

INTRODUCTION TO HE POLICY

**A SHORT GUIDE TO HIGHER
EDUCATION POLICY FOR SU OFFICERS**



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WHAT IS THIS HANDBOOK FOR?

Being an SU officer is not easy. Not only are you expected to represent the views of the whole student body, and run an organisation without many resources or much experience, you're also meant to have a handle on one of the most complex sectors in the country.

After talking with SU officers at one of our network meetings, we thought this guide might help you get a handle on some of the more complex aspects of HE policy. In this document, you can find an overview of some important areas, without giving you a political steer/telling you what to think.

Some of the key terms are in **bold**. We know the sector has many acronyms and complicated phrases, so we have provided definitions for you in our 'Key Terms' list at the back of your handbook.

If you have any questions about what you read in the handbook, or any policy questions - you can always email Cat at **Cat.Turhan@guildhe.ac.uk**. Also, don't forget we run a number of **FREE** network meetings across the year, and some online meetings - we can even help pay for your travel!

WHAT IS GuildHE?

GuildHE is an officially recognised representative body for UK Higher Education. Our members include universities, university colleges, further education colleges and specialist institutions from both the traditional and private sectors. Member institutions include some major providers in professional subject areas including art, design and media, music and the performing arts; agriculture and food; education; maritime; health and sports. GuildHE member institutions have a particular focus on providing technical, professional and vocational higher education.

Some of our members have just a couple of hundred students, and some over 10,000. As a community, we form a significant part of the HE landscape.

Student engagement is a core value of GuildHE. We host an SU network to provide a forum to discuss issues which impact you. SU Officers are also invited to attend our Annual Conference (at a subsidised rate), and we have an annual meet-up at **NUS** National Conference.

We also carry out student facing research.

This includes:

- a report on Active Citizenship in HE produced with NUS
- currently researching student wellbeing on small campuses
- researching the impact of practitioner-led teaching.



"The GuildHE SU Network is a great way for small and specialist SUs to come together and discuss our direct experiences. We also have a hand in directly influencing the policy that GuildHE does - enabling our voices to be heard on a national platform."

- Xenia Levantis, President of Norwich University of the Arts SU and GuildHE SU Network chair



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THE POLICY LANDSCAPE

Higher education policy is a bit confusing at the moment.

This is because it is both stable and potentially unstable at the same time.

The stable part of policy is the implementation of a new regulatory and funding framework . **DfE** and **BEIS** are busy translating the changes agreed by Parliament in the **Higher Education and Research Act (HERA) 2017** into two new organisations – the **Office for Students (OfS)** and **UK Research and Innovation (UKRI)**. OfS and UKRI have new powers to fund research, innovation and some of the costs of teaching and to regulate higher education providers. From this perspective, the policy interest is all about the detail of things we already know quite a lot about at high level.

We know the detail of how the OfS will regulate, the detail of how subject level **TEF** will be piloted and the detail of how the next **REF** will work.

The potentially unstable part of policy is how to fund the costs of teaching and maintenance.

This is potentially unstable because of the supposed political effect of Labour’s policy to abolish tuition fees, the Conservative’s response of freezing **tuition fees** at £9250, raising the salary level at which students start repaying loans to £25,000 and promising a “major review” of higher education funding.

On top of which, many think-tanks and several different Parliamentary committees are either suggesting how higher education should be funded differently or investigating whether it is good value to fund it the way we do now. It is impossible to predict what exactly might change and people are waiting to see the terms of reference of the government’s “major review”.

With all this going on, the policy problem that isn’t yet getting the attention it should is the sharp decline in mature and part-time higher education.



Gordon McKenzie, CEO

THE OFFICE FOR STUDENTS (OFS)

The Office for Students is the new regulator that replaces part of the Higher Education Funding Council for England (HEFCE). The Department for Education (DfE) has consulted on the establishment of the OfS, and the results of this will be out later in the year. Although we don't know exactly what it will look like yet, it is already clear that there will be a different tone for regulating the sector.

HEFCE's critical friend approach has been scrapped, with a new model of regulation based on risks (which are mainly focused on financial sustainability, student outcomes and good governance). DfE believes this will ease the regulatory burden on well-established providers in the sector, and using a data based approach to risk will mean a less difficult oversight procedure for OfS centrally.

We are concerned with the lack of references to the role of students in the regulatory restructure. The consultation cites in many places that the primary objective of the OfS is protect the interests of students. However, there is no mention of a requirement for providers to continue to work in partnership with students.

We have heard many times from members of the importance of student partnership within your institutions, and we will be pushing the OfS to maintain the expectation of student partnership on the sector as a whole.

The OfS also has a student panel, which currently includes GuildHE SU network chair Xenia Levantis (President of Norwich University of the Arts).



THE TEACHING EXCELLENCE (AND STUDENT OUTCOMES) FRAMEWORK (TEF)

The TEF is a way of assessing the quality of the student academic experience in Higher Education, and aims to improve student/applicant choice.

The framework uses a number of metrics to gauge whether an HEI (Higher Education Institution) is providing the 'best' experience for students. These include:

- Teaching on my course
- Assessment and feedback
- Academic support
- Non-continuation
- Employment or further study
- Highly skilled-employment or further study.

In order to assess these results, the government used the results from the **NSS**, the **DLHE**, and **HESA** data. Providers were also asked to produce a written submission alongside their metrics. Each HEI who voluntarily enters the TEF will gain a rating of either Gold, Silver, Bronze, or Provisional.

In the last round of TEF results, GuildHE members did really well - with 11 out of the 39 of our members who entered gaining a gold award, and 18 getting a silver.

However, there have been some changes to the TEF since the last round of results last year. Firstly - although the NSS is still being factored in, they are reducing its weighting without adding another 'student voice' metric. They are also going to include employment data which does not currently factor in self-employment data. Both of these are concerning to GuildHE.

This year, some institutions will pilot the Subject-Level TEF. This will mean that individual subjects will have a rating of gold, silver, bronze or provisional. Some HEIs are testing one way of assessing this (A), some are testing another (B), and some are testing both (A+B). Six GuildHE members are involved in the pilot:

- Bath Spa University (A)
- Ravensbourne (A)
- Arts University Bournemouth (B)
- Leeds Trinity University (B)
- Bishop Grosseteste University (A&B)
- University of Law (A&B).

THE RESEARCH EXCELLENCE FRAMEWORK (REF)

The REF is an exercise carried out by the main funders of Higher Education to assess the quality of research in the UK. It covers all disciplines and allows HEIs to benchmark their performance compared to other institutions.

They are assessed on three factors:

- their 'outputs' (the research itself)
- their 'environment' (the culture created at institutions to nurture and develop researchers)
- the 'impact' of their research on society and the economy.

The assessment is done by panels of experts in the various disciplines, and is overseen by a panel to ensure equality and diversity in terms of whose work is submitted and how it has been assessed.

The REF is also the main way that the majority of HEIs receive funding to support their core research activities. The better you do in the REF, the higher your level of funding that you receive each year for the seven years of the REF cycle.

The next REF is in 2021, but the preparation for submission may have already started in your institution. Areas such as the impact that research has in the wider world and the research environment have more emphasis than they did in 2014. This is good news for our members whose research tends to be greater aligned to "real-world" challenges.

One of the things you might want to consider as a students' union officer is how this impacts some of your postgraduate students, and their wellbeing, as they might be involved in submitting to the REF.

GuildHE aims to support our members develop their research environments through our research network, **CREST**. For example, we run a summer school for **PhD students** and coordinate joint funding bids in this area.

WHO AWARDS YOUR DEGREES?

Your institution delivers higher education qualifications. In order to be able to do this they either need to have their own degree awarding powers (**DAPs**) or work with a validating partner that does so.

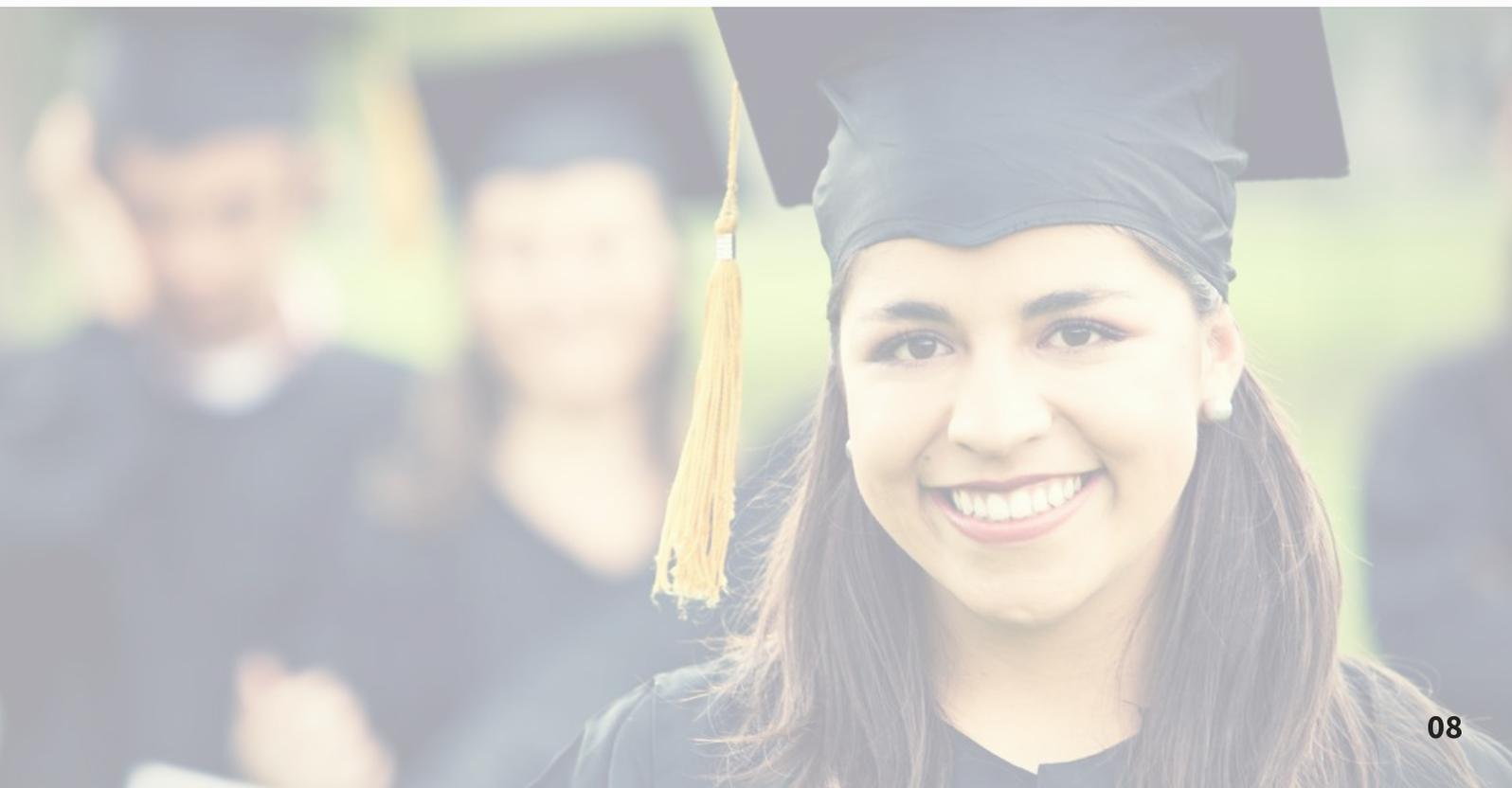
There are currently three levels of degree awarding powers that institutions can have:

- foundation degrees (FDAPs)
- taught degrees (TDAPs)
- research degrees (RDAPs).

You should check with your institution to see whether they award their own degrees and if it covers all three levels.

It might be that your institution has their own taught degree awarding powers and so can offer their own Bachelors and Masters course but has a validation agreement for their Doctorates. This is fairly complicated, but it can have a real impact on students. If their degree is validated by another institution they might have slightly different academic processes - such as how they make complaints or how their degrees are classified. It may also be that your institution validates the degrees for another institution, and so you should consider whether these students need some form of representation.

Government is consulting on how the DAPs process may change. This includes the possibility for a brand new institution being able to get DAPs, rather than having a track-record of delivering validated awards. Look out for more info from GuildHE about future changes to this.



QUALITY IN HIGHER EDUCATION

Delivering a high quality student academic experience is the most important thing a university can do. The Quality Code (published by the **QAA** on behalf of the higher education sector) provides an overview of the expectations that higher education providers should be delivering for students. This includes how they map their degrees against national and international benchmarks to ensure that degrees are comparable across institutions. It also considers particular aspects of the student experience such as admissions to university, complaints/appeals, and learning/teaching.

However, every higher education provider is unique - with different contexts, student cohorts, and subjects. It is important that students' views feed in to help define a quality experience at all institutions. This will include drawing on the **NSS**, the views of course representatives and other methods of gathering the student voice. Your institution will probably have various committees for subjects and disciplines as well as institution-wide committees looking at issues such as quality assurance and these will feed into the academic board (or Senate or equivalent) as well as the Governing body. It will be important to ensure that there is effective student engagement on all these groups.

The governing bodies in English higher education providers now have an increasingly important role in confirming the academic standards of the awards for which they are responsible. This includes confirming that they received and discussed a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes.



For more information on how to promote student engagement in relation to HE quality, get in touch with **TSEP** (tsep.org.uk).

BREXIT AND HIGHER EDUCATION

THE BREXIT TIMELINE

JUNE 2016

BRITAIN VOTED TO LEAVE THE
EU

FEBRUARY 2017

SUPREME COURT RULES
PARLIAMENT MUST VOTE ON
TRIGGERING ARTICLE 50

MARCH 2017

ARTICLE 50 IS TRIGGERED

DECEMBER 2017

MOVING INTO PHASE TWO OF
NEGOTIATIONS

MARCH 2019

BRITAIN WILL LEAVE THE EU

2020+

UK STUDENTS STAY IN
ERASMUS+ UNTIL 2020
TRADE NEGOTIATIONS WILL
CONTINUE

The biggest challenge for all parts of government in the UK is Brexit. It is eating up a huge amount of parliamentary time, often at the expense of other initiatives.

There are many issues surrounding Brexit that are causing universities and colleges concerns too. Top concerns are around:

- student mobility (eg **Erasmus+** schemes)
- the legal status of EU students and staff (ie how easily will people be able to travel to study in the UK or remain in the UK)
- research funding. You may hear the terms “Horizon 2020” or “ESIF” (European Structural and Investment Funds) used by university staff.

In December 2017, the government came to a couple of agreements with the EU. In particular that “the UK will continue to participate in the Union programmes financed by the EU budget 2014-2020 until their closure”.

This means that UK universities, students and researchers will continue to be able to participate in programmes such as Horizon 2020 and Erasmus+ until their end dates. In addition, the eligibility to apply to participate in these programmes, for UK participants and projects, will be unaffected by the UK’s withdrawal from the Union. The agreement also ensures that the 46,000 other EU nationals working across the university sector can remain in the UK indefinitely.

THE INDUSTRIAL STRATEGY

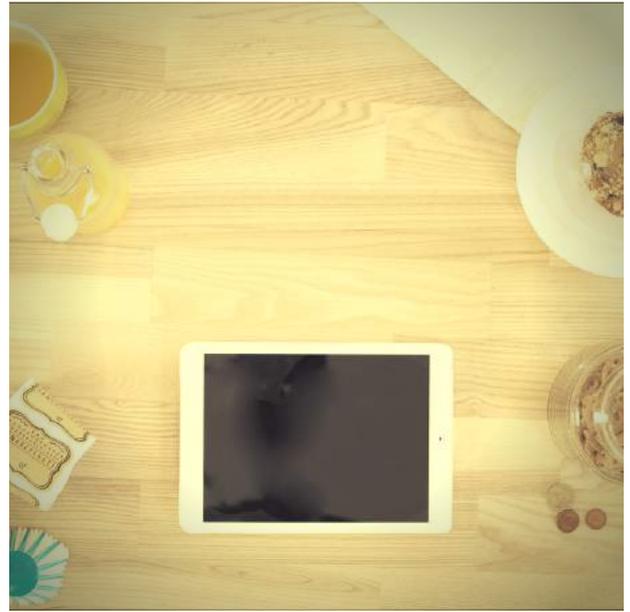
One policy that the Brexit vote resulted in was the government's renewed focus on Industrial Strategy. Put very simply, the Industrial Strategy aims to promote economic growth and raise productivity across all areas of the UK. And there is a lot of time, money and energy being put behind it.

There are four Grand Challenges that all other areas of the strategy aim to support. These are:

- Artificial intelligence and data revolution
- Clean growth
- The future of mobility
- Meeting the needs of an ageing society.

Universities are seen as crucial to meeting many of the government's objectives, whether through research, innovation or skills development. In fact, government is investing about £7 billion extra into the research and development system over the next five years. Whilst not all the money will go to HEIs, we expect a large percentage of it will. The Industrial Strategy is also focusing on place and skills, both of which will be increasing of interest to your HEI. The debates you have internally are likely to be increasingly to be driven by this wider agenda.

From an SU perspective, the key issues will be around place, skills development and a potential change in the demographic of students who are at your institution (e.g. more part-time students). You could have an opportunity to influence what your institution is doing in those areas.



STUDENT MENTAL HEALTH

One of the most complex and urgent issues affecting SUs is student mental health. Research has shown that while one in four people suffer from mental health conditions, 78% of students reported to have experienced a problem - and a third said they experienced suicidal thoughts.

It has become a national, cross-party issue. In a speech in January 2017, Theresa May described mental health as a 'hidden injustice'. A new green paper on children and young people's mental health was released in December. It sets out plans to transform services in schools, universities and for families.

To help address this crisis, **Universities UK** has released a mental health framework called *Step Change*.

They have recommended a whole-university approach which looks at the way students learn, live, interact with their community and support themselves and each other. It also recommends the institutions form a close relationship with the NHS. HEIs can download a checklist to see if they have ticked off all the areas which might improve good mental health.

GuildHE is currently researching wellbeing practices on small campuses and in small HE communities. It will examine the challenges to engendering a culture of wellbeing, and how small and specialist HEIs do things differently. We are not only working with institutions but also with SUs to ensure that student voices are fully represented.

Student voice should be front and centre of the work any institution is doing on mental health, so it's important you are part of the conversation. For more information on student mental health, have a look at **Student Minds** (<http://www.studentminds.org.uk/>).

SOCIAL ACTION

Something that you might want to think about in your students' unions is embedding a culture of 'social action'. To explain this further, **Francis Wight - CEO of Student Hubs** - wrote this for GuildHE SU officers:

"High quality social action has a transformative impact on both students and local communities. Opportunities to tackle social and environmental challenges that put student leadership at their heart, and integrate the 6 principles of quality social action, can improve both students and local communities experience and perception of universities. Students gain distinctive experience and skills at university that help them to secure and excel upon graduation. Communities are able to engage with young people who have the time, energy and skills to make a positive difference in the local area."

The six principles, according to the #iwill campaign, are:

- **Youth Led:** it must be led, owned and shaped by young people's needs, ideas, and decision making
- **Socially impactful:** have a clear intended benefit for a community, cause or idea
- **Progressive:** it should be sustained, and providing links to other activities and opportunities
- **Embedded:** it should be accessible to all, and well integrated to become a habit for life
- **Reflective:** recognising contributions as well as valuing critical reflection and learning
- **Challenging:** Stretching and ambitious, as well as enjoyable and enabling.



For more information, check out:

- **Student Hubs**

(www.studenthubs.org)

- **#iwill**

Campaign (www.iwill.org.uk)

- **NUS Volunteering & Campaigning**

(www.nusconnect.org.uk/collaboration/student-volunteering-and-campaign-action).

LIST OF KEY TERMS

Access Agreement - any provider that wants to charge higher tuition fees must have an access agreement. This sets out how they will improve access, retention and attainment for students from disadvantaged backgrounds.

AHUA - Association of Heads of University Administration - association for University Secretaries, Registrars and Chief Operating Officers.

AoC - Association of Colleges - the membership organisation (like GuildHE, they have to be consulted) for further education colleges.

AP - Alternative Provider - a term used for institutions who are not publicly funded (also known as 'private providers').

BEIS - Department for Business, Energy and Industrial Strategy - this government department is overseeing the Industrial Strategy.

BME/BAME - Black and Minority Ethnic/Black, Asian and Minority Ethnic.

BUFDG - British Universities Finance Directors Group - the representative body for HE finance staff in the United Kingdom. Their members are the Directors of Finance and Chief Financial Officers of almost all UK higher education institutions.

CMA - Competition and Markets Authority - works to promote competition for the benefit of consumers, both within and outside the UK and have produced information on how consumer law applies to universities.

CREST - Consortium for Research Excellence, Support and Training - the GuildHE research network.

CUC - Committee of University Chairs - the representative body for the Chairs of UK universities (i.e. the chair of your governing body).

DAPs - Degree Awarding Powers - an institution must have this in order to award degrees, or have a partnership with an institution who has them.

DLHE - Destination of Leavers in HE Survey - a survey of recent graduates (6 months after graduation). It tracks where they are in their careers, and asks how 'useful' they have found their degree.

DfE - Department for Education - the government department who are responsible for higher education.

DfE NI - Department for the Economy, Northern Ireland - responsible for Higher Education, Employment and skills in Northern Ireland. Their role is to formulate policy and administer funding to support education, research and related activities in Northern Ireland. DfE NI is both a government department and a funding council.

DSA - Disabled Students' Allowance - an allowance disabled students are able to access in order to help support them while they study.

EBacc - English Baccalaureate - a school performance measure of how many students get C or above in 'core subject' areas. These are: english, mathematics, history or geography, the sciences, a language.

ECU - Equality Challenge Unit - a body which promotes equality and diversity across the sector. Currently merging with the Higher Education Academy and the Leadership Foundation to form a new super-agency.

Erasmus+ - EU programme which facilitates students and staff with education, training, youth programmes and sport. Many students go on 'Erasmus years' in their studies - but there are lots of other opportunities too!

FE - Further Education - education for people over compulsory school age (currently 16 in England) which does not take place in a secondary school.

FOI - Freedom of Information Act - this act requires public authorities to publish certain information, and allows members of the public to request information.

Green Paper - a preliminary report of government proposals that is published in order to provoke discussion on a topic.

Hardship Fund - support for students in financial difficulties.

HEA - Higher Education Academy - works to enhance teaching quality. Currently about to be merged with the Leadership Foundation and Equality Challenge Unit to form a new super-agency.

HECoS - Higher Education Classification of Subjects - a new subject coding system which was developed to replace the JACS system.

HEIF - Higher Education Innovation Funding - funding for universities to facilitate knowledge exchange.

HERA - Higher Education and Research Act - this act was recently passed, and makes provision on higher education and research. It enshrined the TEF, the OfS and the UKRI into law.

HEFCE - Higher Education Funding Council England - Non-departmental public body which is responsible for the distribution of funding to universities and Higher education colleges, and regulation of the sector. They will be replaced by the OfS on 1st April 2018.

HEPI - Higher Education Policy Institute - An independent HE think tank.

HESA - Higher Education Statistics Authority - A sector body who hold, collect and release data on behalf of the sector.

HNC/HNDs - Higher National Certificate/Diploma - a semi vocational/ semi professional qualification, usually studied full-time.

IAG - Information, Advice and Guidance - an abbreviation to cover the information and support for students, (normally refers to potential students).

ILR - Individualised Learner Record - a means of tracking ones 'learning journey' throughout their life.

ISB - International Student Barometer - international student experience survey.

ISF - Institution-Specific Funding - funding available for small and specialist HEIs. It is currently administered through HEFCE.

Jisc - The sector tech company. You may be added to many emails called 'jiscmails' which enable you to talk to a number of people with a similar interest without having to copy everyone in. They also run JANET - the Joint Academic Network (ie all .ac.uk web addresses and emails).

KEF - Knowledge Exchange Framework - a new national framework being introduced to measure the third part of an HEI's mission outside of research and teaching.

KIS - Key Information Sets - comparable sets of standardised information about undergraduate courses. The data is collected by unistats, and aims to help applicants pick undergraduate courses.

Landex - Land Based Colleges Aspiring to Excellence - a membership organisation of land-based/agricultural institutions.

LFHE - Leadership Foundation - a sector agency that seeks to develop and improve the management and leadership skills of existing and future leaders of higher education. Currently about to be merged with the Higher Education Academy and Equality Challenge Unit to form a new super-agency.

LEP - Local Enterprise Partnership - voluntary partnership between local authorities and businesses to help determine local economic priorities, lead economic growth and job creation within the local area. Your university might work with a LEP if they are working on degree apprenticeships.

LGBTQUA+ - Lesbian, Gay, Bi, Trans, Queer/Questioning, Undefined, Asexual +.

MillionPlus - a mission group which represent 'modern universities' and their interests to the sector.

NAO - National Audit Office - independent Parliamentary body in the United Kingdom which is responsible for auditing central government departments, government agencies and non-departmental public bodies. The NAO also carries out Value for Money (VFM) audits into the administration of public policy.

NCOP - National Collaborative Outreach Programme - a place-based outreach programme where local universities and colleges are working together to increase the number of young people from disadvantaged backgrounds in higher education by 2020.

NUS - National Union of Students - a union of around 600 Students' unions, who campaign, influence policy, and improve student life on students' behalf.

NSS - National Student Survey - the largest survey of final year undergraduates on their student experience. The results of this survey feed into the TEF.

OIA - Office of the Independent Adjudicator. The OIA is an independent body set up to review student complaints once they have completed the complaints procedure at your institution. They cover institutions in England and Wales.

OFFA - Office for Fair Access - the current regulator of fair access in higher education.

OfS - Office for Students - the new regulation body for higher education, as defined in HERA. The chief executive is Nicola Dandridge, and the chair is Sir Michael Barber.

PAL - Peer Assisted Learning - schemes which foster cross-year support between students on the same course. An older student is normally trained to support younger students.

Postgraduates - students who are studying on courses after they have completed an undergraduate degree. They will either be studying a **PGT** (Postgraduate Taught) or a **PGR** (Postgraduate Research) degree.

Prevent - a statutory duty on universities to have 'due regard to the need to prevent people from being drawn into terrorism'.

PTES/PRES - Postgraduate Taught Experience Survey/Postgraduate Research Experience Survey - Surveys of the different kinds of postgraduate students on their experiences, currently run by the Higher Education Academy.

PVC - Pro-vice-chancellor - deputy/ies to the vice-chancellor.

QAA - Quality Assurance Agency - the independent body that currently ensure that there is 'quality' across the higher education sector.

QR - Quality-Related Research Funding - the amount of research 'block grant' a university gets (dependent on the REF outcomes). This money is currently awarded by HEFCE.

Quality - a term used to describe how we know that an institution is delivering education to a standard that students should expect - enabling them to succeed. The QAA currently measure this using a benchmarking system.

REC - Race Equality Charter - a framework developed by ECU through which institutions work to identify and self-reflect on institutional and cultural barriers standing in the way of minority ethnic staff and students

RCUK - Research Councils UK - An organisation who fund research training and independent research. From April 2018 it will be replaced by UKRI.

REF - Research Excellence Framework - A survey carried out every seven years to assess the quality of research being carried out within the UK.

Russell Group - a mission group of research intensive universities.

Sandwich Course - degree courses which include an extra year 'sandwiched' between the years of study. Students usually go on work experience with an organisation or department in their subject field.

SFC - Scottish Funding Council - non-departmental public body charged with funding Scotland's further and higher education institutions.

SME - Small and Medium-sized Enterprises.

STEM/STEMM/STEAM/STEAMD - Science, Technology, Engineering and Mathematics/+ Medicine/+Art/+Art + Design.

SLC - Student Loans Company - the organisation who provide loans and grants to students.

TEF - Teaching Excellence (and Student Outcomes Framework) - a framework which aims to recognise and reward excellence in teaching, learning and outcomes.

Tier 2 - the visa that international graduate students may be on (once they have finished their studies), or some of the international staff at your institution. They will need to be employed by a licensed sponsor.

Tier 4 - the visa your international students will be on when they are studying.

TSEP - The Student Engagement Partnership - A partnership between NUS and other sector bodies to champion student engagement.

Tuition Fees - what students have to pay in order to attend university. Price may vary depend on the type of HEI you attend.

UA - University Alliance - the mission group for 'technical and professional' universities.

UCAS - Universities and Colleges Admissions Service - the sector body responsible for student admissions.

UCU - University and College Union - one of the trade unions who might represent staff at your institution. The leader is currently Sally Hunt.

ukadia - United Kingdom Arts and Design Institutions Association - the membership organisation for specialist creative institutions (and a sub-association of GuildHE).

UKCISA - UK Council for International Student Affairs - a service who offer advice and guidance on international students. They offer free advice to students' unions.

UKRI - UK Research and Innovation - the new strategic organisation for research and innovation. Their chief executive is Sir Mark Walport and their chair is Sir John Kingman.

Unite the Union - another trade union which may represent staff at your HEI. The current general secretary is Len McCluskey.

Unison - another trade union which might represent staff at your HEI. The current leader is Dave Prentis.

Unistats - the official website for comparing UK higher education course data, including data on each course and National Student Survey scores.

UUK - Universities UK. Alongside GuildHE one of the two recognised representative bodies for UK higher education, their members are universities. The current chief executive is Alastair Jarvis, and the chair is Dame Janet Beer (VC at the University of Liverpool).

VC - Vice-Chancellor - the person in charge of academic and administrative matters.

VLE - Virtual Learning Environment - an intranet or password-only interactive website giving access to learning opportunities electronically.

White Paper - a government report giving information or proposals on an issue.

Wellbeing - state of mind in which an individual is able to realise his or her own abilities, cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community (World Health Organisation's definition).

Work-based learning - Learning delivered by a HEI or other training provider in the workplace, normally under the supervision of a person from the company as well as a teacher from outside the company.

WP - Widening Participation - the act of increasing opportunities for people from a diverse range of backgrounds to benefit from higher education.

THANK YOU FOR READING!



We really hope you've found this guide to HE policy useful.

As this is the first time we have produced this document, we would like to hear your feedback.

- What did you like about the guide?
- How could we improve it?
- What else could we include in future editions?

Please send your comments and any questions you have to Cat at cat.turhan@guildhe.ac.uk.



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www.guildhe.ac.uk