

# **H.E. POLICY HANDBOOK**

**A short introduction to  
higher education policy for  
Students' Union officers**

**GuildHE**

[www.guildhe.ac.uk](http://www.guildhe.ac.uk)

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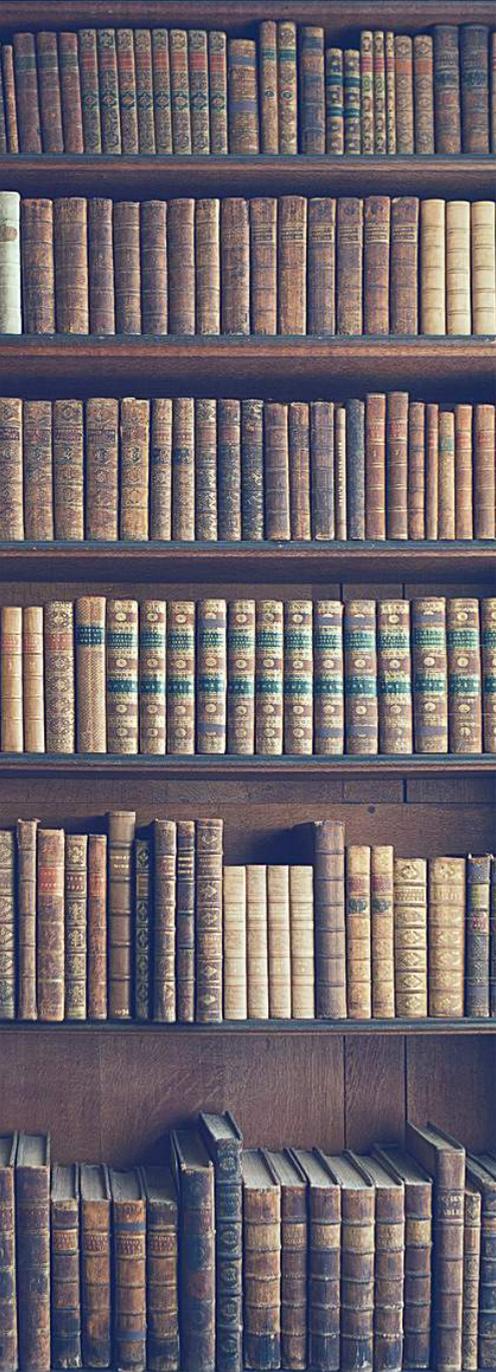
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# WHAT IS THIS HANDBOOK FOR?

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 H.E. policy. This document gives you an overview of some important areas, without giving you a political steer or 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 Kate at **Kate.Wicklows@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 (along with Universities UK), is a 'recognised representative body' for higher education. GuildHE exists to represent the interests of our member institutions. We are able to influence Whitehall and Westminster, regulators such as the **Office for Students**, and sector agencies like the **QAA**, which value our knowledge and expertise.

Our members are diverse, ranging from specialist HE providers with student bodies in the hundreds - examples include University College of Osteopathy (UCO) and the Academy of Live and Recorded Arts (ALRA), through to small Universities with up to around 10,000 students - such as the University of Winchester or Harper Adams. On their own, these HEIs might struggle to be heard, but together, they are a significant part of the HE landscape.

Alongside representing our members, we run networks for them to discuss shared issues. GuildHE sees student engagement as an integral part of representing our members, so we host an SU network to provide you with a forum to discuss issues which impact you. SU Officers are invited to attend our Annual Conference (at a subsidised rate).

We also carry out student facing research. Examples of such research projects include:

- the role of active citizenship in H.E. (in collaboration with NUS);
- student wellbeing on small campuses;
- the impact of practitioner-led teaching;
- the impact of school cuts on arts qualifications.



**"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, Former GuildHE SU Network chair**



# THE TEAM

**Chief Executive** Gordon McKenzie  
Gordon.McKenzie@guildhe.ac.uk



**Deputy Chief Executive** Alex Bols  
Alex.Bols@guildhe.ac.uk  
*Quality, Student Engagement, Public Information, Immigration, Teacher Education*



**Head Of Resources** Dee Easter  
Dee.Easter@guildhe.ac.uk  
*ukadia, HR, Marketing and Comms, Data Protection*



**Policy Manager** Kate Wicklow  
Kate.Wicklow@guildhe.ac.uk  
*Teaching and Learning, TEF, Regulation, Access and Participation, Data, Policy and Planning*



**Policy Manager** Matthew Guest  
Matthew.Guest@guildhe.ac.uk  
*Industrial Strategy, Knowledge Exchange, Brexit*

**Policy Manager** Rachel Persad  
Rachel.Persad@guildhe.ac.uk  
*Research, Innovation, CREST*

**CREST Coordinator** Tijana Close  
Tijana.Close@guildhe.ac.uk  
*Research network coordinator*

**Projects Officer** Jack Fleming  
Jack.Fleming@guildhe.ac.uk  
*SU network contact, Data, Practitioner-led teaching, Events, Communications*

# 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 the policy is the implementation of a new regulatory framework. The Department for Education (DfE) and the Department for Business, Energy and Industrial Strategy (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 – 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 Research Excellence Framework (REF) will work.

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

The launch of the Post-18 funding review has kicked up many political arguments for and against different levels of funding, and we have already seen a lot of change to university funding policy recently including freezing tuition fees at £9250 and raising the salary level at which students start repaying loans to £25,000. 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 but we will support our members in understanding the effects of different funding scenarios, whilst continuing to call for a fair and inclusive system for students. It is imperative we ensure that small and specialist providers are able to operate with sufficient budgets to provide the world-class student experience currently enjoyed.



**Gordon McKenzie, CEO**

# THE OFFICE FOR STUDENTS (OFS)

The Office for Students is the new regulator that has replaced the Higher Education Funding Council for England (HEFCE). The OfS has recently published its operational plan detailing its main priorities for the next year, based on 4 key objectives:

- All students, from all backgrounds, with the ability and desire to undertake higher education, are supported to access, succeed in, and progress from higher education.
- All students, from all backgrounds, receive a high-quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure.
- All students, from all backgrounds, are able to progress into employment, further study, and fulfilling lives, and their qualifications hold their value over time.
- All students, from all backgrounds, receive value for money

These objectives will also form the basis of how providers will be regulated. It is already clear that there will be a different tone for regulating the sector now the OfS is up and running. HEFCE's critical friend approach has been scrapped, with a new model of regulating the sector based on risks (particularly risks around 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 burdensome oversight procedure for OfS centrally.

We are concerned with the lack of references to the role of students in the regulatory restructure. The OfS cites in many places the primary objective of the OfS is protect the interests of students. However it is unclear what role the Student Panel at OfS will have in decision making within the organisation. 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 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 are also asked to produce a written submission

alongside their metrics. Each HEI which voluntarily enters the TEF gains a rating of either gold, silver, bronze, or provisional.

So far, GuildHE members have done really well in the TEF - of the 42 members with full (non-provisional awards), 11 have gold and 22 have silver awards.

Government are also currently piloting running the TEF by individual subject-level. This will mean that different courses will have a rating of gold, silver, bronze or provisional; it is argued this will further aid student choice. There are two methodologies being tested. Model A compares subject data with the institution as a whole and awards additional awards if the subject is better or worse than the institutions average. Model B compares the provider's subject results to the same subject at a different provider. 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.

GuildHE is concerned that both models are burdensome on small and specialist providers, and that the cost of the exercise may outweigh the benefits for prospective students, government and institutions.

# THE RESEARCH EXCELLENCE FRAMEWORK (REF)

The REF is an exercise carried out by the main funders of Higher Education - Research England, HEFCW (Wales), Scottish Funding Council and the Department for the Economy (Northern Ireland) - to assess the quality of research being carried out within the UK. It covers all disciplines and allows HEIs and academics to benchmark their performance compared to other similar institutions. Institutions are assessed on three factors: their 'outputs' - the research itself; their 'environment' - the culture created at institutions to nurture and develop researchers; and 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 determines which HEIs receive what amount of funding to support their core research activities. The better you do in the REF, the higher your level of 'Quality Related' (QR) funding that you receive during the seven years of the REF cycle. A very large percentage of QR funding goes to "research intensive" universities such as Oxford, Cambridge and Imperial (in fact, these three get about 46% of this annual funding). Smaller and specialist HEIs, such as those in GuildHE who are developing their research still view REF as important. It offers them the chance to demonstrate the specialist areas where they produce excellent research

with impact and are world leaders. The funding they receive is vital to continuing to grow and expand that excellent research base.

The next REF is being carried out in 2021. Areas such as the impact that research has in the wider world and the research environment have greater emphasis than they did in 2014. This is potentially good news for our members whose research tends to be greater aligned to "real-world" challenges.

GuildHE in particular aims to support our members develop their research environments through our research network, CREST (the Consortium for Research, Excellence, Support and Training). For example, we run a summer school for PhD students, and pilot initiatives to generate new projects and collaborations. You can find out more about CREST at [www.crest.ac.uk](http://www.crest.ac.uk).

# 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.

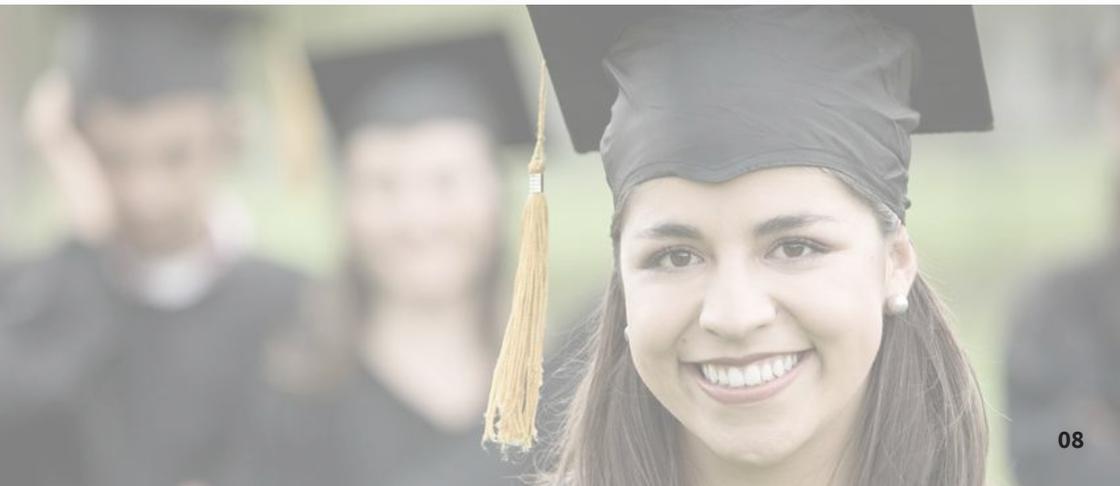
There are currently three levels of degree awarding powers that institutions can have:

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

You should check with your institution to see whether they award their own degrees at these three levels. It might be that your institution has their own taught degree awarding powers

and so can offer their own Bachelors and Masters courses, but has a validation agreement for their Doctorates. Whilst this is fairly complicated it can have a significant impact on the 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.

The way in which these DAPs are awarded to institutions is about to change with the Office for Students currently developing a new methodology. These changes include 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 information from GuildHE about future changes to this.



# QUALITY IN HIGHER EDUCATION

Delivering a high-quality 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 as well as considering particular aspects of the student experience such as admissions to university, complaints and appeals and learning and teaching.

However it should be noted that every higher education provider is unique, with different contexts, student cohorts, subjects and so on and it is therefore important that the student view feeds in to help define a quality experience at all institutions. 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.

Governing bodies of English higher education providers 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. In the academic year 2018/19 a new risk-based approach to how the OfS oversees provider quality will be announced.



For more information on how to promote student engagement in relation to HE quality, get in touch with **TSEP** ([tsep.org.uk](http://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. The final Withdrawal Deal has a deadline of the end of October 2018.

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”; “Horizon Europe” or “ESIF (European Structural and Investment Funds)” used by university staff)
- The future availability of EU sessional staff and peripatetic tutors to run masterclasses, especially within the creative sector

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.

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.

# THE INDUSTRIAL STRATEGY

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 driven by this wider agenda.

From an SU perspective, the key issues will be around place, skills development and a potential change in the demographics 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](http://www.studenthubs.org))

- **#iwill**

**Campaign** ([www.iwill.org.uk](http://www.iwill.org.uk))

- **NUS Volunteering & Campaigning**

([www.nusconnect.org.uk/collaboration/student-volunteering-and-campaign-action](http://www.nusconnect.org.uk/collaboration/student-volunteering-and-campaign-action)).

# LIST OF KEY TERMS

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

**AdvanceHE** - works to advance the professional practice of higher education. Formed by the merger of the ECU, HEA and LFHE in 2017.

**AHUA** - Association of Heads of University Administration - association for University Secretaries, Registrars, etc.

**AoC** - Association of Colleges - FE colleges membership organisation (like GuildHE, they have to be consulted).

**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 - the department 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 (Directors of Finance and Chief Financial Officers).

**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. Now part of AdvanceHE.

**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. Now part of AdvanceHE.

**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 was responsible for the distribution of funding to universities and Higher education colleges, and regulation of the sector. Replaced by the OfS on 1 April 2018.

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

**HESA** - Higher Education Statistics Agency - 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. Now part of AdvanceHE.

**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 regulatory body for higher education in England, 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 difference 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 depending 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.

# NOTES



GuildHE's sub-associations are:



**OUR OFFICE**

3rd Floor, Woburn House  
20 Tavistock Square  
London  
WC1H 9HB

tel:0203 393 6132  
info@guildhe.ac.uk

GuildHE is one of the two recognised representative bodies for Higher Education in the UK. It is a Company Limited by Guarantee and a Charity.

[www.guildhe.ac.uk](http://www.guildhe.ac.uk)