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| **Session Title:** | **Understanding Policy** |
| **Speaker(s):** | **Dan Hurley** |
| **Chair:** | **Jonny** |
| **Reporter:** | **Fiona** |

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| **Speaker/Institution Bio/Information:** | **Universities UK** |
| **Overview/Aim of session:** | **1.How is policy made?**  **2. How and why is it made?**  **3. How to influence.** |
| **Workshop Content** | **Defining policy-** obtaining an outcome which wouldn’t be obtained without that policy being put in place. It should thereby make a difference not just action/inaction, data, and rhetoric.  Government, OfS/agencies, university sector and representative bodies all contribute towards policy.  **Pace of implementing policy-** impacted by conflicts between groups of individuals which can delaypolicy implementation eg Augar review.  Example: Admissions autonomy- but last 5 years more involvement from DfE, UUK, UCAS, then OfS intervened with restriction on conditional unconditional offer making.  Policy- comes from manifestos and should flow through actions of government as government wish to evidence impact of manifesto within term.  Universities don’t just have policy done to them – there are consultations- and UUK recently used surveys, multi-strand evidence base for their awarding gap analysis.  Role of evidence- qualitative evidence is impactful eg recently the algorithm for awarding grades in 2020- on paper looked ok but in practice different story.  Roles- Prime Minister changes can cause delays in implementation.  Sec for Education Nadhim Zahawi has largely been welcomed by members, as he’s welcomed the importance of evidence in creating policy.  DfE focus on school recovery. Universities are therefore not necessarily the top priority.  Michelle Donelan’s role has been broadened to HE & FE and given a seat at cabinet. Therefore, indicates issues have been given more prominence. Her special adviser was previously Gavin Williamson’s adviser.  Alex- minister for skills, WP and mental health – indicating importance of these issues.  **So what? Policy impacting HELOA members’ roles**  **Policy change coming up/currently in motion**  Post Qualifications Admissions [PQA]/Post Qualifications Offers [PQO]- UUK responded to the consultation to ay that PQO has potential, with changes to proposal.  Access Plan reset- new OfS director, minister letter. Not necessarily prescriptive- evidence challenge “what works?”. Autonomy of WP spend, evidence and evaluation, more focus and clarity.  Lifelong learning entitlement up to 4 years funding 4-6 waiting on a Bill with detail.  Quality-outcomes driven.  Levelling up- local economic growth strategies.  Teacher Assessed Grades (plan B) implications transitions and admissions.  Quals reforms- T level, delay defunding of BTECs, more questions coming our way.  Fees and loans- Augar review waiting for information. |
| **Case Studies/Examples:** |  |
| **Scenarios/Roundtable discussions:** | **N/A** |
| **Questions and Answers:** | **Access Plans- UUKs apparent support of new changes- will they reflect the dissatisfaction of HEIs with shifting away from 5-year plans?**  UUK have raised this and will continue to work with HEI members to keep this conversation and perspective alive with OfS discussions. |
| **Summary Key takeaways:** | Find out who is involved with policy in your institution/networks and how you can influence policy. Make connections and be prepared. Identify opportunities key influencers, consider your capacity, and understand the value you can add.  Theory of change approach.  Decide first what your position is and what your stance is to lead your thinking/thought process to help you to meaningfully contribute to discussions.  Assess the evidence base, propose solutions, and prepare to disagree- the sector is diverse. What is your unique perspective? Be helpful and constructive. How can you get the necessary evidence?  WONKHE article- [inertia policy](https://wonkhe.com/blogs/making-peace-with-uncertainty-in-2022/) numerous voices.  You can make an impact/ not just be passive receiving end. |