

# Society for Research into Higher Education

**SRHE** | annual report 2007

# Mission Statement

---

The Society for Research into Higher Education is a UK-based international learned society concerned to advance understanding of higher education, especially through the insights, perspectives and knowledge offered by systematic research and scholarship. The Society aims to be the leading international society in the field, as to both the support and the dissemination of research.

More fully, its broad aims are to:

- stimulate new forms of research and inquiry into higher education as a field of study
- assist in developing research capacity in relation to the field
- encourage and support those coming into the field of higher education studies
- develop a network of scholars and researchers in the field of higher education studies
- offer fora for the presentation of research and scholarship in the field
- promote the development and widening of research methodologies in the field
- provide opportunities for the publication of research and scholarship in the field
- develop opportunities through which researchers in the field can engage with policy makers, practitioners within higher education and other potential interested parties so that policy and practices may be shaped by research.

In fulfilment of these ends, year-on-year, the Society will:

- maintain and develop a database of researchers and scholars in the field in the UK and internationally
- seek to encourage the work of those newly embarking on research in the field
- conduct conferences and seminars that both bring researchers together and enable researchers, policy-makers and others to engage with each other
- produce and support various forms of research-based publications
- establish and support a number of networks of members, each focused on a particular dimension of higher education where research may have a role to play
- provide advice to and engage with relevant national and international research and policy debates.

From time to time, the Society may itself undertake research (perhaps funded by others) or sponsor directly a research project of its own.

# Strategic Goals

---

- **To work to enhance the role of Higher Education Research within the higher education sector**  
*The Society is concerned that Higher Education Research should form a more central and significant part of the process of evolving and shaping the higher education sector.*
- **To encourage and support newer researchers coming into the field of Higher Education Research**  
*The Society regards the help and support which it can provide to newer researchers in higher education as one of its most important contributions to the higher education sector. The Society is well placed to offer a range of essential and valuable resources to this group.*
- **To provide opportunities for the publication of research and scholarship**  
*The Society's publications are central to the Society's reputation, public profile and longer term financial stability. It is of paramount importance that the Society continues to support, nurture and develop these publications and remains open and alert to any new publishing ventures.*
- **To organise conferences and seminars that both bring researchers together and enable researchers, policy makers and others to engage with one another.**  
*The provision of well planned and expertly run conferences and seminars offers the Society a wealth of opportunities to engage with members, to promote and stimulate research, to disseminate research to a wider audience and work collaboratively with partners and policy makers in the field. An annual programme of stimulating events must form the bedrock of our services to members and is a key element in building our public profile and reputation.*

# contents

<b>Mission Statement .....</b>	<b>2</b>
Strategic Goals .....	2
President, Vice-Presidents and Fellows .....	4
Governing Council .....	5
President's overview .....	6
Chairman's introduction .....	7
Honorary Treasurer's report .....	8
<b>Standing Committees .....</b>	<b>9</b>
Reports:	
• Governance and Appointments .....	10
• Membership .....	11
• Publications .....	11
• Research and Development .....	12
<b>Editorial Boards .....</b>	<b>14</b>
Reports:	
• <i>Higher Education Quarterly</i> .....	15
• <i>Research into Higher Education Abstracts</i> .....	15
• <i>Studies in Higher Education</i> .....	16
<b>SRHE Networks .....</b>	<b>17</b>
SRHE Networks Co-ordinator's report .....	17
SRHE Network Convenors .....	18
Reports:	
• Academic Practice .....	19
• Higher and Further Education Issues .....	20
• Higher Education Close-up .....	21
• Postgraduate Issues .....	21
• South West Higher Education Research .....	22
• Student Experience .....	23
<b>SRHE Conferences 2006 .....</b>	<b>24</b>
• SRHE Annual Conference 2006 .....	24
• SRHE Newer Researchers Conference 2006 .....	24
<b>Annual Report and Accounts .....</b>	<b>25</b>
Issues in Postgraduate Education – new SRHE Guides .....	39

## President

**Professor Sir David Watson**

## Vice-Presidents

**Sir Christopher Ball**  
**Professor Sir Clive Booth**  
**Lord Ron Dearing**  
**Professor Sir Brian Fender CMG**  
**Dr Malcolm Frazer CBE**  
**Dr Mary-Louise Kearney**  
**Professor Guy Neave**

**Sir Bryan Nicholson CBE**  
**Baroness Pauline Perry of Southwark**  
**Professor John Sizer CBE**  
**Sir Peter Swinnerton-Dyer FRS**  
**Professor Ulrich Teichler**  
**Professor Martin Trow**  
**Professor Leslie Wagner CBE**

## Fellows

**Professor Ron Barnett**  
University of London  
**Dr Martin Bauer**  
University of Gothenburg  
**Professor David Boud**  
University of Technology Sydney  
**Professor John Brennan**  
Open University  
**Professor Burton R Clark**  
University of California  
**Ms Harriet Croft**  
Bristol  
**Professor David Dill**  
University of North Carolina  
**Professor Lewis Elton**  
University College London  
**Professor Noel Entwistle**  
University of Edinburgh  
**Professor Oliver Fulton**  
University of Lancaster  
**Professor Sinclair Goodlad**  
Imperial College London  
**Professor Mary Henkel**  
Brunel University  
**Dr Peter Maassen**  
University of Oslo, Norway  
**Professor Simon Marginson**  
Monash University, Australia

**Professor Ferenece Marton**  
University of Gothenburg  
**Professor Ingrid Moses**  
University of New England  
**Professor Gareth Parry**  
University of Sheffield  
**Professor John Pratt**  
University of East London  
**Professor James Ratcliffe**  
Pennsylvania State University  
**Professor Sheldon Rothblatt**  
University of California  
**Professor Sir Peter Scott**  
Kingston University  
**Mr John Skelton**  
Milton Keynes  
**Professor Alan Smithers**  
University of Liverpool  
**Professor Malcolm Tight**  
University of Lancaster  
**Professor Ted Tapper**  
University of Sussex  
**Professor Martin Trow**  
University of California, Berkeley  
**Professor Gareth Williams**  
University of London  
**Dr John Wyatt**  
Chichester

# Governing Council

## Chair

Professor George Gordon

## Vice Chair

Professor Rosemary Deem  
Professor Bruce Macfarlane

## Honorary Treasurer

Mr David Palfreyman

## Members

Ms Jill Armstrong  
Professor Ron Barnett  
Dr Richard Blackwell  
Ms Rebecca Bunting  
Professor Sue Clegg  
Professor Rob Cuthbert  
Professor Vaneeta-Marie D'Andrea  
Professor Miriam David  
Dr Myszka Guzkowska  
Dr Lydia Hartwig

Professor Lee Harvey  
Professor Yvonne Hillier  
Ms Janice Malcolm  
Professor Robin Middlehurst  
Professor Gill Nicholls  
Professor Katherine (Leni) Oglesby  
Professor Stephen Rowland  
Professor Maria Slowey  
Professor Gina Wisker

## Director/Company Secretary

Ms Helen Perkins

– (at 1st August 2007) –

## Executive

Barbara Blake (Operations Manager)  
Franco Carta (Finance Manager)  
Madalen Ercolano (Administrative Assistant)

## President's overview

The role of the President within the Society is a little like that of a University Chancellor. There are intermittent ceremonial duties, some diplomatic and promotional activities, a general responsibility for cheering-up, and the occasional request for tactical advice.

For me personally, fulfilling this role has been a source of great pride and much vicarious pleasure. Over the past few years the Society has cemented its place as the leading organisation for higher education researchers and their sponsors and supporters in the country.

Much of this has had to do with sound and imaginative leadership and management. This starts with the Council led by George Gordon and the Chief Executive Helen Perkins and her team, but is also evident throughout the Society through our extensive web of committees, networks and partners. The reinvigoration of our Annual Conferences – with genuinely international reach – is testimony to their effectiveness. So too is their sound stewardship of our finances and other assets.

But just as important has been the commitment of our members: researchers of all levels of seniority and experience, and the organisations who see our work as of importance to them. The high quality of the publications associated with SRHE – especially in our book series and journals – is testimony here.

There is, of course always, unfinished business. We shall continue to work hard to build appropriate alliances at home and abroad, to establish that complex (but vital) relationship between research and institutional self-study, to ensure that policy-makers are aware of the insights and the challenges posed by serious research findings, and to build capacity. We occupy vital intellectual territory, and we have much to offer to both scholarly and practice communities. This report indicates clearly how far we have come, but also hints at where we want to go.



**Professor Sir David Watson**  
President

# Chairman's introduction

As you will speedily detect from the other reports this has been another busy and successful year for the Society. The level of attendance and quality of presentation at the 2006 Conference in Brighton was very heartening. Judging by the substantial increase in the number of proposals submitted for the 2007 Conference it has the makings of an extremely stimulating event.

Further changes have occurred in our excellent team of staff. Emma Dimond has embarked on a PG Certificate in Teaching. She leaves with our thanks and very best wishes. Her replacement, Madalen Ercolano joined in June. More recently we were delighted to recruit Barbara Blake, who brings a wealth of experience from previous roles, mostly recently with the Council for Industry and Higher Education (CIHE). Staffing is now restored to a sensible scale, with Franco as our longest-serving member of staff.

Council plays a crucial role in the work of the Society. It is the Governing Body of the Society. SRHE is a Registered Company and a Registered Charity. As such it is subject to various regulations and requirements in terms of accountability.

Thus whilst always maintaining a clear focus upon our aims and objectives as a learned society the Council must be satisfied that any actions display due diligence and that our risks have been carefully considered. Two examples might usefully illustrate the challenges. For many years the Annual Conference was held on university premises and its organisation outsourced. Council decided that two changes were desirable, namely the Society assuming the organisation and experimenting with a non-university location. Those were not simple decisions. It meant a great shift in our staff's workload but, on balance, it was decided that outsourcing one of our flagship events was not really in line with the Society's strategic plan. The switch in type of location potentially increased the financial risk to the Society, but had to be weighed against gains in compactness and venue suitability and the wish to have something closer to a residential event. Both sets of potential benefits worked out largely as anticipated at Brighton in 2006 and the risks were effectively managed and minimised.

Taking forward our international agenda and delivery and our commitment to be the leading international Society in higher education research has been the main focus of Council meeting debates this year. We have now identified a clear agenda of activities and priorities. In particular we will be concentrating on forging closer links and partnerships with relevant international groups and societies. In these discussions it was also important to establish some sensible limits on our plans and be realistic in our objectives.

Council meets three times a year. Each meeting is preceded by a meeting of the Management Committee (essentially the Society's Officers and two or three Council members). Management Committee considers all of the business items of the Society and makes recommendations on these to the Council Meeting later that day. It has become the practice, since Helen became Director, to invite a speaker to address Council over an informal lunch. Thus in June 2007 Professor Ian Scott (University of Cape Town) spoke on the acute progression challenges facing South African Universities.

Much more could be said about the work of Council. The Society continues to be fortunate that talented and enthusiastic members volunteer to devote considerable time to an essential task. Part of the challenge to the Chair and the Director is to try to create an environment where each member of Council has the opportunity to play a fully active role, to feel assured that they are adequately briefed about the issues that Council must address and to enable open discussions and expressions of opinion in a constructive forum. Like my predecessors I continue to work towards those objectives.

The work of the Governing Body of the Society builds on the immense contribution of the Society's various Committees and Networks whose vital contribution follows in this report.



**Professor George Gordon**  
Chairman

# Honorary Treasurer's report

In terms of the balance sheet 2006/7 has been a good year for the Society: an outcome that represents the collective and cumulative endeavours of all of the membership, of Council, the officers, our sponsors and our staff and hence it is appropriate that their vital contributions are properly recognised and warmly acknowledged.

The format of the Accounts fully complies with the latest relevant SORP. In order to assist members our Auditors have again this year also produced an appendix which presents the income and expenditure information in a more traditional layout. This shows that 2006/7 has seen another healthy surplus from the Annual Conference. I repeat what my predecessor said last year: in relation to the conference it should be borne in mind that the difference between generating a surplus and incurring a loss is almost entirely dependent upon the number of attendees, something which is not known until close to the actual date of the event. Thus we must continue to budget on an unexpected number of attendees. Erring towards over-optimism could be costly. Members, however, can be assured that we do revise estimates as trends become clear and firm.

The Charity Commission's SORP regulations place ever-greater additional demands upon us. Council, acting as the Trustees of an educational charity, must now sign a Letter of Representation to satisfy our Auditors. Every effort is made to ensure that Council is provided at each meeting with detailed financial information, and with explanations of the financial implications of various proposals. The development of a three-year Business Plan provides a strong and explicit strategic framework. Further work will doubtless be needed on some procedures to ensure that we satisfy evolving good practice requirements.

It remains imperative that we continue to maintain, and if possible increase, our income; from subscriptions, publications and other educational activities. As stressed in past years you can help by encouraging colleagues and friends to join the Society and using your contacts to recruit new corporate members.

Finally, my thanks to my scrupulous predecessor for handing over a Society in such sound financial shape – and for staying around as Chair of Council so that we can continue to benefit from his experience and expertise, not least as we review and develop our 'reserves policy' in the context of having a healthy financial cushion, and contemplate how best to use part of those reserves on new projects in support of the Society's charitable objectives.

**Mr David Palfreyman**  
Honorary Treasurer

# Standing Committees

## Governance & Appointments

**Professor Ronald Barnett (Chair)**  
University of London

**Ms Rebecca Bunting**  
University of Portsmouth

**Professor Rob Cuthbert**  
University of the West of England

**Professor Bruce Macfarlane**  
Thames Valley University

**Professor Katherine (Leni) Oglesby**  
University of Teesside

**Professor Sir David Watson**  
Institute of Education, University of London

**Ms Helen Perkins**  
Director, SRHE

## Management

**Professor George Gordon (Chair)**  
University of Strathclyde

**Professor Ronald Barnett**  
University of London

**Dr Richard Blackwell**  
HEFCE

**Professor Sue Clegg**  
Leeds Metropolitan University

**Professor Rosemary Deem**  
University of Bristol

**Professor Yvonne Hillier**  
University of Brighton

**Professor Bruce Macfarlane**  
Thames Valley University

**Mr David Palfreyman**  
University of Oxford

**Ms Helen Perkins**  
Director, SRHE

## Membership

**Dr Richard Blackwell (Chair)**  
HEFCE

**Ms Jill Armstrong**  
Liverpool Hope University

**Ms Rebecca Bunting**  
University of Portsmouth

**Professor George Gordon**  
University of Strathclyde

**Professor Bruce Macfarlane**  
Thames Valley University

**Ms Helen Perkins**  
Director, SRHE

## Publications

**Professor Sue Clegg (Chair)**  
Leeds Metropolitan University

**Professor George Gordon**  
University of Strathclyde

**Professor Lee Harvey**  
The Higher Education Academy

**Mr William Locke**  
The Open University

**Professor Ian McNay**  
University of Greenwich

**Dr Lisa Lucas**  
University of Bristol

**Professor Katherine (Leni) Oglesby**  
University of Teesside

**Mr David Palfreyman**  
University of Oxford

**Professor Malcolm Tight**  
Lancaster University

**Ms Celia Whitchurch**  
Institute of Education, University of London

**Ms Helen Perkins**  
Director, SRHE

## Research & Development

**Professor Rosemary Deem (Chair)**  
University of Bristol

**Professor Rob Cuthbert**  
University of the West of England

**Professor George Gordon**  
University of Strathclyde

**Professor Yvonne Hillier**  
University of Brighton

**Dr Elisabeth Lillie**  
University of Ulster

**Ms Janice Malcolm**  
University of Kent

**Professor Louise Morley**  
University of Sussex

**Professor Gill Nicholls**  
King's College London

**Mr David Palfreyman**  
University of Oxford

**Professor Gareth Parry**  
University of Sheffield

**Professor John Pratt**  
University of East London

**Dr Arwen Raddon**  
University of Leicester

**Ms Nicola Spurling**  
University of Salford

**Professor Gina Wisker**  
University of Brighton

**Ms Helen Perkins**  
Director, SRHE

## Governance and Appointments

---

The Governance and Appointments Committee has three functions:

- i To keep under review the formal arrangements concerning the governance of the Society;
- ii To make recommendations for new Vice-Presidents and new Fellows of the Society;
- iii To make recommendations when the Society receives invitations to be represented on other bodies.

On the first matter, the *governance arrangements*, the Committee has been reviewing the composition of the Governing Council. At present, the Constitution allows for a total of twenty-five members. In addition to five officers, there is provision for twelve members elected by the members of the Society and up to eight co-opted members drawn from the membership. There are three issues here at the present time:

- a With the officers now including two Vice Chairs, is the position of Honorary Secretary redundant?
- b Is the balance of elected to co-opted members right?
- c Is the size of Council right? (Many bodies have witnessed a diminution in the size of their governing councils.)

At present, the Committee has been enjoined by Council to continue its review and come forward with recommendations in the new year.

On the second matter, the *appointment of Vice-Presidents and of new Fellows*, the Committee has been giving thought to each of these categories of title holders. So far as Vice-Presidents is concerned, the Committee considers that Vice-Presidents can play a useful role in advancing the Society's profile and its impact and is searching for individuals who can play such a role for the Society. Members of the Society are invited to let Ron Barnett know of any ideas for Vice-Presidents that they may have.

So far as Fellows are concerned, the Committee is reviewing the process by which potential names might come forward and the means by which recommendations are made to Council. The Committee is keen for there to be as much transparency as possible, while also having regard to the sensitivities of the matter.

As part of its regular business, the Committee received a number of proposals for conferment of the title of 'Fellow' and was able to make a number of recommendations to Council. Those recommendations were approved by Council and have each been graciously accepted by the individuals concerned.

The Committee is also giving thought as to whether new titles might usefully be introduced within the Society, for example, to recognise individuals who have given excellent service to the Society.

On the third matter, that of *making nominations to other bodies*, no action has been undertaken by the Committee in the past year.

In the coming year – with a number of changes and a certain amount of restructuring having taken place – the Committee is going to undertake a review of the Society's Constitution. We do not envisage that this will be a major operation but some tidying up seems sensible at this juncture.

**Ronald Barnett, Committee Chair**

## Membership

---

The trend to a more stable membership base continues largely as a result of the greater efficiency and profile that the new director and revived annual conferences have brought to SRHE. There is however no room for complacency, especially in relation to corporate membership. Previous analysis suggesting that most potential for growth rested with the individual membership appears to be confirmed by the trends although the evidence base for such judgements remains limited.

Corporate membership was relatively soft, compounded by a confusing offer that included benefits largely unknown to and unwanted by those signing cheques for corporate membership (mainly librarians). The need to clarify the offer, focus on the corporate needs (which tend to be focused on access to journals and the Open University Press book series at a discount) and differentiate it clearly from individual membership benefits was identified and has been investigated by the Director. It is proving more difficult than anticipated to move ahead, partly because of publishers' growing tendency to offer 'bundles' of journals to libraries (thus competing with SRHE's own discounts) and partly because of difficulties in resolving with publishers the discount that can be offered on *Higher Education Quarterly*. The latter is important in this context because historically it has been **the** journal read by senior administrators, and hence, it is believed, has an enhanced influence on decisions about corporate subscriptions. Until this issue is resolved, which at the time of writing it is not, it is difficult to move ahead with the broader strategy, agreed previously by Council, to clarify and revise the offer.

Finally, while the delay is frustrating, the really positive message is that membership is stabilising – and growing in the case of individual membership – before we have implemented one of the major changes we have planned. As David Watson said when he visited Council, we need to be careful not to 'talk ourselves into a membership crisis'. While there is a need for continuing attention and further reform, there is no crisis at present and reasons for cautious optimism.

**Dr Richard Blackwell, Committee Chair**

## Publications

---

The main issues preoccupying the Committee between August and December 2006 were smoothing the handover process for the new editor (Professor Lee Harvey) and assistant editor (Celia Whitchurch) for *Higher Education Quarterly* and establishing a basis for a renewed book series contract with Open University Press/McGraw-Hill. The latter needed rethinking as the Committee's ambitious plans for within-series themes had to be shelved following a change of both commissioning editor and company policy. An acceptable contract with Open University Press/McGraw-Hill has subsequently been signed.

In February 2007, Professor Sue Clegg took over chairing the Committee. Since then a number of new proposals have come through for consideration for the book series and the Committee discussed broadening the criteria for inclusion in the series. Our overall priority, however, will remain with the quality of the volumes produced.

The Committee has had extended discussions about a proposed increase in the number of issues of *Studies in Higher Education* from six to eight. The pressure for an increase comes from the continued success of *Studies in Higher Education*, an increase in the number of papers submitted, and resultant high rejection rates. The Committee expressed its concerns about the implications for

the Society, given the importance of *Studies in Higher Education* for the Society's income and its attractiveness to our institutional members. The Editor of *Studies* is committed to implementing an electronic manuscript management system and the Committee recommended that there was a need for a clearer analysis of the implications for the Society before confirming any increase in the number of issues.

The Committee was pleased to note the launch of a new Postgraduate Guides Series; four new Guides are now available.

During the course of the year the Committee has welcomed new members: Mr David Palfreyman, the Society's new Treasurer; Dr Lisa Lucas, and Mr William Locke.

**Professor Sue Clegg, Committee Chair**

## Research and Development

---

The Research and Development Committee has spent a good deal of time in the last year reviewing arrangements for future annual conferences, as they are so crucial to the Society's success. The 2006 Conference was the first to move from a 'mixed economy' of a university and hotels to an entirely hotel-based event and the Committee has now adopted this approach as standard.

The Committee has also spent some time examining issues of internationalisation and the Society's international profile, including developing SRHE's relationship as an NGO with UNESCO.

There was a change of Committee chairing in February 2007, when Professor Maria Slowey stood down and Professor Rosemary Deem took over. We have since been looking carefully at the Committee's remit. The new Chair is encouraging the Committee to be more pro-active, to engage in discussion of key national and international research policy issues and to ensure that we respond to major consultations.

One of the issues preoccupying us since January has been the 2007 Conference. Professor Miriam David has done a splendid job as 2007 Conference Chair, including dealing with the academic consequences of the unforeseen move of venue from Cardiff to Brighton, when the Cardiff hotel we had provisionally booked refused to honour the terms of the booking. We have also been considering longer-term issues about the conference location, and the roles of the Conference Chair and Committee. We hope, in time, to establish a small number of locations for Conference across the UK where we can be sure of appropriate facilities and accommodation and to which we can return on a rotating basis.

In June, Helen Perkins, Louise Morley and Rosemary Deem attended a meeting in London initiated by Professor Andrew Pollard (Institute of Education), other representatives of the British Educational Research Association and members and officers from the ESRC Training and Development Board, about research capacity building in Education. Arising from this meeting, a paper by Andrew Pollard went to the ESRC T&D Board requesting amongst other things, that consideration be given to establishing an Academic Fellowship modelled on RCUK's scheme to specifically address the transitional needs of mid-career movers into educational research (although initially this might be focused on school teachers in maths and science) and that a capacity-building pilot be established in Wales. The last point has been agreed and both ESRC and HEFCW are supporting it. It is also hoped that a similar pilot aimed at supporting pre-92 and post-92 institutional collaboration may be agreed for England with ESRC and HEFCE supporting it. We will be keeping a close eye on the ESRC developments as we learn of them.

We have also spent some time discussing the importance of continuing to have good support (including financial support) for the Society's Networks, which are so ably led by Yvonne Hillier and the Network convenors. This year, for the first time, a number of Network convenors (in addition to the Newer Researcher Network which runs the student conference) have been centrally involved with the 2007 Conference stream organisation and the refereeing of abstracts.

After careful consideration of applications for the 2007 Newer Researchers Award, it was decided not to make an award this year. Following a lively discussion about the scheme, its principles, aims, funding and criteria, we plan to re-launch it for 2008 as a Prize with a package for the two winners including £2,000 each in research expenses, free membership of the Society (and a place on the R&D Committee) and free SRHE journals, all for one year, also a mentor appointed by SRHE and publication of the successful applicants' research by the Society.

Society administrative support for the Committee has been excellent. Although we were sad to say goodbye to Emma Dimond at the end of June, we have a splendid replacement in Madalen Ercolano and we are also now benefiting from the arrival of Barbara Blake in the SRHE office, where her previous experience with the Council for Industry and Higher Education should prove invaluable. Thanks are also due to Professor Maria Slowey for her work as previous Committee Chair.

**Professor Rosemary Deem, Committee Chair**

## SRHE Editorial Boards

### Higher Education Quarterly

- Professor Lee Harvey (Editor)**  
The Higher Education Academy
- Ms Celia Whitchurch (Associate Editor)**  
Institute of Education, University of London
- Dr Peter W G Wright (Reviews Editor)**
- Professor Robert Cormack**  
UHI Millenium Institute
- Dr Harry De Boer**  
University of Twente
- Professor Rosemary Deem**  
University of Bristol
- Professor Mary Henkel**  
Brunel University
- Professor Elaine El-Khawas**  
George Washington University
- Professor Marek Kwiek**  
Poznan University
- Dr Reitumetse Obakeng Mabokela**  
Michigan State University
- Professor Simon Marginson**  
Monash University
- Sir Howard Newby**  
University of the West of England
- Professor Gareth Parry**  
University of Sheffield
- Professor Julia Preece**  
University of Glasgow
- Professor Richard Taylor**  
University of Cambridge
- Dr Liz Thomas**  
The Higher Education Academy
- Ms Helen Perkins**  
Director, SRHE

### Issues in Postgraduate Education

- Professor Pam Denicolo (Editorial Board Chair)**  
University of Reading
- Dr Tim Brown,**  
University of Surrey
- Ms Gill Clarke,**  
University of Bristol
- Professor Sue Clegg**  
Leeds Metropolitan University
- Professor Miriam David**  
Institute of Education, University of London
- Dr Martin Gough**  
University College London
- Dr Hafdis Ingvarsdottir**  
University of Iceland

### Issues in Postgraduate Education cont ...

- Professor Michael Kompf**  
Brock University, Ontario
- Professor Alistair McCulloch**  
Edge Hill University
- Dr Janet Metcalfe**  
Director, UK GRAD Programme
- Professor Gareth Parry**  
University of Sheffield
- Dr Peter Stokes**  
University of Central Lancashire
- Professor Diana Woodward**  
Napier University
- Ms Helen Perkins**  
Director, SRHE

### Research into Higher Education Abstracts

- Professor Ian McNay (Editor)**  
University of Greenwich
- Professor Harriet Thomas (Assistant Editor)**

### Studies in Higher Education

- Professor Malcolm Tight (Editor)**  
Lancaster University
- Professor John Richardson (Chair Editorial Board)**  
The Open University
- Professor Ron Barnett**  
Institute of Education, University of London
- Professor Clare Callendar**  
London South Bank University
- Professor Sue Clegg**  
Leeds Metropolitan University
- Professor Rosemary Deem**  
University of Bristol
- Professor Erik Meyer**  
University of Durham
- Professor Louise Morley**  
University of Sussex
- Dr Rowena Murray**  
University of Strathclyde
- Professor Gareth Parry**  
University of Sheffield
- Professor Sir Peter Scott**  
Kingston University
- Professor Mary Thorpe**  
The Open University
- Ms Helen Perkins**  
Director, SRHE

## Higher Education Quarterly

The journal has had a new editorial team since the start of the year: Lee Harvey as Editor and Celia Whitchurch as Associate Editor. However, the first volume edited by the new team was the last one of the year, 61 (4). The first two issues were already compiled by the previous editor, Heather Eggins, and the third was a composite of articles that the previous editor had accepted shortly before the end of her term of office. These were compiled into an issue by Blackwells, the publishers, despite concerns expressed by the current editor about the strength of some of the papers.

The journal has continued to see a high level of submission of papers, but these were not viewed as being of a particularly high quality and many of the papers were targeted inappropriately at *Higher Education Quarterly*. Nonetheless, there are sufficient good papers to maintain a steady flow of copy for our reviewers.

There has been considerable discussion about changing processes to be introduced in relation to the journal, including linking *Higher Education Quarterly* into the on-line submission and monitoring system. This has not happened at the time of writing. The Editor was, though, informed by the publishers that future production of the journal will take place in Singapore rather than the UK, which the Editor considers an unfortunate development.

The Editor wants to increase the international appeal of the journal and make it more accessible to an international audience. Future contributions will need to be aware of the international audience. In addition, the size of the Editorial Board needs to be significantly increased. Members of the Editorial Board are expected to play three roles: regularly review articles, act as an advocate for the journal and look out for promising material that might be submitted for publication.

**Lee Harvey, Editor**

## Research into Higher Education Abstracts

This was the first full year of the BIGGER Abstracts. We included 749 entries. (The target was 750, but I must have miscounted.) That is an increase from the 675 norm for the past ten years. As we move to 2008, the introduction of electronic processing of entries is imminent, though a pilot period may be necessary to sort out features of the support software bespoke to *RHEA*. It will be interesting.

There was one small change in internal organisation: work researching research degrees was moved into the research section – previously it had been scattered round students, staff and even curriculum. This is a growing area of activity as student numbers increase and academic staff examine the processes involved. The other topic noticeably being given increased attention recently embraces values and ethics within HE – subjects such as research ethics, plagiarism, professional integrity, and misconduct.

The geographical emphases of the journal are shown by an analysis of location of first author:

UK	327	Rest of Europe	136
Australia	92	Canada	47
Asia	44	USA	44
Africa	18	New Zealand	16
Latin America	4		

There was one unknown. 15 of those from Africa were from South Africa. The figures should not be taken as indicators of productivity, since they depend on supply of journals to the Editor, and are conditioned by criteria for selection. The USA is under-represented because there is a sister journal focused on North America produced by the Claremont Graduate School. We try to be complementary, particularly since American and Canadian journals rarely include work by authors beyond their geographical borders. The relative outputs from Australia and the UK are, in my view, comparable, and show the greater level of activity in Australia in our field proportionate to the size of the system.

47 entries had authors from two countries and two had four countries represented among the contributors. Some of those may have been postgraduate students who had returned home, but the figures are an indication of developing transnational networks.

Researchers with the most entries – five – were Simon Marginson (Monash), Karen Smith (Sheffield Hallam) and Malcolm Tight (Lancaster). An honourable mention goes to Sue Clegg, now Chair of Publications Committee, who had four. Less time in meetings and more at the keyboard may move her up the league table! Not that we approve of league tables, of course, especially those based on simple quantitative metrics.

Harriet Thomas, as ever, did most of the work. Our good wishes go to Angie Wilkins, the Taylor & Francis team member, who got married this year, and to Ian White and his wife on the birth of their second child. Ian has been a long-time friend of the Society since he joined T& F.

**Ian McNay, Editor**

## Studies in Higher Education

---

The journal continued in good health in 2006/7.

Submission rates of new articles continue to rise, such that we can currently accept only about one in eight of those submitted. This helps to keep standards high, and is reflected in our consistently good ratings in the ISI rankings of citation and impact. Informing prospective authors that we will not be proceeding with their articles is one of my toughest tasks, but we do, at the very least, aim to provide all of them with some useful feedback and advice.

Even with this stringent quality control, however, the delay between final acceptance and publication has crept up to over a year. Discussions on a further increase in the frequency of the journal's publication are ongoing.

The journal's submission and review processes are scheduled to go online later this year. The intention is then to pre-publish accepted articles online, though, with a backlog of over a year's worth of accepted articles, this is unlikely to happen immediately.

Thanks are due, as ever, to the members of our Editorial Board – particularly to John Richardson, our new Chair – and International Advisory Board. I am also grateful for the continuing efforts of the many referees we use, as well as our book reviewers, contributing authors and readers, without all of whom journals like this could not function.

**Malcolm Tight, Editor**

# SRHE Networks

SRHE networks have enjoyed a busy calendar of events during the past year. We launched our **Policy Network** in November 2006. Two further events took place, one on Vocationalism, Higher Education and the Skills Agenda and one on Historical Perspectives of Higher Education Policy. **The Newer Researchers Network** hosted with CHES, the Centre for Higher Education Studies at the Institute of Education, a joint event in London on 20<sup>th</sup> March on Mapping the Higher Education Research Landscape. The **Postgraduate Issues Network** has produced four publications on postgraduate issues, which have already been met with interest in the sector. **The Student Experience Network** now runs jointly with the British Sociological Association. It first met on 13<sup>th</sup> February at Warwick, followed by the annual BSA conference at the University of East London in April and an event in June entitled Unpopular Higher Education. The network continues to attract great interest and provides challenging perspectives on a range of issues. The **Higher and Further Education Issues Network** held its meeting on 13<sup>th</sup> March at the University of Sheffield on Degree Awarding Powers for Colleges. We welcome Penny Jane Burke as convenor of the **Access and Widening Participation Network** and Arwen Raddon who is taking on the co-ordination of the **Newer Researchers Network**. Our regional network for the **South West** has also met over the past year, particularly focusing on newer researchers. Topics including literature reviews, research design and writing dissertations have been offered with presentations from colleagues in Bristol, Cardiff, Gloucestershire, Southampton and the University of Wales Institute.

Network convenors participated in consideration of abstracts for the SRHE Annual Conference in December 2007 and networks have been incorporated into the conference themes, providing opportunities for further analysis of issues relating to the core network themes. This drawing together of network activity and annual conference planning is an important development in the strategy to foster network activity and provide a coherent offer of engagement with the sector.

Network convenors have met on two occasions during the year, once at the SRHE annual conference and once in September. A number of issues around level of administrative and financial support were raised as well as a strong commitment to working together as a community on engaging with research in the increasingly diverse and complex sector. Convenors are particularly pleased to be participating more centrally with the conference and hope that in future, they will have an opportunity to host seminars as part of the programme.

Plans and challenges for the coming year include ways to work across networks to recognise the synergy between network themes and ways to encourage and foster greater participation by members and to reach out to new groups of researchers in the sector. It has been agreed, for example, to host a one-day event in January 2008 to cover the student experience, widening participation and policy. Convenors also hope that development of the SRHE website will foster more participation.

Ways to encourage participation and also particularly to reinforce membership has been an item on the convenors' agenda for the past three years. We have identified a possible fee structure whereby there is a standard costing for two hour, half day and full day events but with two fee levels, one for events held at SRHE and one where an institution is providing accommodation. We look to Research and Development Committee to assist in identifying an appropriate way forward on this important issue so that networks can grow and engage fully with SRHE members and offer opportunities for others to hear about and join the Society in due course.

Once again, I would particularly like to thank the convenors for their commitment to the Society and for their enthusiasm and hard work in convening their networks. I would also like to thank the SRHE office staff and Helen Perkins in particular for helping to support this important area of the society.

**Yvonne Hillier, Networks Co-ordinator**

## SRHE Network Convenors

### Access and Widening Participation

**Dr Penny Jane Burke**  
Institute of Education,  
University of London  
P.Burke@ioe.ac.uk

### Academic Practice

**Professor Bruce Macfarlane**  
Thames Valley University  
Bruce.Macfarlane@tvu.ac.uk

### Graduate Employability and Skills

To be appointed

### Higher and Further Education Issues

**Professor Gareth Parry**  
University of Sheffield  
g.w.parry@sheffield.ac.uk  
**Dr Jill Jameson**  
University of Greenwich  
jjameson@gre.ac.uk

### Higher Education Policy

**Dr Carole Leathwood**  
London Metropolitan University  
c.leathwood@londonmet.ac.uk

### Higher Education Close Up

**Professor Paul Trowler**  
Lancaster University  
p.trowler@lancaster.ac.uk

### Newer Researchers

**Dr Arwen Raddon**  
University of Leicester  
Arwen.raddon@lancaster.ac.uk

### Postgraduate Issues

**Professor Pam Denicolo**  
p.m.denicolo@rdg.ac.uk  
University of Reading  
**Dr Martin Gough**  
University College London  
m.gough@ucl.ac.uk  
**Professor Alistair McCulloch**  
Edge Hill University  
Alistair.McCulloch@edgehill.ac.uk  
**Dr Richard Race**  
Roehampton University  
r.race@roehampton.ac.uk

### Student Experience

**Professor Patrick Ainley**  
University of Greenwich  
patrickjdainley@aol.com

### South West Higher Education Research

**Professor Rosemary Deem**  
University of Bristol  
r.deem@bristol.ac.uk

# Academic Practice

---

The academic practice network, founded by Professor George Gordon, exists to share perspectives and research findings on the evolving and changing nature of the academic role. While the phrase 'academic practice' is increasingly used within higher education, a shared intellectual meaning should not be assumed. Therefore, this network is important in developing an understanding both of the changing *nature* of academic practice and its *effects* on students and wider society. There are a range of research interests and perspectives reflected by the network. These include colleagues with an interest in the scholarship of teaching and learning, particular roles in academic practice such as leadership and service, socio-cultural aspects of academic work, and the complex nature of academic identity. The shifting nature of 'academic practice' means that the network also includes a number of colleagues in learning support roles. Regular events are a feature of the network in providing opportunities for discussion, dissemination and networking.

During the 2006/7 academic year, the network held two events. In February, Janice Malcolm (University of Kent) and Miriam Zukas (University of Leeds) led a seminar entitled *Stories of academic work: acquisition, participation and actor networks*. Based on their most recent research, the presenters argued that the 'official' stories of academic work – arising from policy and the categorisation, organisation and management of work – are based on three main elements: research, teaching and administration. However, stories academics tell about their practice are at odds with this categorisation and tend to prioritise other activities, especially those in relation to discipline. Janice and Miriam sought to explore and explain this discrepancy by reference to three metaphorical approaches to work and learning: acquisition, participation and actor networks.

In May, Lisa Lucas (University of Bristol) led a seminar based on her recent book entitled *The Research Game in Academic Life*. This explored the implications of an increasingly competitive global system of higher education for research and the ways in which policy changes in the evaluation and funding of university research have impacted on higher education institutions in the UK and internationally. Lisa demonstrated how universities have responded to the demands of accountability, especially in respect to the UK research assessment exercise, giving a fascinating insight into the behavioural effects on UK academics linked to the work of Pierre Bourdieu.

Members of the network have also been active this year in helping to review abstracts for the forthcoming SRHE Annual Conference in the closely allied research domain of 'Reshaping Academic Practice, Work and Cultures'. Submission rates prove that academic practice is a popular research area and we are hoping that the conference will further promote understanding and membership engagement with the activities of the network.

In 2007/8, the network is planning three events linked to themes of particular interest to network members with several contributors reporting the results of their research at each. Themes are likely to include leadership and pedagogic research and events are being planned to take place in London, Edinburgh and Chester. Further details of these up-coming events will be available on the SRHE website.

**Bruce Macfarlane, Convenor**

## Higher and Further Education Issues \_\_\_\_\_

The SRHE Higher and Further Education Network is a national research network convened by Jill Jameson and Gareth Parry. The network meets once or twice a year in London, Sheffield and other selected venues to debate recent research items of interest in higher and further education. Attendance at meetings is generally 20–30, including research-interested colleagues from across the UK, with dual focus on London and Sheffield.

At the most recent meeting at the University of Sheffield on 13<sup>th</sup> March 2007, there was a stimulating, well received presentation by John Widdowson, Chair of the Mixed Economy Group of Colleges (MEG) and Principal of New College, Durham, on 'Awarding Powers for Colleges? The Further Education and Training Bill: Prospects for Further and Higher Education'. The event was well attended by around 25 people, mainly from universities and colleges based in the North of England, with several attendees from government departments and agencies.

John Widdowson discussed the role of mixed economy colleges (and of the MEG), the question of non-prescribed HE and the role of HEI/college partnerships in the context of the Further Education and Training Bill. In outlining the classic 'college HE offer', John summarised some of the HE provision in colleges, including: honours degrees, Higher National awards, professional qualifications, NVQ 4/5 courses, foundation degrees (FDs) and postgraduate degrees.

John outlined the distinctive characteristics often associated with HE in FE college provision. These include specialist provision that is mainly vocational, with a focus on widening participation and progression (FE to HE, to the same institution or to an HEI). Colleges tend to have a balance of full- and part-time students, with small teaching groups and individualised student support, whereas in some (more traditional) HEIs, there may be only a tiny number of part-time students (e.g. the University of Durham, with only nine part-time students).

John queried whether the 'HE in FE college offer' appeals to a different kind of student from students studying in HEIs. He suggested that HE in FE college students tend to: live at home; have a life and a social life outside of the institution; don't 'buy into' the HE culture (summarised in the metaphor of the 'gown' associated with universities); and experience higher education differently, having an instrumentalist vocational purpose in doing HE in FE, with very high employment levels following graduation.

The Further Education and Training Bill and its proposals in Clause 17 (originally Clause 19) mean that colleges are now able to apply for FD awarding powers. These powers are granted by Privy Council on the recommendation of QAA, with conditions analogous to current degree awarding powers. Further limiting conditions include franchising, a probation period, the requirement for a strategy regarding the HE offer and Progression Agreements to honours degrees.

John then discussed the nature of the Further Education and Training Bill Clause 17 (19) asking: 'Why is it needed? What are the issues? What will be the impact?' The case for the need for the FE&T Bill includes the rationale that some HEI validation processes are slow and expensive: this is especially difficult to justify when there are low numbers. In addition, post Leitch, a rapid response to employers is now needed, in addition to rapid validation of new curriculum areas and an increased emphasis on work-based learning. To meet this need, experienced colleges are ready for the challenge.

The issues raised by this include the question of fitness for purpose of the current system. John asked, 'Is the current system unfit for purpose? If not, why fix it?'. The Bill also raises a question about whether all colleges will want the powers, whether progression opportunities are available for students and whether existing college/HEI relationships will be adversely affected, for example through competition for students and funding.

The impact of the FE&T Bill is likely to be that more FDs will be available locally at colleges, more work-based FDs will be developed with a closer relationship with employers, and new relationships will be formed for some colleges and HEIs. John rounded up his talk by asking whether this situation is a catalyst for change. Finally, he speculated whether the FE&T Bill has marked the start of opening up mass HE and the growth of corporate universities with an international market-place? John closed with the question, 'Does this indicate a significant milestone that we need to note?'

Following John's talk there was a lively debate, with a number of questions from the audience regarding the consultation process for the Bill, the role of the MEG, the question of quality and parity of offer for students between the HEI offer and the college offer of, e.g. foundation degrees, and the future progress and impact of the Bill. Thanks are due to John for a very interesting and useful talk.

The HE-FE Network will be convening again later in the academic year 2007/8 in London and Sheffield: two HE-FE Network events will shortly be announced to all members.

**Jill Jameson and Gareth Parry, Convenors**

## Higher Education Close-up

---

The Higher Education Close-up is a virtual network for qualitative research into higher education. You can find us at: <http://jiscmail.ac.uk/lists/HIGHER-EDUCATION-CLOSE-UP.html>.

Membership has now grown to over 90 subscribers based in institutions around the globe. The fourth Higher Education Close Up Conference (the virtual network's one 'physical' event) will take place 26–28 June 2008 in Cape Town, South Africa: <http://www.closeup4.uct.ac.za>. We look forward to welcoming members to the conference.

**Paul Trowler, Convenor**

## Postgraduate Issues

---

The Postgraduate Issues Network welcomed the addition of Richard Race, of Roehampton University's School of Education, into our band of convenors, joining Pam, Alistair and Martin. Richard allowed us, for a change, to convene outside SRHE HQ one of the workshop meetings we held this year: Roehampton's Centres, Crucible (centre of excellence in education in human rights, social justice and citizenship) and BRaVE (Centre for Research in Beliefs, Rights and Values in Education) congenially hosted our symposium on 'Defining the Doctorate: What was it? What is it now? And what should it be?' on the balmy midsummer early evening of 20<sup>th</sup> June.

Chris Park, Becky Francis, Miriam David and Stephen Rowland led the round table discussion forum by briefly putting forward their own view in answer to these questions. The ensuing discussion was able in effect to make a significant contribution to the national debate called for by Chris's recent Higher Education Academy published document, *Redefining the Doctorate* (2007). The main themes which arose out of the discussion were: the problem of defining the qualification, as a pre-condition of any policy recommendations; the meaning of fitness for purpose; the ontological status of 'drivers' of change, whether we are immersed in inexorable processes or whether agents are doing the driving and have choice of direction; the autonomy of researchers as well as supervisors, in the context of the heterogeneity of the student body and within a framework where individual contribution to knowledge is the main criterion of success; the relevance of the Skills Agenda, for researchers immersed in professional life already, but recognising the demands of the labour market.

The June gathering was complemented particularly well by the preceding workshop at the equally congenial venue of SRHE HQ on 11<sup>th</sup> May. Ingrid Lunt and Gill Clarke explored the expectations of the QAA Code of Practice section on postgraduate research programmes for, and its potential effects on, professional doctorates across different subjects, from education to dentistry and including engineering. The revised section of the QAA Code shows there is an increased recognition of the importance of research and personal skills for these doctoral graduates. That said, the original vision for a professional doctorate was anyway ahead of its time in the sense that these skills are now considered important for all doctoral graduates, in employment and in other spheres. The skills can more easily be integrated into the professional doctorate through its taught elements, although it is important to recognise that these programmes are research and not taught degrees. Problematic issues remain in the form of sub-doctoral nested awards and the characterisation of knowledge. The knowledge to be attained is doctoral level, so equivalent to the PhD, but is specialised for purposes of informing professional judgement rather than the academic field alone.

Two of the previous year's workshops have now come to fruition in the form of publications in the new series of SRHE Guides, *Issues in Postgraduate Education: Management, Teaching and Supervision*.

Penny Tinkler and Carolyn Jackson expand on their workshop on the peculiarities of the viva voce examination in *A Guide for Internal and External Doctoral Examiners*. Echoing the theme arising out of last June's workshop of heterogeneity in research degree programmes, Val Farrar and Richard Young develop their workshop into their Guide, *Supervising Disabled Research Students*, while Alistair McCulloch and Peter Stokes's *The Silent Majority: Meeting the Needs of Part-time Research Students* is a title in production, and we decided to produce a second edition of Eunice Okorochoa's *Supervising International Research Students*. Martin Gough and Pam Denicolo's *Research Supervisors and the Skills Agenda: Learning Needs Analysis and Personal Development Profiling* takes up other concerns of the 'Defining the Doctorate' workshop. We are planning other Guides, on 'Ethics and Governance in Postgraduate Education' and on 'The Bologna Process and Beyond'.

**Pam Denicolo, Alistair McCulloch, Martin Gough and Richard Race, Convenors**

## South West Higher Education Research \_\_\_\_\_

The Network now has over 130 members on its mailing list, including academics, doctoral students and administrators, representing almost all the higher education institutions in South West England and a number in South Wales. The majority of our meetings take place on a Tuesday evening from 17.45 to 19.30, with a speaker and then a discussion in small groups, with a final whole group round up of questions to the presenter. We provide soft drinks and snacks for participants and on this basis we are now known as the 'muesli-bar' seminar. We held eight evening meetings between October 2006 and July 2007, with topics ranging from narratives of first generation students to distributed leadership in higher education. Speakers included Isabel Huet e Silva from the University of Aveiro, Portugal and Venitha Pithay from the University of Pretoria, South Africa. See <http://www.bristol.ac.uk/education/research/networks/henetsw> for presentation outlines.

In July 2007 we held a very well received one-day workshop for early stage research students, with over 40 delegates from 14 different HEIs attending. There were sessions on literature reviews, research design and writing dissertations, with session leaders from the universities of Bristol, Cardiff, Gloucestershire, Southampton and the University of Wales Institute. In the coming year, plans include a focus on further as well as higher education, a half-day on applying for research grants and a full day research student workshop, as well as our usual Tuesday evening seminars.

**Rosemary Deem, Convenor**

## Student Experience

---

The SEN held two meetings in 2007, both jointly with the British Sociological Association's Researching Students Study Group. We were sorry not to have a Network Event at Annual Conference last year but this year, like other networks, we have been involved in selecting papers for a theme on 'the student experience', although unlike the main Conference, the network's preoccupation is not with 'reshaping' this experience, but in finding out what it is in the first place.

A common criticism made of researchers into student experience and academics who aim to support it – who together continue to make up the main participants at Network meetings – is that we would more directly access it if we involved undergraduate students. This was achieved at the first meeting of 2007 on *Students as Producers of Knowledge: A Popular Education Workshop*, hosted by Warwick University's Reinvention Centre for Undergraduate Research on February 13th. This free day event was booked out with the Reinvention Centre full as our regular participants were joined by under- and postgraduates from Warwick, de Montfort, UCE, Surrey and Greenwich universities. Following the methods of popular education, five groups were motivated by undergraduates to address the question of what we understood by 'students as producers'. In sharing our ideas this notion was redefined into one of learners as active participants in a transformative process of reflective learning as opposed to the more usual notion of students as reproducers of knowledge. Each group also addressed the question of 'merely useful' commodified knowledge contrasted with 'really useful' knowledge. What students perceive as useful knowledge varies with context but differs from the conventional academic production of 'knowledge for its own sake'. The pedagogic possibilities of these and other questions were then discussed in new groups along with whether HE can contribute to popular education by affording a communicative space or meeting ground for otherwise isolated communities, or has HE become an *Unpopular Education*?

This was the title of our next day meeting at SRHE on June 12th with papers from Mary Evans on *Compulsory Higher Education* while Ken Roberts compared *Student and Non-Student Youth* to revisit the perennial question dividing opinion at our meetings, that is, whether there is one or more student experience. Mark Weyers and Patrick Ainley produced rather inconclusive evidence on this from their comparison of undergraduates at Russell and non-Russell universities, while Monica McLean suggested a critical higher education pedagogy was still possible and Shirin Housee explored classroom engagement to give some actual examples of it.

Our joint meeting at the British Sociological Association's Annual Conference in April was cancelled due to family commitments and the cost of the conference. This is a question to be resolved for future joint meetings at BSA. However, Joyce Canaan organised a panel at the Conference on *Expanding students' and lecturers' identities through virtual learning and teaching* where she, Matthew Badcock and Wes Shumar explored ongoing research into learning and teaching within and between social science departments in the UK and USA. Joyce is also organising further explorations of radical pedagogy with Stephen Ball at BSA, which share the central focus of the Network on the student experience but may diverge from it. We shall see!

**Patrick Ainley, Convenor**

# SRHE Conferences 2006

## Beyond Boundaries: New Horizons for Research into Higher Education

### **Annual Conference, Brighton, Sussex, 12–14 December 2006**

The Society's Annual Conference is the major flagship event of the Society: we are therefore pleased to note that our 2006 conference, held at the Thistle Hotel in Brighton, proved a great success.

In the run up to the conference we received 145 abstract submissions, a 60 per cent increase on 2005. The quality of the papers was high, allowing us to develop a full and diverse programme of 119 individual paper presentations, 11 symposia, 7 round-tables and 8 interactive poster sessions.

Delegate numbers at Conference rose in 2006 to 320. This figure is a good indicator of the health of the sector and the Society's success in understanding the needs of its members, both those who have long been friends of the Society and those coming new to the sector and the Society's work. Membership applications rose significantly following the conference and again we take this as a positive note of approval on the work we undertake to deliver an insightful and useful service to our members.

Our Conference Committee (an arm of the R&D Committee) is committed to bringing value for money to our members, hence we constantly review the delegate costs while aiming to develop an interesting and stimulating event for our members.

It would be remiss of us not to thank everyone involved, particularly our keynote speakers: Sally Johnstone, Steve Fuller and David Boud, our excellent after dinner speaker, Rob Cuthbert and of course our conference chair in 2006, Maria Slowey. And last, but of course not least, the workshop chairs, the presenters and our many members, supporters and colleagues who made the conference such a great success.

## Postgraduate and Newer Researchers Conference

### **University of Sussex, 11 December 2006**

The student conference is a significant and established event for the Society. The opportunity to hold this event at a university venue with a university partner is an essential element and in 2006 we were very fortunate that Louise Morley at Sussex offered to host the Newer Researchers Conference and to co-chair the event with Yvonne Hillier from Brighton University. This partnership between the two universities and the general support from both were very helpful for both conferences. The Society owes a considerable debt each year to the organisers of the student conference and we were particularly fortunate to have the expertise of Louise Morley and Yvonne Hillier and the support of their teams.

We had a stimulating programme of workshop presentations from 41 newer researchers: our thanks to them and best wishes for the future. We would like to record a vote of thanks to Dr John Pryor of the University of Sussex for chairing the plenary, and to speakers Professor Diana Leonard of the Institute of Education, Dr Mairead Dunne, University of Sussex, Dr Brenda Little, Open University and Dr Rajani Naidoo of the University of Bath for making the conference such a success.

# Annual Report and Accounts

## Report of the Directors for the year ended 31 July 2007

The members of the SRHE Governing Council who are also trustees/directors are pleased to present their report and audited financial statements for the year ended 31 July 2007.

### Reference and administrative details:

**Charity Number: 31 3850**

**Company Registration Number: 868820**

**Registered office and operational address:**

**76 Portland Place, London W1B 1NT**

### Directors/Trustees:

Mrs Jill Armstrong  
Professor Ronald Barnett  
Professor Sue Clegg (co opted 01/07)  
Professor Rob Cuthbert  
Professor George Gordon (Chair)  
Mr Richard Blackwell  
Ms Rebecca Bunting  
Professor Eleanor Chambers (retired 12/06)  
Professor Robert Cormack (retired 12/06)  
Professor Miriam David  
Professor Rosemary Deem (Vice Chair)  
Dr Myszka Guzkowska  
Dr Lydia Hartwig  
Professor Lee Harvey

Professor Yvonne Hillier  
Ms Janice Malcolm  
Professor Bruce Macfarlane (Vice Chair)  
Professor Robin Middlehurst  
Dr Rajani Naidoo (retired 06/07)  
Professor Gill Nicholls  
Professor Katherine Oglesby  
Mr David Palfreyman (Hon Treasurer) (co-opted 01/07)  
Professor Stephen Rowland  
Professor Michael Shattock (retired 12/06)  
Professor Maria Slowey  
Professor Gina Wisker

### Director of the Society and Company Secretary: Ms Helen Perkins

#### Auditors:

Critchleys  
Chartered Accountants  
Avalon House  
Marcham Road  
Abingdon, Oxon OX14 1UD

#### Bankers:

The Co-operative Bank  
Olympic House  
6 Olympic Court  
Mountford Street  
Salford, M5 2QP

#### (from September 07)

CAF Bank Ltd  
25 Kings Hill Avenue  
Kings Hill  
West Malling  
Kent, ME19 4JQ

## Structure, Governance and Management

### Governing Document

The Society for Research into Higher Education (SRHE) is a company limited by guarantee governed by its Memorandum and Articles of Association dated 31<sup>st</sup> December 1965. It is a registered charity with the Charity Commission. SRHE is a membership organisation offering two classes of membership: Ordinary, being any individual engaged or interested in research into higher education and its related fields, and Corporate: any body corporate or partnership or educational establishment engaged or interested in research into higher education and its related fields. There are currently 842 members.

### **Recruitment and Appointment of Council Members (directors/trustees)**

The directors of the company are also trustees for the purposes of charitable law and under the Company's Articles are known as Members of the Governing Council.

Appointments to the Governing Council are drawn from the membership via a process of nominations by Society members. This is a formal process that takes place annually prior to the AGM. Nominees are considered on the basis of their knowledge and expertise, and their capacity to serve the Council. Appointees are experts in their field and will have good leadership and governance skills to ensure the future relevance and sustainability of the Society.

### **Trustees induction and training**

As current members of the Society new trustees are already familiar with the aims and objectives of the charity. Incoming trustees will receive relevant Charity Commission documents outlining the roles and responsibilities of a trustee, together with a copy of the Memorandum and Articles of Association, the current Business Plan and recent Annual Reports and Accounts of the Charity. Both the Chair and the Director, together where possible, will meet with the appointee to discuss the legal obligations and brief them on the internal administration of the charity. It is the charity's aim to update trustees on any new legislation that may affect the governance of the charity as it arises, and further; to offer ongoing support and where thought necessary, consider and action further training.

### **Organisation**

The Governing Council of the Society is responsible for the strategic direction, policy and financial management of the charity. The Council consists of 25 members, including a Chair, two Vice Chairs and one Treasurer. Of this number 5 (out of a possible 8) are co-opted and may stand for election at the AGM if they so choose. The initial term of office for elected trustees is 3 years, following which trustees will retire and stand for re-election if they so choose. One third of the trustees should retire annually. The Governing Council meets three times a year.

A Management Committee formed from the elected Officers of the Society and two Council members nominated by Governing Council is charged with keeping under review and dealing with issues affecting the day-to-day and other management of the Society, especially relating to financial and employment issues, within the overall policies laid down by the Governing Council.

Four Standing Committees meet three times a year to discuss and drive forward the identified agendas of the charity.

A Director is appointed by the trustees to lead the Society and to manage the day to day operation of the charity. The Director is supported by a small executive team consisting of: the Operations Manager, the Finance Manager and the PA/Administrative Assistant.

### **Related parties**

There are no related parties.

### **Risk management**

The trustees have a risk management strategy which comprises:

- an annual review of the risks the charity may face;
- the establishment of systems and procedures to mitigate those risks; and
- the implementation of procedures designed to minimise any potential impact on the charity should those risks materialise.

The review has identified the following risk areas (sample):

- failure to meet members' expectations/decline in membership;
- termination of publishing contracts;
- failure to break even on the SRHE Conference;
- litigation: employment and copyright issues in particular;
- failure to recruit and retain skilled staff.

The process of review has been valuable in building a better understanding of the risks that may jeopardise the future of the charity and has allowed us to put in place checks and systems to minimise those risks and hence to work confidently towards building a solid foundation for future success.

## Objectives and Activities

The object of the charity is the advancement of understanding of higher education through the support and dissemination of research and scholarship.

In pursuit of this objective we:

- develop research capacity through a variety of means;
- support the Society's membership and provide to them a range of benefits and services;
- encourage and support new entrants into the field of higher education research;
- develop opportunities through which researchers can engage with policy makers practitioners and others so that policy and practice may be shaped by research;
- provide opportunities and support for the publication and dissemination of research and scholarship in the field;
- develop and support a network of scholars and researchers in the field of higher education studies;
- organise and promote opportunities for the presentation of research and scholarship.

## Achievements and Performance

Under the Society's business plan 2005–2008 the Society identified four priorities for action in 2006/7:

- to work to enhance the role of higher education research with the Higher Education Sector;
- to encourage and support newer researches coming into field of higher education research;
- to provide opportunities for the publication of research and scholarship;
- to organise conferences and seminars that both bring researches together and enable researchers, policy makers and others engage with one another.

The Society has been largely successful in responding to all four priorities. The Society has significantly raised its profile through engagement at a number of different levels and brought the knowledge of the research base more to the forefront in policy discussions and has engaged particularly with the ESRC in driving forward some new initiatives in capacity building.

This year has seen the launch of the Society's Newer Researchers Network and we have held another very successful Postgraduate and Newer Researchers Conference at the University of Sussex led by Professor Louise Morley and Professor Yvonne Hillier from Brighton University.

The Publications Committee has pursued close relationships with the publishers of all the Society's

books and journals. New developments aimed at improving the flow of submissions and information available to authors are being introduced for all the Society's journals. This year has seen the launch and publication of four new titles in the Society's popular Postgraduate Guides series, led by Professor Pam Denicolo and supported by Dr Martin Gough, Professor Alastair McCulloch and the Society's Director, Helen Perkins.

The 2006 SHRE Annual Conference was the most successful for many years, attracting record numbers of high quality submissions and excellent delegate attendance. The conference was very highly rated and provided an excellent forum for discussion and debate. This was the first occasion on which the Society had organised a conference outside a university setting and the event was very well managed financially and overall a very successful event.

### **Financial review**

A formal budget is prepared each year in June based on operational projections. The Management Committee appointed by Governing Council reviews the budget in detail and looks at performance against budget in the preceding year. The annual budget is endorsed by the Management Committee and ratified by Governing Council. The Management Committee and Governing Council meet quarterly and a process of financial review is a major item at all of these meetings. Quarterly financial statements are prepared and performance against budget is reviewed and assessed and remedial action agreed as and when necessary.

The Financial Statements for the year ended 31 July 2007 show a positive outcome for 2007, noting total funds received in 2007 as £365,009 against £312,350 in 2006 with total funds carried forward as £294,133 against £249,842 at the same time last year.

We are grateful to our Honorary Treasurer, Mr David Palfreyman, our Director, Ms Helen Perkins and the small executive team for achieving this positive result for the Society.

### **Investment powers and policy**

The Society may invest the monies of the Society not immediately required for its purposes in or upon such investments, securities or properties as may be thought fit.

It is the policy of the Society to invest funds only on a low risk basis and where capital is fully protected.

### **Reserves policy**

The trustees have examined the Society's requirements for reserves in the light of the main risks to the organisation and its operational needs. It has established a policy whereby it retains a level of reserve which will safeguard against unforeseen occurrences in the Society's position in order to ensure that all contractual obligations outstanding can be met. The trustees have established the level of reserves for 2007 (that is those funds that are freely available) that the charity ought to have at £130,000. This sum reflects a slight increase on the previous period.

The reserves policy will be reviewed annually to ensure that it fully supports the needs of the Society and reflects relevant Company and Charity Law.

### **Plans for future periods**

The Society has reviewed the current business plan for 2005–2008 and drawn up a set of strategic priorities to build on these plans in the next planning period 2009–2011. The Society's additional plan will focus on promoting research methodologies in higher education research, extending the Society's involvement in policy discussions and pursuing an appropriate international agenda. The focus on publications and promoting opportunities for the publication and dissemination of research

will also continue to be a strategic priority as will the delivery of benefits to members and servicing their needs through communications via the Society's Newsletter; web development and other means.

#### **Council responsibilities in relation to the financial statements**

The trustees are responsible for preparing the Annual Report and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

Company Law requires the Members of the Council to prepare financial statements that give a true and fair view of the state of affairs of the charity at the end of the financial year and of its surplus or deficit for the financial year. In doing so the trustees are required to:

- select suitable accounting criteria and then apply them consistently;
- make sound judgements and estimates that are reasonable and prudent; and
- prepare the financial statements on the going concern basis unless it is appropriate to presume that the charity will continue in business.

The trustees are responsible for maintaining proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and enables them to ensure that the financial statements comply with the Companies Act 1985. The trustees are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Each trustee has taken steps that they ought to have taken as a trustee in order to make themselves aware of any relevant audit information and to establish that the charity's auditors are aware of that information. The trustees confirm that there is no relevant information that they know of and which they know the auditors are unaware of.

#### **Auditors**

A resolution will be proposed at the Annual General Meeting that Critchleys Chartered Accountants be re-appointed as auditors of the charity for the ensuing year.

Approved by the Council on 18<sup>th</sup> October 2007 and signed on its behalf by:

George Gordon  
Director

## Independent Auditors' Report to the Members of the Society for Research into Higher Education

We have audited the accounts of the Society for Research into Further Education for the year ended 31 July 2007 which comprise the statement of financial activities, balance sheet and the related notes. The financial statements have been prepared in accordance with the accounting policies set out therein.

This report is made solely to the charitable company's members, as a body, in accordance with Section 235 of the Companies Act 1985. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

### **Respective Responsibilities of Trustees and Auditors**

The trustees' responsibilities for preparing the annual report and the accounts in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) are set out in the statement of trustees' responsibilities.

Our responsibility is to audit the accounts in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

We report to you our opinion as to whether the accounts give a true and fair view and are properly prepared in accordance with the Companies Act 1985. We also report to you, whether in our opinion the information given in the trustees' report is consistent with the accounts. In addition we report to you if the Society has not kept proper accounting records, if we have not received all the information and explanations we require for our audit or if information specified by law regarding trustees' remuneration and transactions with the Society is not disclosed.

We read the Trustees' Report and consider the implications for our report if we become aware of any apparent misstatements within it.

### **Basis of Audit Opinion**

We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the accounts. It also includes an assessment of the significant estimates and judgements made by the trustees in the preparation of the accounts, and of whether the accounting policies are appropriate to the Society's circumstances, consistently applied and adequately disclosed.

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the accounts are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the accounts.

## Opinion

In our opinion:

- the financial statements give a true and fair view, in accordance with United Kingdom Generally Accepted Accounting Practice, of the state of the charitable company's affairs as at 31 July 2007 and of its incoming resources and application of resources for the year then ended;
- the financial statements have been properly prepared in accordance with the Companies Act 1985;
- the information in the directors' report is consistent with the financial statements.

Abingdon

**Critchleys**  
**Chartered Accountants**  
**Registered Auditors**

# Society for Research into Higher Education

## Statement of Financial Activities

### For the year ended July 31 2007

	Note	Unrestricted Funds 2007 £	Restricted Funds 2007 £	Total Funds 2007 £	Total Funds 2006 £
<b>Incoming Resources</b>					
<b>Incoming resources from generated funds:</b>					
<i>Voluntary income:</i>					
Donations and gifts	2.	3,500	-	3,500	5,000
<i>Activities for generating funds:</i>					
Investment income – interest receivable		10,008	2,001	12,009	7,214
<b>Incoming resources from charitable activities:</b>					
Subscriptions	3.	100,084	-	100,084	98,825
Miscellaneous income		29	-	29	1,077
Conference revenue		118,080	-	118,080	70,754
Publication sales		353	-	353	384
Periodicals and royalties		130,954	-	130,954	129,096
<b>Total Incoming Resources</b>		<b>363,008</b>	<b>2,001</b>	<b>365,009</b>	<b>312,350</b>
<b>Resources Expended</b>					
<b>Cost of generating funds</b>					
Costs of generating voluntary income	4.	2,843	-	2,843	1,573
<b>Charitable activities</b>	4.	<b>310,720</b>	<b>-</b>	<b>310,720</b>	<b>252,754</b>
<b>Governance costs</b>	4.	<b>7,155</b>	<b>-</b>	<b>7,155</b>	<b>9,478</b>
<b>Total Resources Expended</b>		<b>320,718</b>	<b>-</b>	<b>320,718</b>	<b>263,805</b>
<b>Net incoming resources and net movement in funds</b>		<b>42,290</b>	<b>2,001</b>	<b>44,291</b>	<b>48,545</b>
<b>Reconciliation of funds</b>					
Total funds brought forward		194,028	55,814	249,842	201,297
<b>Total funds carried forward</b>		<b>236,318</b>	<b>57,815</b>	<b>294,133</b>	<b>249,842</b>
		=	=	=	=

The Statement of Financial Activities includes all gains and losses in the year. All incoming resources and resources expended derive from continuing activities.

# Society for Research into Higher Education

## Balance Sheet

### at July 31 2007

	Note	£	2007 £	£	2006 £
<b>Fixed Assets</b>					
Tangible assets	9.		643		3,980
<b>Current Assets</b>					
Stock of guides		2,154		2,154	
Debtors	10.	22,194		12,531	
Cash at bank and in hand		340,304		291,959	
			<u>364,652</u>	<u>306,644</u>	
<b>Creditors</b>					
Amounts falling due within one year	11.	(71,162)		(60,782)	
			<u>293,490</u>	<u>245,862</u>	
<b>Net Current Assets</b>					
			<u>293,490</u>	<u>245,862</u>	
<b>Net Assets</b>					
	12.		294,133		249,842
<b>Unrestricted Funds</b>					
	13.		=		=
Designated funds		561		561	
General funds		235,757		193,467	
			<u>236,318</u>	<u>194,028</u>	
<b>Restricted Funds</b>					
	13.		57,815		55,814
			<u>294,133</u>	<u>249,842</u>	
<b>Total Funds</b>					
			<u>294,133</u>	<u>249,842</u>	
			=		=

These accounts are prepared in accordance with the special provisions of Part VII of the Companies Act 1985 relating to small entities and the Financial Reporting Standard for Smaller Entities (effective January 2005).

Approved and authorised for issue by Council on 18th October 2007 and signed on its behalf by G Gordon and D Palfreyman.

# Society for Research into Higher Education

## Notes to the Financial Statements

### for the year ended 31 July 2007

---

#### I. Accounting Policies

The principal accounting policies are summarised below. The accounting policies have been applied consistently throughout the year and in the preceding year.

##### (a) Basis of accounting

The financial statements have been prepared under the historical cost convention and in accordance with the Companies Act 1985 and the Statement of Recommended Practice: Accounting and Reporting by Charities issued in March 2005.

##### (b) Fund accounting

Unrestricted funds are available for use at the discretion of the trustees in furtherance of the general objectives of the charity.

Designated funds are unrestricted funds earmarked by the Council for particular purposes.

Restricted funds are subject to restrictions on their expenditure imposed by the donor or through the terms of an appeal.

##### (c) Incoming resources

All incoming resources are included in the statement of financial activities when the charity is entitled to the income and the amount can be quantified with reasonable accuracy. The following specific policies are applied to particular categories of income:

- Voluntary income is received by way of grants, donations and gifts and is included in full in the Statement of Financial Activities when receivable.
- Investment income is included when receivable.
- Subscriptions are apportioned over the period to which they relate. Subscription income received in advance of the year it falls due is included in current liabilities.
- Royalty income is accounted for over the period to which it relates. Royalties received relating to future periods are included in current liabilities.

##### (d) Resources expended

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is reported as part of the expenditure to which it relates:

- Costs of voluntary income comprise the costs associated with attracting voluntary income.
- Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.
- Governance costs include those costs associated with meeting the constitutional and statutory requirements of the charity and include the audit fees and costs linked to the strategic management of the charity.
- All costs are allocated between the expenditure categories of the Statement of Financial Activities on a basis designed to reflect the use of the resource. Costs relating to a particular activity are allocated directly, others are apportioned on an appropriate basis e.g. floor areas, per capita, on a time basis or estimated usage.

**(e) Fixed Assets**

Depreciation has been calculated to write off the cost of fixed assets on a straight line basis over the expected useful lives of the assets concerned. The annual rates used for this purpose are thirty-three and one third percent for computer equipment and one quarter for all other types of equipment.

**(f) Stock**

Stocks of Postgraduate Guides are valued at the lower of cost and net realisable value.

**(g) Pension Costs**

The company makes contributions into the pension funds of three members of staff. The pension cost represents contributions payable by the company during the year.

2. Voluntary Income	Unrestricted £	Restricted £	2007 Total £	2006 Total £	
Donations	3,500	-	3,500	5,000	
	<hr/>	<hr/>	<hr/>	<hr/>	
	3,500	-	3,500	5,000	
	=	=	=	=	
3. Incoming Resources from Charitable Activities		2007 £	2006 £		
<b>Subscriptions:</b>					
Corporate		75,719	71,467		
Individual		22,923	25,483		
Student/retired		1,442	1,875		
		<hr/>	<hr/>		
		100,084	98,825		
		=	=		
4. Total Resources Expended	Voluntary Income £	Charitable Activity £	Governance Costs £	2007 Total £	2006 Total £
Staff costs (note 6)	-	128,838	-	128,838	116,734
Conferences	-	97,666	-	97,666	53,308
Groups/networks	-	4,150	-	4,150	2,501
Publications	-	1,847	-	1,847	131
Services to members	-	22,171	-	22,171	25,025
Promotions	2,843	-	-	2,843	1,573
Grants	-	500	-	500	583
Other indirect costs	-	52,211	7,155	59,366	59,648
Depreciation	-	3,337	-	3,337	4,302
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	2,843	310,720	7,155	320,718	263,805
	=	=	=	=	=

5. Net Incoming Resources for the year	2007	2006
	£	£
This is stated after charging:		
Depreciation	3,337	4,302
Auditors' remuneration	5,300	5,100
Critchleys – non-audit services	1,855	4,395
	=	=

6. Staff Costs and Numbers	2007	2006
	£	£
Staff costs were as follows:		
Salaries and wages	100,568	102,287
Social Security costs	10,749	10,594
Pension costs	11,521	3,853
	-----	-----
Total	122,838	116,734
	=	=

No employee received emoluments of more than £60,000.

The average number of employees during the year, calculated on the basis of full time equivalents, was as follows:

	2007	2006
	No	No
Chief Executive	1	1
Administration	2	3
	-----	-----
	3	4

#### 7. Trustee Remuneration and Related Party Transactions

No trustees received any remuneration during the year. Travel costs amounting to £2,791 (2006: £1,731) were reimbursed to 9 (2006: 6) trustees.

No trustee or other person related to the charity had any personal interest in any contract or transaction entered into by the charity during the year (2006: nil).

#### 8. Insurances

The Society has entered a policy of insurance to indemnify trustees and officers against legal or other costs as a consequence of their actions or inaction as trustees or officers of the Society. Premiums in respect of this policy totalled £758 (2006: £758).

9. Tangible Fixed Assets	Office Furniture and Equipment £			
<b>Cost:</b>				
At 1 August 2006		65,583		
Additions		-		
		<hr/>		
At 31 July 2007		65,583		
		<hr/>		
<b>Accumulated Depreciation:</b>				
At 1 August 2006		61,603		
Charge for the year		3,337		
		<hr/>		
At 31 July 2007		64,940		
		<hr/>		
<b>Net Book Value:</b>				
At 31 July 2007		643		
		=		
At 31 July 2006		3,980		
		=		
<b>10. Debtors</b>	<b>2007</b>	<b>2006</b>		
	<b>£</b>	<b>£</b>		
Prepayments and accrued income	19,452	10,200		
Taxation and social security	2,742	2,331		
	<hr/>	<hr/>		
	22,194	12,531		
<b>11. Creditors – Amounts falling due within one year</b>	<b>2007</b>	<b>2006</b>		
	<b>£</b>	<b>£</b>		
Taxation and social security	4,906	3,093		
Accruals	5,475	8,936		
Income in advance	60,781	48,753		
	<hr/>	<hr/>		
	71,162	60,782		
	=	=		
<b>12. Analysis of Net Assets between Funds</b>	<b>General Funds</b>	<b>Designated Funds</b>	<b>Restricted Funds</b>	<b>Total Funds</b>
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
Tangible assets	643	-	-	643
Current assets	306,276	561	57,815	364,652
Current liabilities	(71,162)	-	-	(71,162)
	<hr/>	<hr/>	<hr/>	<hr/>
Net assets at 31 July 2007	235,757	561	57,815	294,133
	=	=	=	=

13. Movements in Funds	At 01.08.06 £	Incoming Resources (inc. gains) £	Outgoing Resources £	Transfers £	At 31.07.07 £
<b>Restricted funds:</b>					
The Donald Bligh Intellectual Exploration Fund	55,814	2,001	-	-	57,815
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	55,814	2,001	-	-	57,815
	=	=	=	=	=
<b>Unrestricted Funds</b>					
Designated Higher Education Funding Council	561	-	-	-	561
General funds	193,467	363,008	(320,718)	-	235,757
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>Total Funds</b>	249,842	365,009	(320,718)	-	294,133
	=	=	=	=	=

The Donald Bligh Intellectual Exploration Fund was set up in 2003 from a donation by Donald Bligh. The fund was restricted in that the Society had to maintain the capital of the fund and use the interest to fund an annual Intellectual Exploration.

14. Commitments under Operating Leases	£
Annual amount payable in respect of a lease expiring in 2–5 years	15,655
	=

#### 15. Members' Liability

On a winding up the members are liable for the amount that they have individually guaranteed of £1.

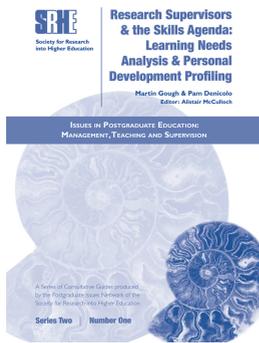
#### 16. Reserves

Reserves over £100,000 will be applied to contingencies that arise and also used from time to time to improve services to members.

# NEW SERIES OF SRHE POSTGRADUATE GUIDES

The SRHE Postgraduate Guides have proved a very popular series and meet a growing demand for advice and guidance on the practical issues involved in the management, teaching and supervision of postgraduates who come from a great variety of disciplines and backgrounds, often with widely different needs. The Guides, which are developed by the SRHE Postgraduate Issues Network, are designed to be clear, practical and devoid of jargon. They form a valuable set of tools that will help deliver and support the delivery of high quality postgraduate training.

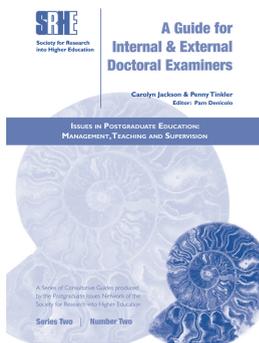
## RESEARCH SUPERVISORS AND THE SKILLS AGENDA: LEARNING NEEDS ANALYSIS AND PERSONAL DEVELOPMENT PROFILING Martin Gough and Pam Denicolo Series Two, Number One



Both Learning Needs Analysis and Personal Development Profiling are relatively new in postgraduate research. Together they offer powerful tools in ensuring appropriate development and training and, in an increasingly audit-driven society, a way of evidencing that development.

The first part of this thought-provoking Guide outlines Learning Needs Analysis and Personal Development Profiling and provides suggestions for their implementation. The second summarises national policy developments and their implications. In the third part, the authors develop positive arguments for embracing the skills agenda rather than merely complying with dictates from above.

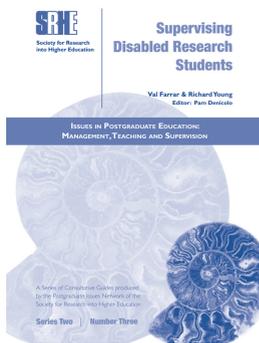
This Guide is aimed not only at supervisors, institutional managers and policy makers, but also at novice researchers themselves. By raising awareness of skills and personal development processes, common understandings between supervisors and novice researchers can be facilitated, to the benefit of the individual and the research.



## A GUIDE FOR INTERNAL AND EXTERNAL DOCTORAL EXAMINERS Carolyn Jackson and Penny Tinkler Series Two, Number Two

'This Guide provides a compact and intelligently prepared resource for all those involved in doctoral examinations. The first part handles preliminary questions while the next two parts take the reader through the process, including assessing the thesis, preparing for the viva, the viva itself and its aftermath. The work engages its subject with... authority, clarity, integrity and sensitivity in relation to all dimensions of the doctoral examination process... demonstrating a clear feel for the politics and realities of the event. Mindful of employing a wide range of disciplinary examples it also makes succinct yet highly relevant use of theory. This Guide will be of great value to all individuals, experienced and novice alike, who sit in the viva room.'

Dr Peter Stokes, Department of Strategy and Innovation, University of Central Lancashire



## SUPERVISING DISABLED RESEARCH STUDENTS Val Farrar and Richard Young Series Two, Number Three

'This very practical Guide takes you to the heart of the issue. It is written from the researcher perspective using actual case histories encountered by the authors during their HEFCE-funded Premia project to improve provision for disabled postgraduate researchers. The Guide takes you through each stage of the PhD research degree by asking practical questions. If you are working with a disabled researcher it will give you the understanding and the confidence to ensure that you can respond to their needs. If you are working with non-disabled researchers it will also give you food for thought: inclusive practice is good for all.'

Janet Metcalfe, Director, UK GRAD



## SUPERVISING INTERNATIONAL RESEARCH STUDENTS Second Edition Eunice Okorocho Series Two, Number Four

'This short Guide provides a level of awareness of intercultural matters, yet should appeal to a wide variety of people with relatively little time for exploring such matters in depth. It deftly points the reader away from easy stereotyping, by opening up opportunities for reflection on practice and creating an awareness of the potential for constructive solutions to communication problems in a university or college context. The Guide presents issues which have remained fairly constant through the decades of the existence of research degree programmes. Technologies evolve, money and people move faster in our frenetic global age, but we still have to learn to communicate and decode each other's meanings in our everyday personal interactions.'

Martin Gough and Françoise Carénas, Guide Editors

\* For more details please telephone the SRHE office 020 7637 2766 or email [srheoffice@srhe.ac.uk](mailto:srheoffice@srhe.ac.uk)



**Society for Research into Higher Education**

Registered office: 76 Portland Place, London W1B 1NT

Tel: 020 7637 2766 Fax: 020 7637 2781

Email: [srheoffice@shre.ac.uk](mailto:srheoffice@shre.ac.uk) <http://www.srhe.ac.uk>

Registered Charity Number: 313850 Company Limited by Guarantee: 868820