

Session Title:	Understanding Policy
Speaker(s):	Dan Hurley
Chair:	Jonny
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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	<p>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.</p> <p>Government, OfS/agencies, university sector and representative bodies all contribute towards policy.</p> <p>Pace of implementing policy- impacted by conflicts between groups of individuals which can delay policy implementation eg Augar review.</p> <p>Example: Admissions autonomy- but last 5 years more involvement from DfE, UUK, UCAS, then OfS intervened with restriction on conditional unconditional offer making.</p> <p>Policy- comes from manifestos and should flow through actions of government as government wish to evidence impact of manifesto within term.</p> <p>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.</p> <p>Role of evidence- qualitative evidence is impactful eg</p>

	<p>recently the algorithm for awarding grades in 2020- on paper looked ok but in practice different story.</p> <p>Roles- Prime Minister changes can cause delays in implementation.</p> <p>Sec for Education Nadhim Zahawi has largely been welcomed by members, as he's welcomed the importance of evidence in creating policy.</p> <p>DfE focus on school recovery. Universities are therefore not necessarily the top priority.</p> <p>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.</p> <p>Alex- minister for skills, WP and mental health – indicating importance of these issues.</p> <p>So what? Policy impacting HELOA members' roles</p> <p>Policy change coming up/currently in motion</p> <p>Post Qualifications Admissions [PQA]/Post Qualifications Offers [PQO]- UUK responded to the consultation to say that PQO has potential, with changes to proposal.</p> <p>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.</p> <p>Lifelong learning entitlement up to 4 years funding 4-6 waiting on a Bill with detail.</p> <p>Quality-outcomes driven.</p> <p>Levelling up- local economic growth strategies.</p> <p>Teacher Assessed Grades (plan B) implications transitions and admissions.</p> <p>Quals reforms- T level, delay defunding of BTECs, more questions coming our way.</p> <p>Fees and loans- Augar review waiting for information.</p>
Case Studies/Examples:	

Scenarios/Roundtable discussions:	N/A
Questions and Answers:	<p>Access Plans- UUKs apparent support of new changes- will they reflect the dissatisfaction of HEIs with shifting away from 5-year plans?</p> <p>UUK have raised this and will continue to work with HEI members to keep this conversation and perspective alive with OfS discussions.</p>
Summary Key takeaways:	<p>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.</p> <p>Theory of change approach.</p> <p>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.</p> <p>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?</p> <p>WONKHE article- inertia policy numerous voices.</p> <p>You can make an impact/ not just be passive receiving end.</p>