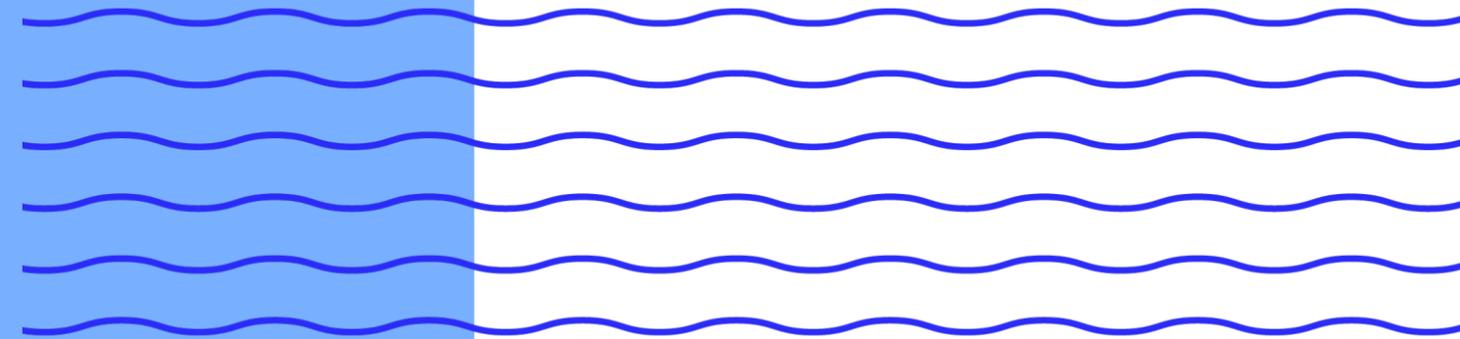


Today's agenda

- 11.00am How does student representation work?
- 12.15pm How the higher education sector works
- 2.00pm Students' unions and the law
- 3.15pm Understanding fees, loans and student finance
- 4.30pm How to be an influential and effective SU officer



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SUs



How higher education works

How HE in the UK is run, regulated, monitored, influenced and regarded

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Purpose

- Describe various facets of higher education in the UK
- Explain the roles of major sector bodies in the system
- Discuss the major “meta” debates about HE that impact students and their experience
- Save you having to look up what quoted bodies and give you a way to understand where they’re coming from

Students

In 2019–20, there were 2,413,155 students at UUK member institutions; an increase of 3.1% compared to 2018–19. Of these students:

- 79.6% studied full time
- 74.5% were undergraduates
- 5.8% were from EU countries
- 16.3% were from other non-EU countries
- 56.9% were females
- 59.9% were mature students (aged 21 and over)



Staff

In 2019–20, there were 409,055 staff at UUK member institutions, of these:

- 53.0% were academic staff
- 12.7% were from EU countries
- 9.5% were from non-EU countries
- 54.2% were female
- 30.7% were aged under 35 years old
- 14.4% were Black, Asian and minority ethnic staff.



Money

Total income for the sector about £40 billion. This made up from the following sources:

- Tuition fees and education contracts: £18.9 billion
- Funding body grants: £5.1 billion
- Research grants and contracts: £6.2 billion
- Investment income: £0.2 billion
- Donations and endowments: £0.6 billion
- Other income: £7.2 billion.



Government



Department
for Education



Department for
Business, Energy
& Industrial Strategy



Llywodraeth Cymru
Welsh Government



The Scottish
Government
Riaghaltas na h-Alba



Department for the
Economy



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Funders and regulators



Funders

- Research funding
- “Teaching” grant
- Top ups (ie for access)
- Capital

- Student funding policy (fees, maintenance)
handled by Governments

Office for students



New(ish) body with three roles

1. Regulates against a “regulatory framework”
2. Funds according to broad priorities from Government
3. Promotes choice/competition via information

In truth HEFCW & SFC similar but differences in powers and tone

Qualification “levels”

Level 4

- certificate of higher education (CertHE)
- higher apprenticeship
- higher national certificate (HNC)
- level 4 award
- level 4 certificate
- level 4 diploma
- level 4 NVQ

Level 5

- diploma of higher education
- foundation degree
- higher national diploma
- level 5 award
- level 5 certificate
- level 5 diploma
- level 5 NVQ

Level 6

- degree apprenticeship
- degree with honours - for example bachelor of the arts (BA) honours, bachelor of science (BSc) honours
- graduate certificate

Level 8 qualifications are:

doctorate, for example doctor of philosophy (PhD or DPhil)

level 8 award

level 8 certificate

level 8 diploma

- level 7 award
- level 7 certificate
- level 7 diploma
- level 7 NVQ
- master's degree
- postgraduate certificate
- postgraduate certificate in education
- postgraduate diploma

Rings and types

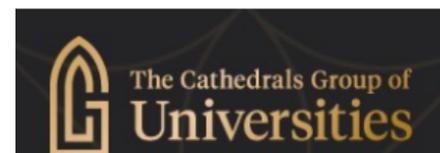
- Oxford and Cambridge (Ancients)
 - Redbricks
 - Plate Glass/Theme Parks
 - Post-1992/Formal polytechnics
 - New new universities
 - Small and specialist (inc Cathedrals)
- University of St Andrews
 - University of Glasgow
 - University of Aberdeen
 - University of Edinburgh
 - University of Dublin



Mission groups



RUSSELL GROUP



MillionPlus

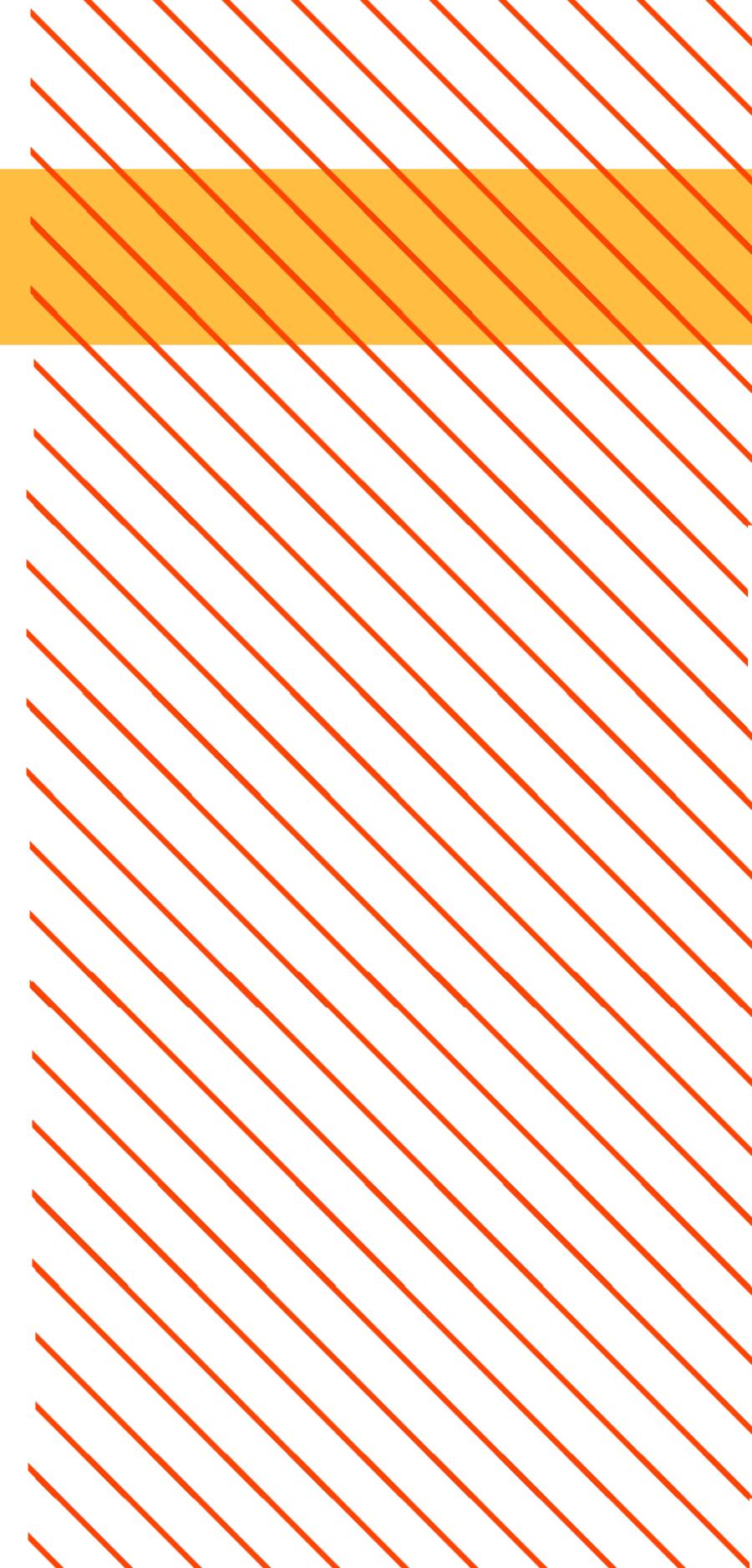
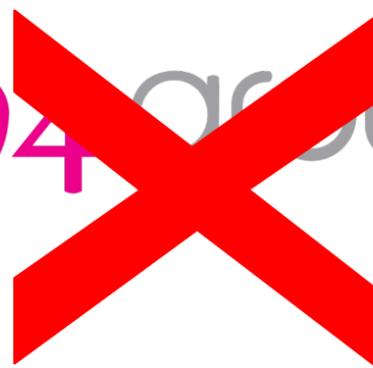
The Association for
Modern Universities



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1994 group >



Major sector bodies

HESA

Inspiring
Leadership
Leadership
Foundation
for Higher Education

E
Equality Challenge Unit

Higher Education
Academy

QAA

AdvanceHE

UCAS

Jisc

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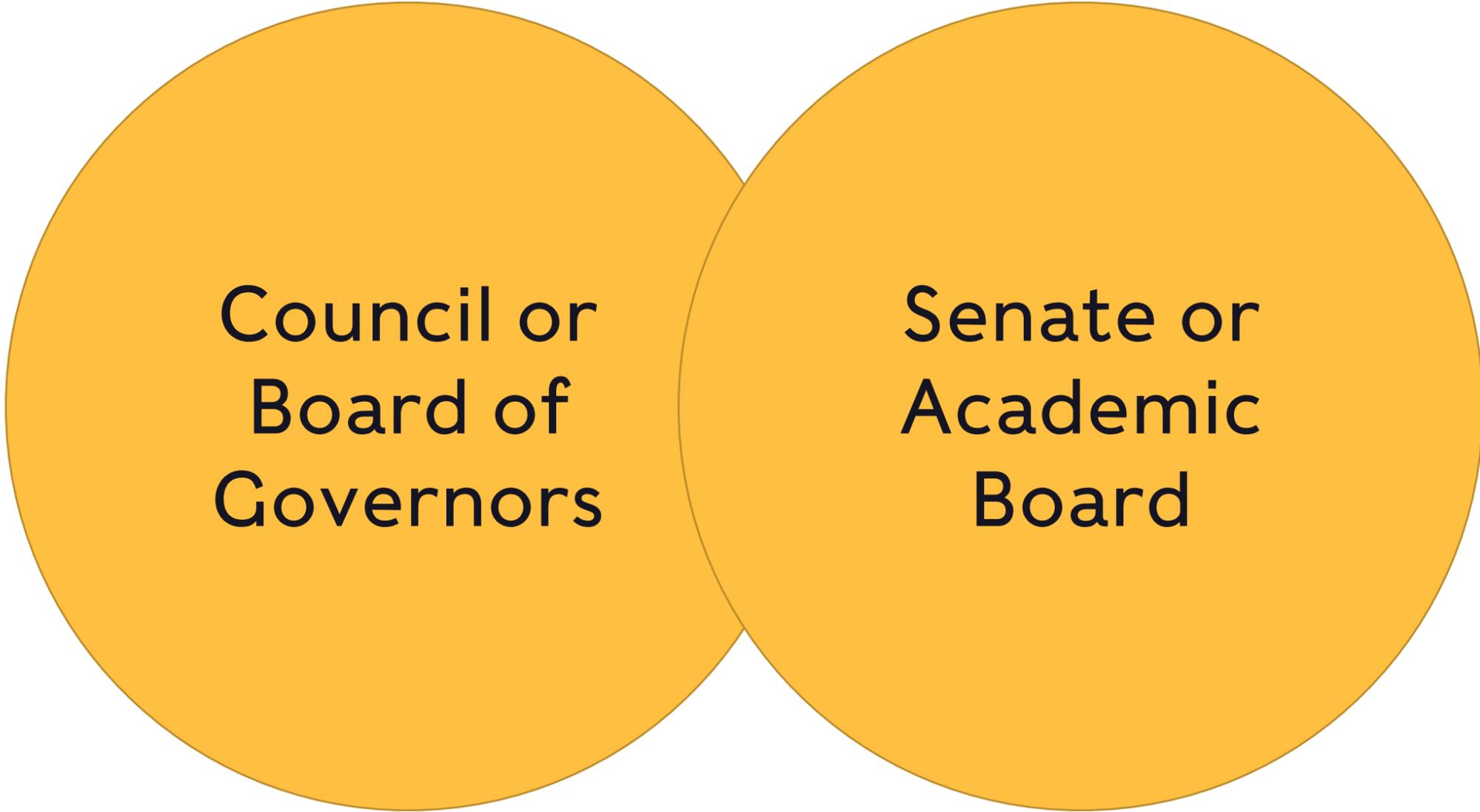
More!



Validation & franchising

- Normally a qualification is awarded by the provider, which sets and monitors its own academic standards
- Sometimes qualifications are validated by another provider to ensure they are of good quality
- Sometimes provision is franchised to a provider to run on another's behalf

Governance

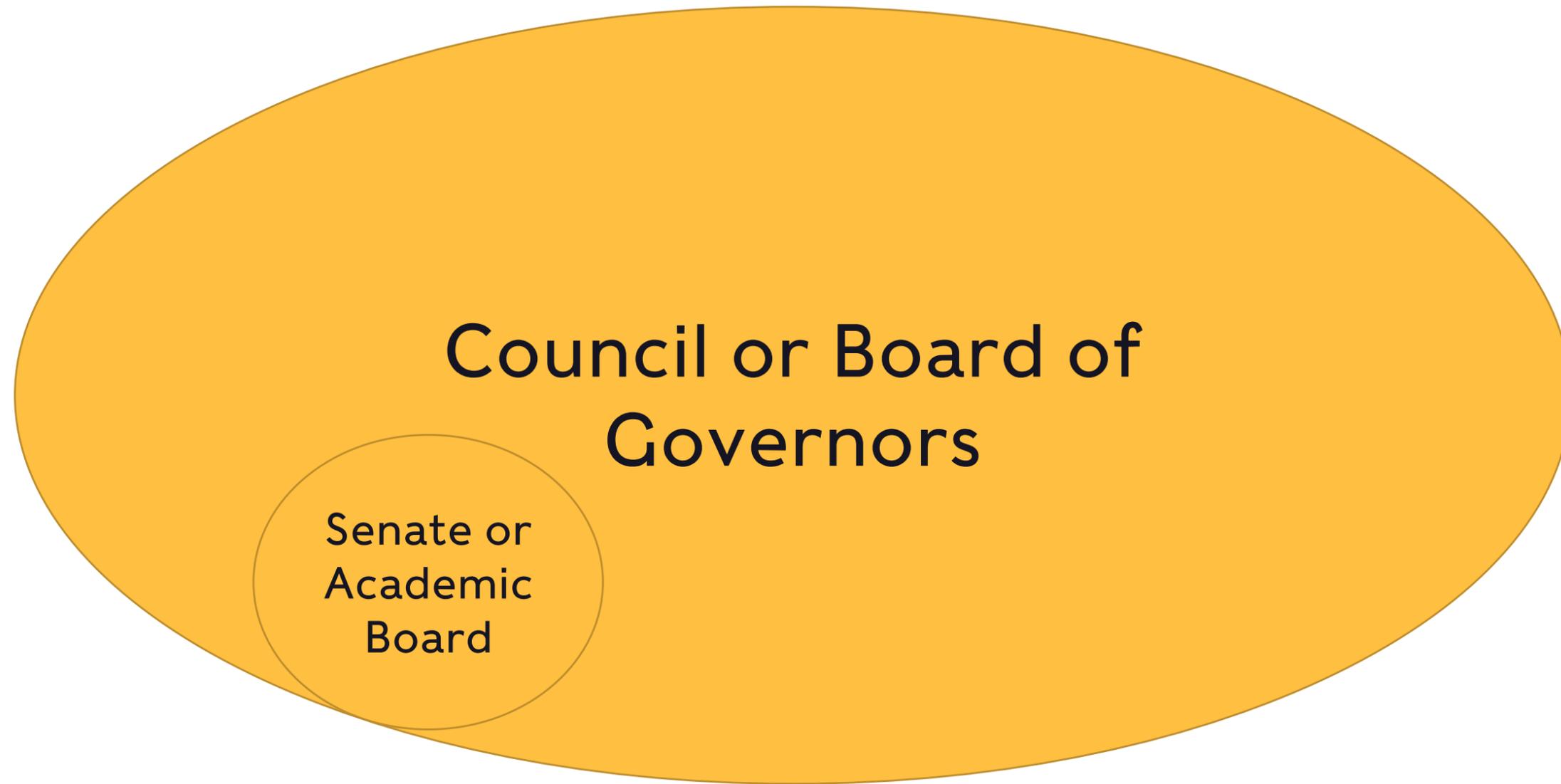


Council or
Board of
Governors

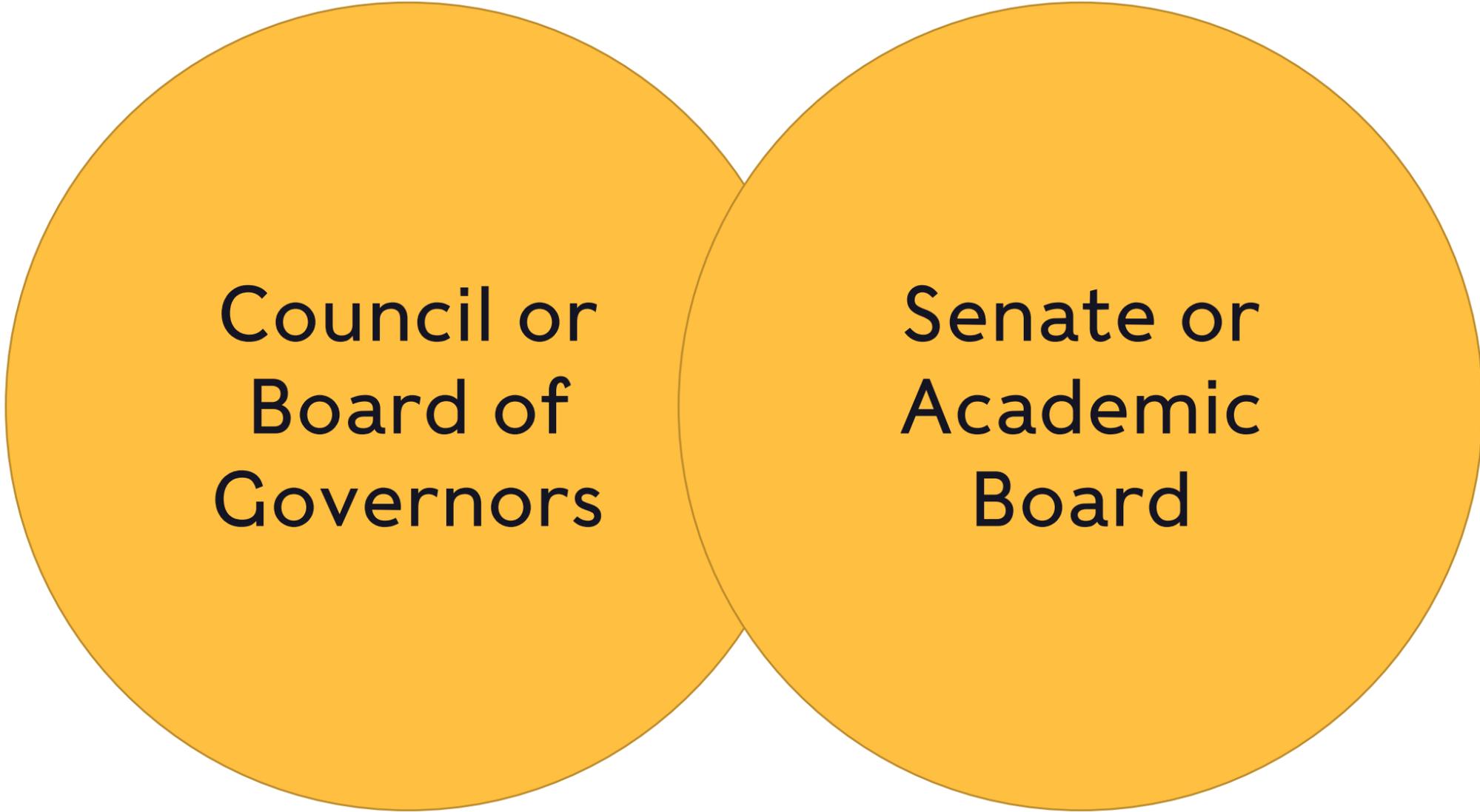
The diagram consists of two overlapping yellow circles. The left circle is labeled 'Council or Board of Governors' and the right circle is labeled 'Senate or Academic Board'. The circles overlap in the center, representing the intersection of these two governance bodies.

Senate or
Academic
Board

Governance



Governance



Council or
Board of
Governors

The diagram consists of two overlapping yellow circles. The left circle is labeled 'Council or Board of Governors' and the right circle is labeled 'Senate or Academic Board'. The circles overlap in the center, representing the intersection of these two bodies. The background features a solid yellow horizontal bar at the top and a pattern of diagonal orange lines on the right side.

Senate or
Academic
Board

Governance



Senate or Academic Board

Council or
Board of
Governors

Governance

Council or
Board of
Governors

The
Executive
Vice Chancellor
Pro Vice Chancellor
Deputy Vice
Chancellors

Senate or
Academic
Board

Power over unis

Coercive	Direct power over the organisation, for example regulation
Normative	Social norms and values
Mimetic	Desire to mimic and copy others (“best practice”)
Creative	Innovations based on willingness to think differently, bring in outside perspectives and experiment

Quality and Complaints



QAA

Office for
Students



office of the
independent
adjudicator

'for students in higher education'

SCOTTISH
PUBLIC
SERVICES
OMBUDSMAN
People Centred | Improvement Focused

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WHAT IS THE UK QUALITY CODE FOR HIGHER EDUCATION?



Quality code



Expectations for standards		Expectations for quality	
<p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p>		<p>Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p>	
<p>Core practices</p> <p>The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.</p> <p>The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.</p> <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p> <p>The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.</p>	<p>Common practices</p> <p>The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p>	<p>Core practices</p> <p>The provider has a reliable, fair and inclusive admissions system.</p> <p>The provider designs and/or delivers high-quality courses.</p> <p>The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</p> <p>The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p> <p>The provider actively engages students, individually and collectively, in the quality of their educational experience.</p> <p>The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</p> <p>Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.</p> <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.</p> <p>The provider supports all students to achieve successful academic and professional outcomes.</p>	<p>Common practices</p> <p>The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.</p> <p>The provider's approach to managing quality takes account of external expertise.</p> <p>The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.</p>

Universities

- Most are charities
- Some registered, some not
- Some private and “not for profit”
- Some private and “for profit”
- England “level playing field”



Academic freedom and autonomy

- The freedom of teachers and students to teach, study, and pursue knowledge and research without unreasonable interference or restriction from law, institutional regulations, or public pressure.
- “Institutional autonomy gives universities, colleges and other higher education providers the freedom to be creative in their pursuit of knowledge, their curricula and the running of their businesses”



The seven big debates

1. Regulation (freedom v standards)
2. Funding (value for money)
3. Responsibility (education v social)
4. Purpose (EFES v employment)
5. Freedom (from harm v to decide/act/speak etc)
6. Separate v Part of society
7. Authority, expertise, age and elite/elitism

Back at 2.00pm



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Back at 2.00pm



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