student experience which can be used to brand the Group.

In addition to this, the Strategic Planning & Resources Policy Group, in association with the Association of Commonwealth Universities, is currently engaged in a project to identify ways in which the 1994 Group and UK Higher Education more widely might improve its competitiveness in relation to international recruitment of students and staff to the UK and develop strong and sustainable research and teaching links with international Higher Education institutions.

Being a member of the 1994 Group is already a kite mark of excellence in research and in the delivery of teaching and the student experience. Together these projects

will provide concrete evidence with which to highlight to potential students, faculty, employers and other external stakeholders the strengths and ambitions of 1994 Group member institutions.

## **6. Conclusion**

The aims and objectives set out by the 1994 Group's Mission Statement are clearly supported by the Group's performance in excellence indicators such as the Research Assessment Exercise and the National Student Survey. The results of these indicators demonstrate the 1994 Group's unique balance between excellence in research and in the delivery of teaching and the student experience at member institutions.

Moreover, the nature of the institutions – their size, distribution of staff and students, and areas of commonality and specialisation – combined with these excellence indicators to provide the Group with a distinctive profile that is desirable for all stakeholders in the rapidly developing market within the higher education sector.

In setting out its vision for the future, the Committee is asked to note the significant value and contribution of the 1994 Group to UK Higher Education.

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**Executive Director**  
**15 December 2006**

## Annex A: Institutional Research Intensity 2006/07

	Institution	Total teaching funding 2006/07	Total research funding 2006/07	%Research Income of total Teaching & Research Income 2006/07
1	LSE	9,165,589	17,618,947	66%
2	University of Cambridge	60,093,608	99,939,048	62%
3	Imperial College	52,592,967	85,289,434	62%
4	University of Oxford	61,628,278	97,954,380	61%
5	University College London	62,763,416	97,255,530	61%
6	SOAS	6,834,430	6,628,833	49%
7	University of York	23,654,441	22,840,390	49%
8	University of Southampton	48,949,839	45,329,656	48%
9	University of Surrey	21,259,590	17,490,245	45%
10	University of Manchester	90,736,383	73,949,400	45%
11	University of Reading	27,444,845	22,168,445	45%
12	King's College London	68,103,445	54,075,194	44%
13	Royal Holloway, University of London	17,734,980	13,918,752	44%
14	St Andrews University	19,107,000	14,935,000	44%
15	University of Warwick	38,710,941	29,770,637	43%
16	University of Edinburgh	76,803,000	57,486,000	43%
17	University of Sheffield	61,615,767	42,627,101	41%
18	University of Bristol	59,941,846	41,349,701	41%
19	Lancaster University	25,378,483	17,286,865	41%
20	University of Bath	27,482,760	17,608,826	39%
21	University of Sussex	27,689,779	17,441,117	39%
22	Cardiff University	64,293,208	39,936,934	38%
23	University of Durham	38,456,204	23,059,421	37%
24	University of Nottingham	66,040,319	37,350,113	36%
25	University of Birmingham	74,486,013	41,052,981	36%
26	University of Leeds	84,626,107	46,009,872	35%
27	University of East Anglia	29,095,512	15,626,093	35%
28	University of Newcastle upon Tyne	60,038,804	32,125,761	35%
29	Goldsmiths College, University of London	15,678,238	8,235,983	34%
30	University of Glasgow	81,958,000	41,801,000	34%
31	University of Leicester	35,253,210	17,757,013	33%
32	University of Essex	21,353,319	10,481,062	33%
33	University of Liverpool	63,424,819	29,075,119	31%
34	Birkbeck College	21,369,646	9,477,935	31%
35	Queen Mary, University of London	51,089,000	21,727,885	30%
36	University of Dundee	43,175,000	17,861,000	29%
37	Loughborough University	36,997,295	15,155,868	29%
38	Heriot-Watt University	23,975,000	9,767,000	29%
39	University of Exeter	34,683,899	13,599,666	28%
40	Wales. Bangor	22,280,992	8,266,462	27%

**Annex B: 2001 RAE League Table ranked based on a calculation of weighted grade on a 7 point scale multiplied by proportion of staff submitted**

	Institution	% staff submitted	grade x proportion submitted
1	Cambridge	96%	6.46
2	LSE	97%	6.28
3	Oxford	95%	6.24
4	Imperial	87%	5.83
5	Warwick	91%	5.63
6	York	93%	5.54
7	UCL	88%	5.45
8	Southampton	90%	5.40
9	Lancaster	90%	5.40
10	St Andrews	89%	5.30
11	SOAS	93%	5.29
12	Royal Holloway	89%	5.23
13	Birkbeck	91%	5.21
14	Durham	87%	5.21
15	Bristol	87%	5.19
16	Bath	88%	5.19
-	<b>Russell Group</b>	85%	5.17
17	Sussex	91%	5.13
18	Manchester	85%	5.07
19	East Anglia	90%	5.02
-	<b>1994 Group</b>	88%	5.01
20	Edinburgh	84%	5.01
21	Nottingham	89%	4.97
22	Cardiff	81%	4.96
23	Goldsmiths	89%	4.86
24	Reading	88%	4.86
25	Essex	79%	4.77
26	Queen Mary	90%	4.72
27	Surrey	81%	4.70
28	King's	80%	4.68
29	Exeter	84%	4.65
30	Liverpool	83%	4.59
31	Sheffield	76%	4.53
32	Leicester	86%	4.51
33	Leeds	77%	4.46
34	Newcastle	78%	4.38
35	Loughborough	78%	4.31
36	Birmingham	73%	4.27
37	The Queen's Belfast	81%	4.27
38	Glasgow	75%	4.25
39	Dundee	75%	4.20
40	Heriot-Watt	83%	4.19

**Annex C: League Table of University Results of the 2006 National Student Survey  
Ranked by Average Score and then by Overall Satisfaction on a 5 point scale**

	Institution	Overall satisfaction	Average Score
1	University of St Andrews	4.4	4.10
2	University of East Anglia	4.3	4.08
2	University of Leicester	4.3	4.08
4	Loughborough University	4.2	4.08
5	University of Wales, Aberystwyth	4.3	4.05
6	University of Hull	4.2	4.00
7	Birkbeck College	4.3	3.98
8	University of Durham	4.2	3.97
8	University of Southampton	4.2	3.97
8	University of Wales, Lampeter	4.2	3.97
11	University of Exeter	4.1	3.97
12	King's College London	4.2	3.95
13	University of Reading	4.1	3.95
13	University of Wales, Bangor	4.1	3.95
15	University of York	4.1	3.93
15	University of Glasgow	4.1	3.93
17	University of Kent	4.1	3.92
17	Lancaster University	4.1	3.92
19	University of Huddersfield	4.0	3.92
19	University of Teesside	4.0	3.92
21	University of Wales, Newport	3.9	3.92
22	Imperial College	4.2	3.90
23	University of Wales Swansea	4.1	3.90
24	University of Bradford	4.0	3.90
25	Staffordshire University	3.9	3.90
26	Aston University	4.1	3.88
26	University of Chichester	4.1	3.88
26	Queen's University Belfast	4.1	3.88
29	University of Bristol	4.1	3.87
29	University of Liverpool	4.1	3.87
29	Cardiff University	4.1	3.87
32	University of Bolton	4.0	3.87
32	University of Newcastle	4.0	3.87
32	Oxford Brookes University	4.0	3.87
35	Canterbury Christ Church	4.1	3.85
35	University of Sheffield	4.1	3.85
37	City University, London	4.0	3.85
37	University of Leeds	4.0	3.85
37	University of Northampton	4.0	3.85
37	University of Winchester	4.0	3.85
37	University of Glamorgan	4.0	3.85
41	University of Essex	4.0	3.83
41	Goldsmiths College	4.0	3.83
41	University of Plymouth	4.0	3.83
41	University of Edinburgh	4.0	3.83

	Institution	Overall satisfaction	Average Score
41	University of Ulster	4.0	3.83
47	University of Brighton	3.9	3.83
47	University of Central Lancashire	3.9	3.83
47	University of Derby	3.9	3.83
47	Edge Hill University	3.9	3.83
47	University of Gloucestershire	3.9	3.83
52	University of Chester	4.0	3.82
52	Coventry University	4.0	3.82
52	University of Nottingham	4.0	3.82
52	Queen Mary, University of London	4.0	3.82
56	UWIC	3.9	3.82
57	University of Worcester	4.0	3.80
58	Northumbria University	3.9	3.80
58	University of Portsmouth	3.9	3.80
60	University of Bath	4.0	3.78
60	Keele University	4.0	3.78
62	UCE	3.9	3.78
63	University of Sunderland	3.8	3.78
64	SOAS	4.0	3.77
65	University of West of England	3.9	3.77
66	University of Bedfordshire	3.8	3.77
66	University of Hertfordshire	3.8	3.77
68	Roehampton University	4.0	3.75
69	Kingston University	3.9	3.75
70	Manchester Metropolitan University	3.8	3.75
70	University of Salford	3.8	3.75
70	University of Surrey	3.8	3.75
73	Southampton Solent University	3.7	3.75
73	University of Wolverhampton	3.7	3.75
75	Anglia Ruskin University	3.8	3.73
76	Bournemouth University	3.7	3.73
77	Bath Spa University	3.9	3.70
78	Nottingham Trent University	3.8	3.70
78	Sheffield Hallam University	3.8	3.70
80	De Montfort University	3.7	3.70
80	Leeds Metropolitan University	3.7	3.70
82	Middlesex University	3.7	3.68
83	University of Sussex	3.8	3.67
84	University of Greenwich	3.7	3.67
85	Liverpool Hope University	3.9	3.65
86	Brunel University	3.8	3.65
87	University of Lincoln	3.6	3.63
88	University of Westminster	3.8	3.60
89	Thames Valley University	3.6	3.60