



The All-Party Parliamentary **University Group**

University APPG weekly update

19 – 23 February 2024

A regular digest of House of Commons, House of Lords, and higher education sector business.

If you would like more information on parliamentary business, or advice on engaging with Parliament or a parliamentarian, please contact:

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Parliamentary business

Antisemitism in the UK – ministerial statement

On Monday 19 February, the Minister for Crime, Policing, and Fire, Rt Hon Chris Philp MP, made a statement on ‘Antisemitism in the UK.’ This followed the publication of the [Community Security Trust’s latest report on antisemitic incidents](#). This found there were 4,103 instances of anti-Jewish racist hatred recorded across the UK in 2023 which represents the highest annual total ever reported to the CST.

In the Minister’s opening remarks he said the CST’s findings on incidents within higher education were ‘especially disturbing.’ He added that ‘every effort’ must be taken to prevent hatred from ‘flourishing in schools, universities, and colleges’.

The Shadow Secretary of State for the Home Department, Rt Hon Yvette Cooper MP, said Labour welcomed and supported the government’s commitment of additional funding for the CST. She referenced a Jewish student residence in Leeds, Hillel House, that was vandalised with antisemitic graffiti.

Ronnie Cowan MP (SNP) raised the importance of eradicating antisemitism through education. In his reply, the Minister highlighted that the Department for Education (DfE) had announced a five-point plan to protect Jewish students on university campuses. He agreed that education was important and stressed it was an area that the DfE was ‘taking a lot of action.’

Sir Michael Ellis MP (Conservative) said ‘vicious campaigns of antisemitism are occurring in many universities in this country’ and described the accounts from Jewish students as ‘bone chilling.’ The Minister did not reply explicitly to the issue on campus but said that the government expected the police to take ‘robust action’ where behaviour crosses the criminal threshold.

Andrew Percy MP (Conservative) said that ‘in our universities, the embedding of antizionism— in and of itself pure Jew hate in many cases—is being wrought on Jewish students.’ He said there was a deeper problem in society where Jews did not feel safe. In his reply, the Minister said that no member of the Jewish community should suffer fear and intimidation.

Munira Wilson MP, Liberal Democrat spokesperson for Education, highlighted the trebling of antisemitic incidents on university campuses between 2022-23. She raised reports from Leeds and Birmingham universities before asking for an update on the

£7 million funding to tackle antisemitism. The Minister said that it was concerning that some universities ‘appear to have been hijacked in some places by antisemites.’ He added that university vice-chancellors should show zero tolerance for that kind of behaviour.

Dr Matthew Offord MP (Conservative) shared concern over rising antisemitism at universities warning that ‘more and more of my constituents are telling me that their children will not be going to university as a result.’ He probed why some vice-chancellors were refusing to adopt the IHRA definition of antisemitism. The Minister said, ‘I can see no reason at all why every vice-chancellor and every university should not adopt the IHRA definition of antisemitism’ and called on ‘vice-chancellors and other university leaders do a lot more to stamp out the scourge of antisemitism.’

Lillian Greenwood MP (Labour) shared warnings from the Union of Jewish Students (UJS) on the climate of fear for Jewish students on campus. She asked the Minister what the government were doing, working with universities, to ensure Jewish students feel safe. The Minister referenced (1) the DfE’s five-point plan, (2) the letter written to vice-chancellors, (3) meetings with the Office for Students, and (4) ensuring there are criminal referrals for antisemitic incidents.

You can [read a transcript](#) and [watch the session](#).

Economic Activities of Public Bodies (Overseas Matters) Bill – second reading

On Tuesday 20 February, the Economic Activity of Public Bodies (Overseas Matters) Bill received its second reading in the House of Lords.

In her opening remarks, Minister of State at the Cabinet Office, Baroness Neville-Rolfe, outlined the objectives and provisions in the Bill.

Numerous peers including, Baroness Chapman of Darlington (Labour), Lord Wallace of Saltaire (Liberal Democrat), Lord Willetts (Conservative), Baroness Young of Old Scone (Labour), Lord Wood of Anfield (Labour), Lord Verdirame (Non-affiliated), Baroness Blackstone (Labour), Lord Hannay of Chiswick (Crossbench), Lord Johnson of Marylebone (Conservative), Lord Bishop of Southwark, Lord Stevens of Birmingham (Crossbench), Baroness Lister of Burtsett (Labour), Lord Shipley (Liberal Democrat), and Lord Collins of Highbury (Labour) raised issues relating to higher education.

Their wide-ranging contributions covered concerns over (1) the scope/ambiguity of the Bill covering universities, particularly in the context of the Office for National

Statistics (ONS) review, (2) Clause 4 of the Bill and implications on freedom of speech, (3) contradictions with guidance/legislation on international partnerships, and (4) the Office for Students (OfS) acting as the enforcement authority.

In the Minister's reply, she described Clause 4 as a 'vital addition' to the Bill because such statements could be 'just as divisive as boycotts that are implemented.' On free speech implications, she said that 'an academic would be considered to be speaking on behalf of the university in the context of the Bill only if they had a role in the university's decision-making process for public investment and procurement decisions.' Turning to the scope of universities, she said the Bill would 'ensure that any public authority, including universities in scope of the Bill performing public functions, can maintain their focus on their core purpose rather than taking partisan stances that undermine community cohesion.' On the ONS reclassification of universities, she said this issue would be returned to at Committee Stage. She said that she would also examine in greater detail the scope of university activity that fell under the scope of the Bill during Committee Stage.

You can [read a transcript](#) and [watch the session](#). You can also [read the latest UUK briefing](#).

DSIT – oral questions

On Wednesday 21 February, the Secretary of State for the Department for Science, Innovation, and Technology (DSIT), Rt Hon Michelle Donelan MP, and her ministerial team, answered oral questions in the House of Commons.

Barry Sheerman MP (Labour) highlighted the Huddersfield health innovation campus and said that many 'new and more innovative' universities were outstripping the 'more conventional and better-known' universities. He praised innovation partnerships and called on there to be greater incentives to make innovations faster.

In her reply, the Secretary of State highlighted the £1.63 million of higher education innovation funding that the University of Huddersfield had received to support knowledge exchange and collaboration with business.

Rt Hon Greg Clark MP (Conservative), Chair of the Science and Technology Committee, asked what steps the Secretary of State was taking to encourage participation by UK universities and businesses in the Horizon Europe programme.

In her reply, the Secretary of State noted that some programmes were projecting an increase of over 50% and highlighted their international marketing campaign to boost participation.

The Shadow Minister for Science, Research, and Innovation, Chi Onwurah MP, stressed the long timeline required for discovery, testing, adoption, and commercialisation in universities and businesses. She said that funding in chunks of three years or less was not helpful and probed if the government would adopt 10-year funding cycles.

In her reply, the Secretary of State said the government was making ‘record levels of investment’ in R&D.

Gavin Newlands MP (SNP) raised data from Times Higher Education that revealed female science undergraduates were twice as likely to experience sexism as their peers on non-science courses. He asked the Minister what measures the government were taking to address the ‘pervasive culture of sexism in STEM’.

In his reply, the Minister for Science, Research and Innovation, Andrew Griffith MP, said a key priority for the government was to ensure ‘everybody, regardless of background, faces no discrimination and can pursue an occupation in STEM.’

Stuart C McDonald MP (SNP) noted that higher salary requirements and visa charges was putting the UK ‘out of reach’ for many early career researchers and scientists. He asked what the Secretary of State was doing to ‘stand up against these crazy Home Office policies.’

The Secretary of State described the UK’s ‘fantastic pull power’, particularly citing the world-leading facilities and number of world-leading universities.

You can [read a full transcript](#) and [watch the session](#).

Forthcoming business

Home Office oral questions

On Monday 26 February from 2:30pm, the Secretary of State for the Home Department, Rt Hon James Cleverly MP, and his ministerial colleagues will answer questions in the House of Commons.

Relevant tabled questions include:

- What steps he is taking to reduce levels of legal migration. [David Duguid MP, Conservative; Miss Sarah Dines MP, Conservative]
- What his timetable is for announcing further dates on which the minimum income threshold for family visas will increase. [Duncan Baker MP, Conservative]

You can [read a full list of tabled questions](#) and [watch the session](#).

Investigation into student loans issued to those studying at franchised higher education providers – Public Accounts Committee oral evidence

On Monday 26 February from 4:00pm, the Public Accounts Committee is hearing oral evidence as part of its inquiry into student loans issued to those studying at franchised higher education providers. The Committee will hear from:

- Susan Acland-Hood (Permanent Secretary, Department for Education)
- Julia Kinniburgh (DG Skills, Department for Education)
- Susan Lapworth (CEO, Office for Students)
- Chris Larmer (CEO, Student Loans Company)

You can [watch the session](#).

Higher Education (Student Finance and Skills Shortages) – Ten Minute Rule Motion

On Tuesday 27 February, following Energy Security and Net Zero oral questions at 11:30am, there will be a Ten Minute Rule Motion to introduce a Higher Education (Student Finance and Skills Shortages) Bill. This Ten Minute Rule Motion was tabled by Lia Nici MP (Conservative) and requests:

That leave be given to bring in a Bill to require the Secretary of State to publish proposals for a scheme in which graduates of specified university courses may be exempt from requirements to repay a student loan, in full or in part, provided that they are employed in the United Kingdom in a relevant sector for a minimum time period; and for connected purposes.

You can [watch the session](#).

Written Questions

Students: Loans

Jessica Morden MP: To ask the Secretary of State for Education, if she will make it her policy to increase the (a) student loan and (b) postgraduate loan repayment thresholds in line with (i) inflation and (ii) the national living wage. [UIN 13543]

Robert Halfon MP: As education, including higher education and student finance, is a devolved matter, this department is responsible for student finance in England only.

The student finance and funding system must provide value for money for all of society at a time of rising costs. It is important that a sustainable student finance system is in place, that is fair to students and fair to taxpayers.

The department has frozen maximum tuition fees for the 2023/24 and 2024/25 academic years. By the 2024/25 academic year, maximum fees will have been frozen for seven successive years.

The mechanism for setting repayment thresholds for student loans is set out and governed by the Education (Student Loans) (Repayment) Regulations 2009 (as amended). This includes provision for annual adjustments, where applicable.

The department will continue to keep the terms of the student finance system under review to ensure that they keep delivering value for money for both students and taxpayers.

Universities: Finance

Paul Blomfield MP: To ask the Secretary of State for Education, what steps she is taking to ensure that funding allocated to universities for teaching for 2024-25 sufficiently enables institutions to support their students. [UIN 13574]

Robert Halfon MP: The Strategic Priorities Grant (SPG) is funding which is supplied by the government on an annual basis to support teaching and students in higher education (HE). This funding also includes subjects that are expensive to deliver, such as science and engineering, students who are at risk of discontinuing their studies, and world-leading specialist providers.

The department is investing hundreds of millions of pounds in additional funding over the three-year period from 2022/23 to 2024/25. This is to support high-quality teaching and facilities including funding for science and engineering, subjects that support the NHS, and degree apprenticeships. This includes the largest increase in government funding for the HE sector to support students and teaching in over a decade.

In the 2023/24 financial year, over half of the total £1,454 million SPG recurrent funding budget is being directed towards the provision of high-cost subjects that support the NHS and wider healthcare policy (for example, medicine and dentistry), science, engineering, and technology subjects, and specific labour market needs.

There is also £276 million of Student Premium and mental health funding available this academic year, 2023/24, to support students who need additional help, including disadvantaged students. This funding complements the help universities are providing through their own bursary, scholarship and hardship support schemes. The department is now making a further £10 million of one-off support available to support student mental health and hardship funding. It will continue to liaise with the Office for Students on the impacts of cost-of-living pressures.

Over the three-year period from 2022/23 to 2024/25, the department is also providing £450 million in capital funding to invest in teaching and learning facilities which meet the government's strategic priorities.

The next SPG allocations will be announced ahead of the 2024/25 academic year.

Higher Education: Finance

Paul Blomfield MP: To ask the Secretary of State for Education, whether she has made an assessment of the potential implications for her policies of the report entitled Financial Sustainability of the UK Higher Education sector, published in January 2024. [UIN 13573]

Robert Halfon MP: This response assumes that the report referenced is PwC's UK Higher Education (HE) Financial Sustainability Report, which was commissioned by Universities UK. Departmental officials have met with Universities UK to discuss the findings of this report.

The PwC report cites similar risks to those identified by the Office for Students (OfS), which is the independent regulator of HE in England responsible for monitoring the financial sustainability of registered HE providers. The latest report by the OfS on the

financial health of the sector, which was published in May 2023, can be accessed at: <https://www.officeforstudents.org.uk/media/0b7d9daa-d6c7-477e-a0b2-b90985d0f935/financial-sustainability-report-2023-updated-june-2023.pdf>

The department continues to work closely with the OfS, HE representative bodies and other government departments, as appropriate, to understand the financial sustainability of the sector.

In the aforementioned OfS report on the financial health of the HE sector, the OfS stated that the overall aggregate financial position of the sector is sound. However, there continues to be significant variation between individual providers, both across the sector and within peer groups.

The department consistently assesses the potential implications for any policies that could impact the HE sector, including financially, and particularly with respect to the interests of students.

It is important to note that HE providers are autonomous and, as such, it is for them to decide effective business models in order to adapt to financial risks. All HE providers should be stress testing their financial plans to ensure they are fit for purpose and that they do not rely on optimism around student recruitment.

Research: Employment Conditions

Chi Onwurah MP: To ask the Secretary of State for Science, Innovation and Technology, what steps her Department is taking to improve working conditions for people working in research and development. [UIN 13602]

Andrew Griffith MP: Since publication of the R&D People & Culture Strategy, the Government has been working with the R&D sector to take action that will improve the culture and conditions of people working in R&D. UKRI has delivered actions as part of the New Deal for Postgraduate Research, including reviewing its Training Grant Terms & Conditions to support individuals' physical and mental wellbeing and increasing the minimum PhD stipend. UKRI chairs a quarterly sectoral forum, which works to tackle and prevent bullying and harassment by convening the R&D sector to create healthy, welcoming and safe working conditions.

Artificial Intelligence and ICT: Postgraduate Education

Matt Rodda MP: To ask the Secretary of State for Science, Innovation and Technology, pursuant to the Answer of 24 January 2024 to Question 10644 on Artificial Intelligence and ICT: Postgraduate Education, how much industry co-funding (a) for scholarship funding and (b) excluding in-kind support has been secured by her Department since November 2023. [UIN 13326]

Saqib Bhatti MP: In November 2023 DSIT, through the Office for Students, published the latest data on industry funding for the AI conversion course and scholarship scheme as part of ongoing monitoring and evaluation. The next interim evaluation report is due to be published in June 2024 and will contain the latest breakdown of in-kind and scholarship funding commitments secured from industry, including the period since November 2023.

NHS Learning Support Fund: Pharmacy

Kate Osamor MP: To ask the Secretary of State for Health and Social Care, if he will include Masters of Pharmacy courses in the NHS Learning Support Fund. [UIN 14653]

Andrew Stephenson MP: The Learning Support Fund (LSF) is available broadly to those courses which were eligible for the NHS Bursary prior to the 2017 reforms, and therefore, subjects such as pharmacy are outside of the scope of the LSF arrangements. There are no immediate plans to make changes to the LSF scheme design.

The Government keeps the funding arrangements for all healthcare students under close review. At all times the Government must strike a balance between the level of support students receive, and the need to make best use of public funds to deliver value for money.

Science and Technology

Laurence Robertson MP: To ask the Secretary of State for Education, what steps she is taking to promote careers for young people in science and technology industries. [UIN 901507]

Robert Halfon MP: High-quality careers guidance is key to helping young people to find out about and consider a wide range of future options, including careers in the science and technology industries.

The department funds The Careers & Enterprise Company (CEC) to support schools and colleges to deliver high-quality careers programmes in line with the government's careers framework, the Gatsby Benchmarks of Good Career Guidance. The benchmarks include an expectation that secondary schools and colleges should provide at least one meaningful interaction with employers per student per year, with a particular focus on science, technology, engineering and mathematics (STEM) employers. The benchmarks also state that all teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

CEC connects business and sector bodies with schools and colleges through a national network of Careers Hubs. Almost 400 Cornerstone Employers provide local leadership to increase opportunities for meaningful employer encounters and workplace experiences. Over 4,000 Enterprise Advisers provide support to schools and colleges in Careers Hubs to help develop their employer engagement plans, including ensuring that STEM encounters are built into careers programmes. Examples of STEM employers funded by the CEC to deliver encounters with young people include Engineering UK, Greenpower Trust and Manufacturing UK.

The STEM Ambassadors programme is a nationwide network of 30,000 volunteers, representing over 7,000 employers, who engage with young people to increase their interest in STEM subjects and to raise awareness of the range of careers that STEM qualifications offer. The department is a partner signatory to the Tomorrow's Engineers Code. Through the code, the department aims to work with the engineering sector to improve the quality, targeting and reach of engineering inspiration activities.

The CEC's STEM careers webpage includes resources for schools and colleges, as well as information for employers, and is available at: <https://www.stem.org.uk/secondary/careers>. This includes a STEM toolkit for careers leaders. My Learning My Future resources support teachers to link careers to the curriculum and include several STEM subjects, such as science, biology, physics, chemistry, geography, design technology, computer science/IT, maths. The resources available can be viewed at: <https://resources.careersandenterprise.co.uk/my-learning-my-future>.

Young people can also access information on a range of digital tools and resources through the National Careers Service website, which is available at: <https://nationalcareers.service.gov.uk/explore-careers>. More than 800 profiles include jobs like microbiologist, nuclear engineer and web developer within the science and technology sectors.

Tech Skills

Elliot Colburn MP: To ask the Secretary of State for Education, what discussions she has had with Cabinet colleagues on developing tech skills in the workforce. [UIN 901510]

Robert Halfon MP: Science, technology, engineering and mathematics (STEM) talent and skills are a vital strand of the government's UK Science and Technology Framework, published in 2023, which aims to cement the UK's status as a science and technology superpower by 2030.

The department is working with the Department for Science, Innovation and Technology, including through government-industry groups such as the Digital Skills Council. This brings together government and industry to address current and future demand for digital skills, including promoting routes into digital careers and the range of opportunities to re-skill and up-skill.

The department is making it easier for people of all ages and backgrounds to access the STEM training they need through the ladder of opportunity provided by our skills system reforms, including:

- Investment of £3.8 billion over the course of this parliament to strengthen higher education (HE) and further education (FE).
- Scaling up delivery of apprenticeships, T Levels, Skills Bootcamps, and Higher Technical Qualifications, and establishing our network of 21 Institutes of Technology.

There are over 350 high-quality, employer-designed STEM apprenticeships and from 2024 students will be able to apply for apprenticeships on the UCAS website. The number of digital, ICT practitioner apprenticeship starts have increased year-on-year since 2019/20, with 24,140 starts in the 2022/23 year (over 40% increase compared to starts in the 2019/20 year).

Over 1,000 Skills Bootcamps are available across the country, offering training in tech subjects such as software development, cyber security and data analytics.

The introduction of a Lifelong Learning Entitlement will transform access to FE and HE, offering all adults the equivalent of four years' worth of student loans to use flexibly on quality education and skills training over their lifetime.



These programmes are achieving the vision set out in the UK Science and Technology Framework to boost the supply of tech skills.

Sector News

Explaining Prevent to staff and students in higher education – DfE guidance

On Friday 16 February, the Department for Education (DfE) published new guidance for those with responsibility for ensuring compliance with the Prevent duty in higher education.

The guidance sets out some of the techniques and tools Prevent leads in higher education settings can use to build awareness of what Prevent is and the role it plays in safeguarding.

You can [read the guidance](#).

University groups call for cross-government health education taskforce – University Alliance

On Monday 19 February, a coalition of university mission groups and educators published a joint letter to the Secretaries of State for Education and Health, calling for a new ministerial taskforce to ensure greater collaboration between relevant government departments, the NHS, and healthcare educators on the ground.

The letter was co-written and signed by the chief executives of University Alliance, the Russell Group, Million Plus, GuildHE and London Higher, as well as the Council of Deans of Health. They argue the taskforce would:

- Bring together representatives from the Department for Education and the Department for Health and Social Care to meet alongside representatives from NHS England, health regulators, local government and higher education providers.
- Effectively co-ordinate activity to bolster student recruitment, work to find ways of increasing the capacity of clinical placements and medical school places, and develop strategies to ensure the recruitment and retention of staff.

- Help realise the Long-Term Plan’s ambitious targets for degree apprenticeships, and to tackle the low funding and high regulatory burden associated with delivering them.

You can [read the joint letter](#).

Impact of industrial action on university students – Education Committee written evidence submissions

On Tuesday 20 February, the Education Select Committee published further written evidence submitted to its inquiry into the impact of industrial action on university students.

The latest published written evidence includes submissions from Student Unions at the University of Westminster, University of Sheffield and University of Manchester, as well as the Erasmus Student Network UK.

You can [read the written evidence submissions](#).

Scottish Budget: Higher education spending – IFS report

On Tuesday 20 February, the Institute for Fiscal Studies (IFS) published a report into Scottish Government higher education spending and current challenges on university funding and living cost support.

The report draws on new modelling of student loan repayments to examine the distributional consequences of the current funding model and considers potential policy options in light of the pressures on the Scottish Budget. It finds:

There are no easy answers to increasing university funding, without increasing Scottish Government spending on higher education or requiring some contribution from students towards the costs of their tuition. Any attempt to significantly boost teaching resources through tuition fees would lead to significant increases in lifetime contributions from Scottish graduates. And any attempt to increase loan funding but to protect Scottish graduates from higher lifetime repayments could fall foul of HM Treasury’s ‘broadly comparable costs’ test.

You can [read the full report](#).

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies – updated QAA guidance

On Wednesday 21 February, the Quality Assurance Agency (QAA) published the second edition of its guidance document *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*.

The updated guidance includes minor contextual updates which take account of the many changes made to the UK's quality arrangements since the QAA's Frameworks document was first published in 2014, such as regulatory developments. The updated edition also sees the document being made available in the Welsh language for the first time.

You can [read the guidance](#).

What is wrong with franchise provision? – HEPI report

On Thursday 22 February, the Higher Education Policy Institute (HEPI) published a report in partnership with Buckinghamshire New University on the benefits and challenges of franchise provision in higher education.

The key recommendations are that a new and robust sector-owned code of practice should be adopted by franchisors, and that the Office for Students should introduce a new section of its Register backed up by light-touch, low-cost and timely regulation.

Nick Hillman, Director of HEPI, said:

'Franchised higher education can be good for students, as it is often provided locally and can be especially appealing to first-in-family students. For some people, the choice is franchised provision or no higher education. That is why there is such a long history of partnership arrangements in UK higher education.'

'It is in no one's interests for franchised provision to fall below par. Any concerns about quality are best addressed via risk-based and proportionate regulation. This important new paper shows what a sensible and updated regulatory model could look like today.'

You can [read the full report](#).

Monitoring of capital funding allocated in the financial year 2023-24 – OfS guidance

On Thursday 22 February, the Office for Students (OfS) published guidance for higher education providers in receipt of capital funding submitting a monitoring return to account for their expenditure.

The guidance sets out the monitoring information required from all higher education providers that:

- received an allocation of formula capital funding in the financial year 2023-24
- submitted a successful bid for competitive capital funding for the financial years 2022-23 to 2024-25, and received payment towards it in the financial year 2023-24.

The deadline for returning monitoring information is 16 April 2024.

You can [read the full guidance](#).

Higher education: Contribution to the economy and levelling up – House of Lords Library briefing

On Thursday 22 February, the House of Lords Library published a briefing on higher education’s contribution to the economy and levelling up.

This briefing has been published ahead of a House of Lords debate on 7 March tabled by Lord Blunkett: to move that this House takes note of the contribution of higher education to national growth, productivity and levelling up.

You can [read the full briefing](#).

Comparing policies, participation and inequalities across UK post-16 Education and Training landscapes – EPI report

On Thursday 22 February, the Education Policy Institute (EPI) published a report in partnership with the Centre for Skills, Knowledge and Organisational Performance (SKOPE) at the University of Oxford and the Nuffield Foundation. The report looks at the differences in post-16 education and training provision across the devolved nations.

Relevant findings include:

- **Higher Education participation among students from lower socio-economic backgrounds is highest in England.** In England, Wales and Scotland there has been an increasing share of higher education enrolments from students from the most deprived areas.
- **Across all four nations, female school leavers are more likely to progress to Higher Education.**

You can [read the full report](#).

Opportunity and Growth – UUK manifesto

On Friday 23 February, Universities UK published its manifesto requests of an incoming government which are all aimed at increasing the contribution that universities make to individual and national opportunities and growth. They are:

- Reinstating maintenance grants for those who need them most
- Ensuring universities are adequately funded to provide high quality teaching
- Treating R&D as long term capital investment through 10 year funding cycles
- Supporting the development of partnerships that are integral to the success of local communities
- Stable and managed growth in international student numbers, backed by a pledge to maintain the graduate route visa

Vivienne Stern MBE, Chief Executive of Universities UK said: “It’s clear that the UK faces many challenges. Universities can play an important role in improving many things that matter to voters, and to all political parties. From boosting the health workforce, to bringing wealth to towns and cities around the UK, Universities UK’s manifesto aims to show what universities can do for the country, with the right action from university leaders and from the next government.”

You can [read the manifesto](#) and [find regional briefings](#).