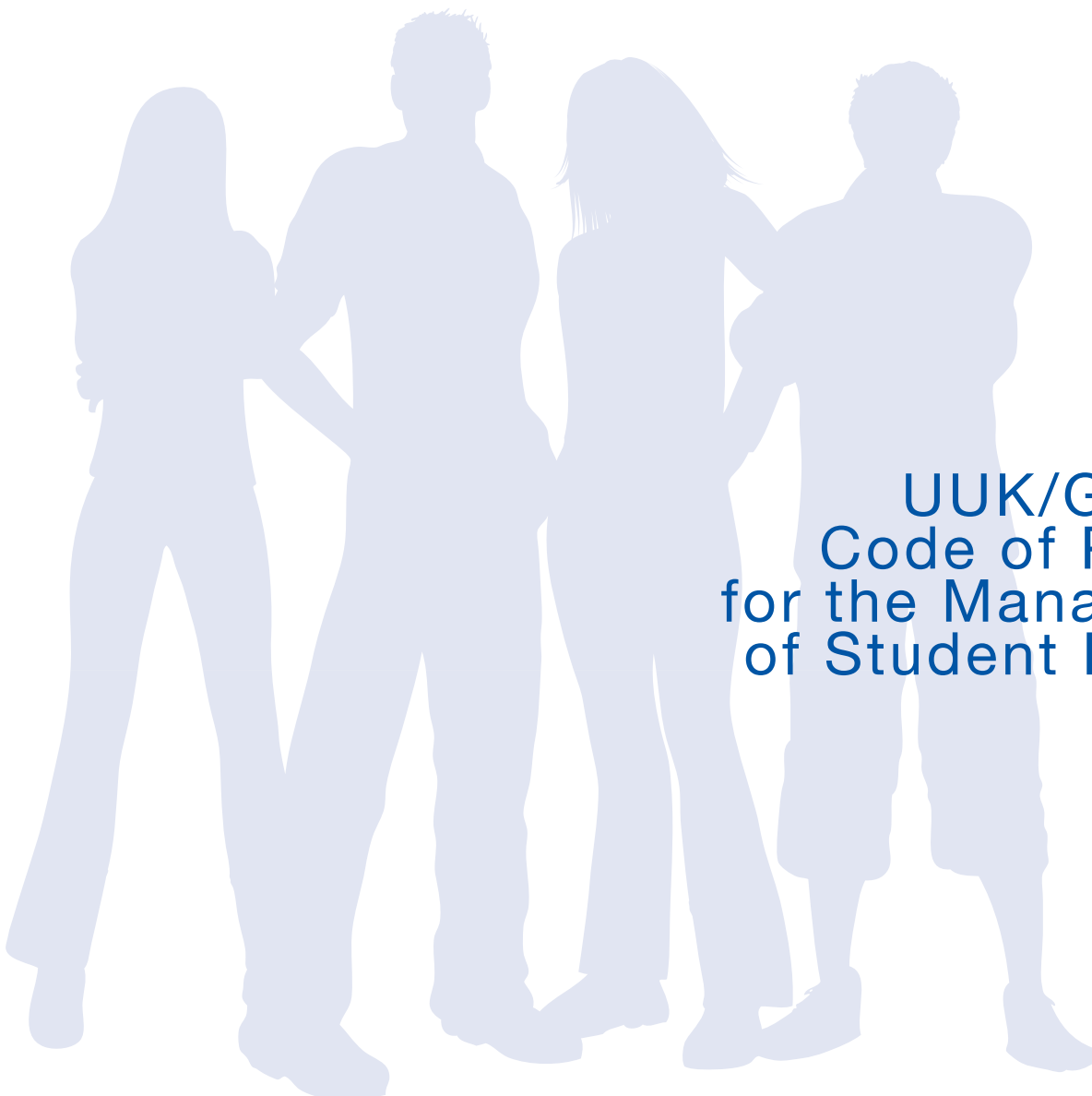




***Committed to
better student living!***



**UUK/Guild HE
Code of Practice
for the Management
of Student Housing**

Universities UK/GuildHE

Approved Code of Practice for the Management of Student Housing

Third annual report 2008/09

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1. Introduction

1. This is the third annual report on the Universities UK (UUK)/GuildHE Approved Code of Practice for the Management of Student Housing. It covers the period September 2008 to August 2009. Results from 35 higher education establishments (HEEs) with audit reports which were not available at the time of the second annual report going to print are now included. This will allow benchmarking of improvements in performance across the sector in the future. Operation of the Code continues to be overseen by the Governance Board assisted by the Sector Advisory Group (SAG). The Governance Board and the SAG met on three occasions during the year. The current terms of reference and membership of these bodies are set out at Annexes C and D.

2. In addition to the significant developments covered in the second annual report, the Governance Board has:

- commissioned research into the take-up by members of the Code's promotional materials on institutional websites
- reviewed best practice to inform the third annual report
- reviewed the audit guidelines and self-assessment checklist
- commenced work on a review of the Code due to be updated in 2010/11
- worked with i-graduate to include questions related to students' awareness of both the UUK and Accreditation Network UK (ANUK) Codes
- had input into the recently published Equality Challenge Unit (ECU) handbook for student accommodation providers which covers support and guidance on equality and diversity.

3. Further progress has been made in the implementation of the Code as evidenced by the best practice case studies, audit returns and student complaint returns. This third annual report records further development both in the central administration of the Code and in the consolidation of its implementation across the sector.

2. Coverage of the Code

4. In total, 160 institutions remain registered with the Code (149 in England and 11 in Wales). More than 5,500 buildings and 231,000 rooms are covered. Membership lists for the Code can be found on the website:

<http://www.universitiesuk.ac.uk/PolicyAndResearch/Guidance/AccommodationCodeofPractice>

A list of registered institutions can be found in Annex H.

During the year, the 36 Colleges from Cambridge University have chosen to leave the UUK Code and will now be registered with the local authority for the next five years.

5. Establishments wishing to sign up to the Code are required to submit a letter from the Vice-Chancellor or Principal formally stating that intention and undertaking to adhere to the provisions of the Code. A list of all buildings to be included in the Code is also necessary and it is now a requirement that establishments seeking membership should provide an audit report. Verification of eligibility and compliance is the responsibility of the Governance Board, advised by the SAG.

3. Executive summary

6. This third annual report presents a record of the significant achievements made in the administration and governance of the Code in 2008/09 and, more importantly, the positive impact on improving the management arrangements for the benefit of the 231,000 students who are resident in HEE accommodation. For the first time this report includes brief case studies which illustrate the positive impact the Code is having, and examples of best practice are now being shared across the sector.

7. In particular, the Governance Board would like to highlight the following achievements:

- Clear evidence from the College and University Business Officers (CUBO), the Association of University Directors of Estates (AUDE) and the Association of Student Residential Officers (ASRA) that the Code is now embedded in the management arrangements of Code members and is having a positive impact on the quality of the student experience.
- Successful launch of a Code logo for members to display in residential accommodation and for use on institutions' websites.
- Creation of a series of posters for members to display in residential accommodation explaining the purpose of the Code and how students can use it.
- Launch of a new student-focused website www.UUKcode.info which offers information for students.
- A second annual conference with increased numbers of attendees, providing valuable opportunities for networking and sharing of best practice.
- Closer engagement with the National Union of Students (NUS) through NUS membership of the SAG.
- Input into the National Student Forum's debate on student accommodation.
- Input into the development of sector guidance, led by the Equality Challenge Unit, on equality and diversity issues in managing student accommodation.

4. Audit

a) Procedures

8. As emphasised in the previous annual reports, it is a requirement of the Code that an establishment's internal audit procedures must include an assessment of how well the management of student accommodation satisfies the provisions of the Code. The Code administrator has liaised closely with members and has achieved audit returns from all but one institution. That institution's residential accommodation is currently out of commission and an audit will be undertaken once it is available for letting to students.

9. The positive feedback received continues to indicate that both the audit self-assessment checklist and the guidance have proved useful in assisting auditors to adopt a rigorous approach to assessing compliance with the Code, as well as providing operators with a useful tool enabling the monitoring of standards. Auditors continue to report that establishments are, in general, aware of the requirements of the Code; that staff have prepared well for the audit process; that they are responsive to recommendations; and that they are willing to change policies as a result of audit findings. Evidence of the high level of engagement and improvements can be found in the case studies shown in Annex B and throughout the report.

10. The Governance Board, having agreed an approach tailored to the particular circumstances of Oxford and Cambridge Colleges, regrets to report that the Cambridge Colleges have withdrawn from the Code of Practice. After a great deal of discussion, they concluded that they are faced with excessive administrative and cost burdens due to the peculiar circumstances of local authority and external audit demands. They felt that this meant they were subject to three overlapping monitoring/audit regimes, two of which (the council and external auditors) promise significant extra costs. The Governance Board has expressed disappointment in their decision to withdraw from the Code.

Case study

The service has embraced the introduction of the Code. We now have an established self-audit team comprising managers from across the sites, with annual self-assessments to all buildings firmly embedded in our service calendar. Monthly random spot checks are also undertaken across the sites to test different requirements of the Code to ensure consistency in compliance. Both enable us to quickly address any inconsistencies to ensure compliance with the Code.

Newcastle University

b) Findings

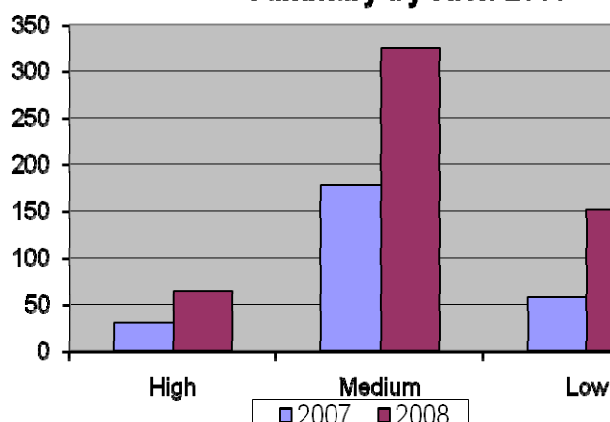
11. As reported above, all member establishments have now completed full audits for either 2008 or 2009. Analysis of the reports shows that auditors made a total of 541 recommendations – ie an average of 3.4 per establishment. A matrix has now been developed to show the cycle of audits across the membership. This will enable the Governance Board to monitor compliance in the future whilst assisting members in their preparation for future audits.

12. Table 1 gives details by risk level and year (2008 revised). 'Risk' here refers to the risk, as assessed by auditors, of non-compliance with the Code, the level of risk being determined as high, medium or low. It is not a measure of risk to, for example, personal safety, nor does it equate to the assessment of risk under the Housing Health and Safety Rating System introduced by Part 1 of the Housing Act 2004. It should be noted also that there will be some variation in auditors' assessment of risk – because of different interpretations of what constitutes a high or medium risk for example, and because the wide differences in the location and nature of HE campuses may well give rise to different perceptions of relative risk for some elements of the Code.

Table 1: Areas identified for improvement analysed by risk

| Risk | 2007 | 2008 |
|----------------------|------------|------------|
| High | 30 | 65 |
| Medium | 178 | 325 |
| Low | 57 | 151 |
| Total by year | 265 | 541 |

13. All of the recommendations rated as high risk for the complete set of audit returns covering 2007 and 2008 have been reviewed by the SAG with regard to the nature of the risk involved, an assessment of the management response and the timescale for remedial measures. The SAG concluded that in every case managers had commissioned the appropriate action within acceptable timescales. All of these cases will be followed up as part of the next annual cycle.

Summary by Risk 2009

14. Particular attention was paid to recommendations involving those elements of the Code which are mandatory and recorded as high risk. Table 2 shows the total number of recommendations for mandatory elements by level of risk. It is apparent that the large majority of recommendations identifying a high risk involve mandatory elements of the Code.

15. The database provides a summary information report on the audit records for each establishment. Where auditors have made recommendations identifying a high risk concerning mandatory elements of the Code, the report includes the improvements required by the auditors, the management response and the timescales. An example of a report derived from the database is at Annex A. The increase in mandatory elements is in part due to the increase in the number of audits submitted for 2008 and the number of buildings covered, together with an increase in awareness, understanding and confidence in how the Code is being applied. Identification of changes in sector performance will become clearer when we commence the next three year cycle and can compare results.

Table 2: Recommendations concerning mandatory elements of the Code

| Risk | 2007 | 2008 |
|----------------------|-------------|-------------|
| High | 20 | 65 |
| Medium | 105 | 207 |
| Low | 24 | 93 |
| Total by year | 149 | 365 |

16. Annex B provides an analysis of audit reports for 2007/08 and 2008/09 in terms of identified areas for improvement and level of risk for the seven sections of the Code. Case studies from a range of institutions are also presented in each section. Involving student representatives in complaints handling, providing instructions on safe operation of gas and electrical equipment, undertaking risk assessments and publishing service level statements on reporting and rectifying building defects are the most significant improvements required from the 2008/09 audits. The SAG will use this material to identify sector-wide issues and appropriate action including prompting further guidance from the professional bodies concerned.

17. As noted earlier, auditors reported that HEEs are aware of the requirements of the Code and are responsive to their recommendations. Among specific areas rated highly for compliance with the Code were environmental policies, in particular those for recycling, and transport and student welfare arrangements.

Case study
Compliance with the Code has had a positive impact on the way the accommodation service communicates with students and has raised staff understanding and awareness of service standards.
Newcastle University

18. During the audit of one establishment, for example, it was identified that appropriate signage should be installed informing residents and visitors of the presence of CCTV cameras. The matter was referred to security and confirmation received that the signage had been put in place. In another audit it was discovered that there was no mention of electrical safety to students living in a hall of residence. This information has now been developed and given to students.

19. A number of audit reports highlighted areas of good practice followed by HEEs in meeting the requirements of the Code. These included:

- staff awareness of the content of the Code and its implications for clear management procedures
- undertaking self-assessments prior to audit and ensuring that the necessary evidence is readily available and well-organised.

Case study
The university performs a comprehensive audit assessment on a quarterly basis to ensure continued compliance with the Code. In addition a comprehensive file of information relating to statutory and legislative compliance is maintained.
Southampton Solent University

5. Complaints procedures

a) Procedures

20. As the first report noted, the great majority of HEEs involve students in complaints procedures. In all cases there are appeal mechanisms to senior bodies within an HEE albeit arrangements vary widely between establishments. During the year, the SAG has devised formal arrangements for handling complaints which involve or appear to involve infringements of the Code and for recording and assessing the management action taken in response. It is now established practice for all member contacts to provide information on any formal complaints made with regards to an establishment's alleged non-compliance with the Code that are not resolved locally by the accommodation service or by a senior body within the institution. A table of the formal complaints received this year is presented in Annex G.

b) Findings

21. At the time that this report was in preparation, 12 formal complaints had been received, an increase of five from last year. The SAG and Governance Board have considered all of the cases, however, and have concluded that establishments have responded appropriately in dealing with the matters prompting complaint. Some complaints are awaiting adjudication from the Office of the Independent Adjudicator for HE (OIA) or a response from the student.

22. In one case a complainant stated that his mail had not been delivered to his flat by Royal Mail due to the university issuing an incorrect address. He claimed that he had been dealt with rudely by staff at reception and subjected to intimidating behaviour. Complaints were escalated to the academic registrar to whom the staff in residential services sent an explanation that the address was in fact correct. Also a witness to the encounter at reception confirmed that the account was not accurate. No further correspondence has been received from the student.

23. In a second case a number of complaints was received about the behaviour of a student. Informal resolution was originally sought (including an initial room swap) but complaints continued and resulted in a formal complaint from new flatmates to the university's secretary's office. The student was asked to leave the accommodation - which she did.

24. In a third case a complaint stated that the university had failed to repair a boiler quickly. This was first overlooked due to an administrative error, then complicated by the discovery of asbestos. The boiler was eventually repaired. An initial offer of reasonable compensation was declined and the complainant made successive appeals against its appropriateness. A final goodwill gesture made by a Pro-Vice-Chancellor was accepted at the final stage before OIA involvement.

25. Procedures are now in place to monitor infringements of the Code year on year so that any serious and persistent problems will be readily identified and scrutinised by the SAG and the Governance Board. As is made clear in the Code, if there is evidence of serious and persistent management failure, the Governance Board may determine that an HEE is no longer compliant with the Code in respect of some or all of its student accommodation.

Case study

The university offers all students living in university owned and managed halls of residence a residential support service. This facilitates the finding of information and contacts for all the support services provided by the university from security and estates (for reporting maintenance problems and breakages). The role also provides a way for the university to inform students about all the welfare and pastoral support services that it offers such as financial services, disabled student support, counselling services, mental health, educational and international student support.

Sheffield Hallam University

6. Management arrangements

26. As anticipated in the first report, significant changes have been made to the administrative arrangements for, and financing of, the Code. As agreed by the Board at its meeting in November 2007, CUBO now administers the Code. A national administrator has been appointed and charges per bed space were held at the same level for 2008.

27. There is now a clearly defined annual cycle for the Code, and revised establishment registration, quality assurance and audit processes are in place. The website has been revamped and major changes made to the establishment database. The database can now be used to support communication with members and produces detailed management reports, audit trails for members' returns and exports for the production of information required by the Department for Communities and Local Government (DCLG) on an annual basis.

7. Activities

28. Presentations on the Code were made by members of the SAG to a number of annual conferences including those of CUBO, ASRA, the British Association of Cleaning in Higher Education and the University Safety and Health Association (USHA). In addition UUK was invited to attend a discussion on student accommodation at the National Student Forum (NSF).

8. Publicity and promotion

29. As noted in the first annual report, although the introduction of the Code had been publicised at national and local level, there was concern that some of the publicity had not been wholly effective. The Governance Board approved proposals for market research undertaken by QR8 Ltd on members' take-up of materials promoting the Code.

The aim was to establish the following:

- i. How easy is it to find the relevant university accommodation section or webpage in the first instance?
- ii. Does the relevant page carry a UUK Code of Practice logo/link?
- iii. If not, does it offer a link directly to www.UUKcode.info with relevant information?
- iv. If not, does it offer a link to another relevant resource - eg the UUK relevant page?

The researchers reviewed 115 member websites and found the following:

- Just three of the sites surveyed are displaying one of the UUKCODE logo/link graphics (Sunderland, Loughborough and Southampton Solent)
- Over 50% of the surveyed sites did not appear to have any mention of, or link to, where the Code can be seen (www.UUKcode.info, www.universitiesuk.ac.uk/acop etc)
- In about 75% of the sites surveyed, the accommodation pages were easy or fairly easy to find. In 22% the researchers considered that the pages were found with some difficulty and the remainder (just 5%) were very difficult or impossible to find.

This research will be repeated late-2009 to establish what improvements members have made to the online promotion of the Code.

In addition research was commissioned from i-graduate on student awareness of the UUK and ANUK Codes. The results are show in the tables below.

Table 3: Are you aware of any of the following codes of standards for student residential accommodation?

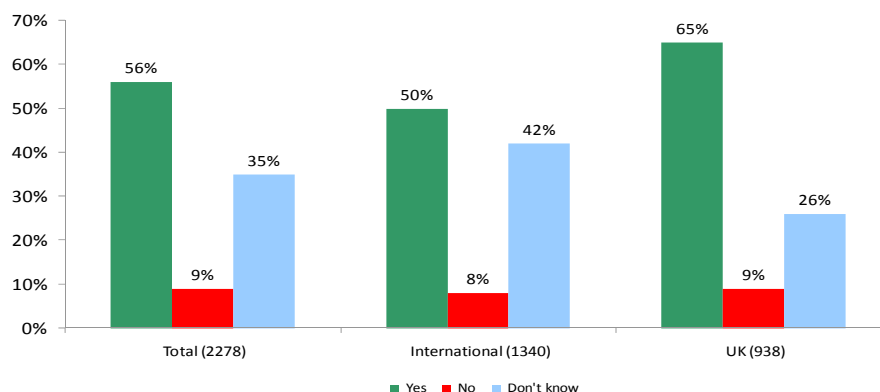
| Code | UK | | International | | Total | |
|-----------------------------------|----|-----------------|---------------|-----------------|-------|-----------------|
| | % | Number surveyed | % | Number surveyed | % | Number surveyed |
| ANUK - private providers | 3 | 937 | 7 | 1,336 | 5 | 2,273 |
| ANUK - educational establishments | 3 | 938 | 7 | 1,338 | 6 | 2,276 |
| UUK Code | 5 | 937 | 8 | 1,339 | 7 | 2,276 |

Source: IGI Service 2009 commissioned by UUK

Table 4: If a student residence subscribed to a code assuring accommodation quality, would it give you more confidence in the standard of accommodation provided?

| | Total | | | International | | | UK | | |
|-----------|-------|----|------------|---------------|----|------------|-----|----|------------|
| | Yes | No | Don't know | Yes | No | Don't know | Yes | No | Don't know |
| Responses | 65% | 9% | 26% | 50% | 8% | 42% | 65% | 9% | 26% |

Source: IGI Service 2009 commissioned by UUK



30. These results indicate that more needs to be done to increase awareness, particularly student awareness, of the significance of the Code for maintaining and enhancing management standards. It is clear that the existence of a code does promote confidence in the standard of accommodation provided. The main focus of promotional activity should be on students as

'customers' or prospective customers. Further development work has been commissioned for the UUKcode website which will be completed for the September 2009 intake. This will seek to add further value to the student-focused website by, for example, providing a useful search tool for members' accommodation websites and examples of how students have used the Code to deal with complaints and how members have sought to improve the overall standards of management as a result of the implementation of the Code. Proposals will be brought forward to the Governance Board for a national promotional campaign with a view to improving the figures shown in the tables above.

31. During the year, further publicity for the Code at national level included presentations by members of the SAG at the annual conferences of ASRA, CUBO and the accommodation sub-committee of the National Student Forum. All these events were notable for a keen interest in the development of the Code, a useful exchange of good practice in its promotion, and feedback from student representatives.

32. There have continued to be developments of the members' website. This includes updates on the introduction to the Code, details of the functions and membership of the Governance Board and the SAG, a step by step guide to the process of joining the Code, a list of members, information for students provided by NUS, a section on how to implement the Code including the procedures to be followed on audit and verification of compliance, annual reports, presentations made to the first and second annual conference, future events, and links including to the ANUK. The website content is now checked and updated on a monthly basis by the Code administrator.

Second annual meeting

33. The second annual meeting attracted 96 delegates, some 14% more than the first event. The event was hosted by UUK, and the venue and hospitality were of a good standard and well received by delegates. Conference packs included information on the day's proceedings together with a copy of the second annual report. Presentations in the morning included the results of a national student housing survey by Red Brick Media, a presentation on managing student complaints and engagement with the community by NUS and Sheffield Hallam University, and an overview of the contents of the second annual report. In the afternoon the following workshops sessions were held:

1. University Halls - Do we offer something different from the private sector?
Led by William Wilson, CUBO
2. Codes of Practice - Are you making your students aware?
Led by Bryan Carroll, ASRA
3. Sustainability in halls - Does it matter? If so, how are you going about it?
Led by Darren Baker, ASRA
4. Studentification - How do you ensure good neighbourly relations?
Led by Sarah Wayman, NUS
5. Estates departments - How do you get them to care about halls of residence?
Led by Andrew Nightingale, AUDE.

Case study

The requirements to provide very complete information to applicants have resulted in a marked reduction in the number of enquiries after the application and in the first weeks of term. We feel that this has also resulted in an increased satisfaction level since students know what they are signing up for. We are adding virtual tours to our website this year.

Goldsmiths, University of London

Feedback from the meeting was extremely positive. Delegates indicated that the most useful aspects of the meeting were:

- Networking opportunities with other Code members
- Outputs from the five workshops
- Complaints presentation by Sheffield Hallam University and NUS
- UUK annual report presentation
- Increased knowledge of the Code
- Red Brick student survey
- Marketing and promotion of the Code discussions
- Update from the Governance Board on progress
- Discussion time with other delegates about the Code.

'Enjoyed the mix of tasks, activities and speeches throughout the day'

'As I have only recently taken the post of accommodation officer, there were areas which I failed to understand but the whole event was of great benefit'

'The combination of events was very good as was the moving forward atmosphere/tone of the day'

Some members made suggestions on potential improvements for future events:

'Would have liked more time to discuss ideas about the workshops'

'Shorter presentations and more live examples'

'Being able to participate in more than one workshop'

The SAG has taken suggestions on board and they will be built into the third annual meeting at UUK on 3 November 2009.

34. Communication with members is now facilitated by the database which has improved the ability of the administrator to keep institutions up to date with developments, key milestones and requests for information, eg the recent call for best practice case studies. It is intended to increase the use of this together with the development of a Joint Information Systems Committee (JISC) mail to further enhance sharing of best practice.

9. Further developments

35. The development of a national publicity campaign targeting student awareness will be planned over the next year. Improving members' communications will continue with the introduction of a JISCMail (subject to approval).

36. Two codes of practice for accommodation managed and controlled by educational establishments were approved by Parliament in April 2006 - this Code and the Accreditation Network UK (ANUK)/Unipol Code of Standards for Larger Developments for Student Accommodation Managed and Controlled by Educational Establishments. There is general agreement now that these codes can co-exist and offer institutions a valid choice in the marketplace.

37. The links between the two codes and the working relationships have continued to improve and there will be an opportunity to explore further developments over the year ahead.

38. A general review of the UUK Code's provisions has started with a two day workshop in February 2009 attended by members of the SAG. This review has, amongst other matters, assessed what modifications or explanations may be needed in the future to achieve greater clarity of definitions and improve the ability of auditors to reference the Code. In the light of questions raised by member establishments during the previous year, there is a need to clarify some detailed points, eg what is or is not required for a window to be 'securable'.

10. Challenges for 2010

39. As we approach the fourth year of the operation of the Code, the Governance Board is seeking to take forward a number of initiatives. These are focused on further improvements to the student experience by raising awareness of the Code and the local mechanisms which exist for feedback on service quality issues and, for the benefit of members, the production of a revised Code of Practice.

The objectives for the next year are to:

- launch a revised www.UUKcode.info website with improved functionality and information for students
- complete the review of the Code of Practice for approval by the DCLG during 2010
- undertake further research on the effectiveness of members' websites in supporting the promotion of the Code to students
- collate and share further best practice case studies
- issue revised audit guidance and self-assessment checklist
- host the third annual conference
- create and make available additional promotional material templates for members to use at open days and student induction events
- undertake a review of how to improve the presentation of management information.

Annexes

- A. Example of summarised information report derived from the audit database**
- B. Detailed analysis of audit recommendations by section of the Code with associated case studies**
- C. Terms of reference and membership of the Governance Board**
- D. Terms of reference and membership of the Sector Advisory Group**
- E. Background to the Code**
- F. Outline of legislation**
- G. Student complaints summary**
- H. Member institutions**

Annex A

Example of report from audit database

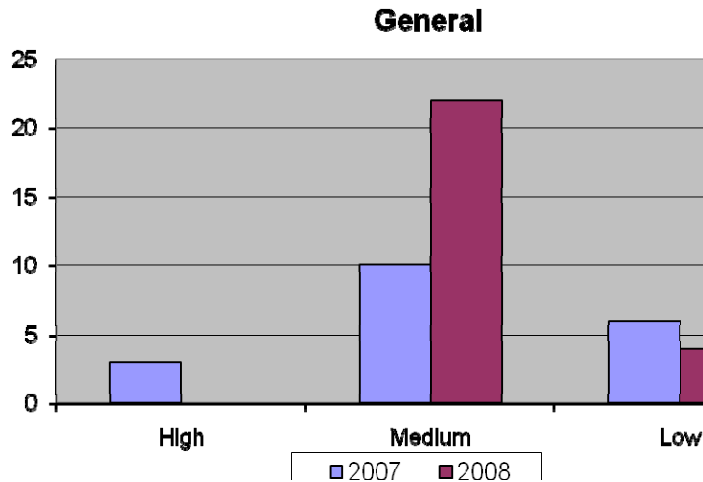
| 35 | University of XXXX | Mandatory | Audit categorisation | Amount |
|----|--------------------|-----------|----------------------|--------|
| | | Yes | High risk | 3 |
| | | | Medium risk | 3 |
| | | No | High risk | 1 |
| | | | Medium risk | 6 |

| Mandatory high risk information | | | |
|---------------------------------|--|--|------------|
| Code | Recommendations | Management actions | Timescales |
| 2.10 | Records of testing and item performance (PAT/CORGI etc), specification of other services and emergency procedures etc need to be consolidated to support achievement of required standards | Records of testing and equipment performance and emergency action will be stored on a central shared drive | Jan 2009 |
| 2.11 | The standard essential information covering inventories, gas, electrical and water equipment availability and usage for both items provided by the college and by the students etc should be finalised as a matter of priority and be available to all | Hall guide draft to be produced using template of existing guide and approved by senior management; publish agreed document for start of 2008/09 both on the web and booklet | Sep 2008 |
| 2.2 | Risk registers should be prepared and kept up to date for student accommodation and the existing risk assessment and contingency plans should be brought together to support properly co-ordinated analysis and response | H+S group to discuss content and source data of register; working group will establish content and structure of register and identify any gaps; group will submit draft register for approval and publish September 2008 | Sep 2008 |

Annex B

Detailed analysis of audit recommendations by section of the Code

Section 1: General



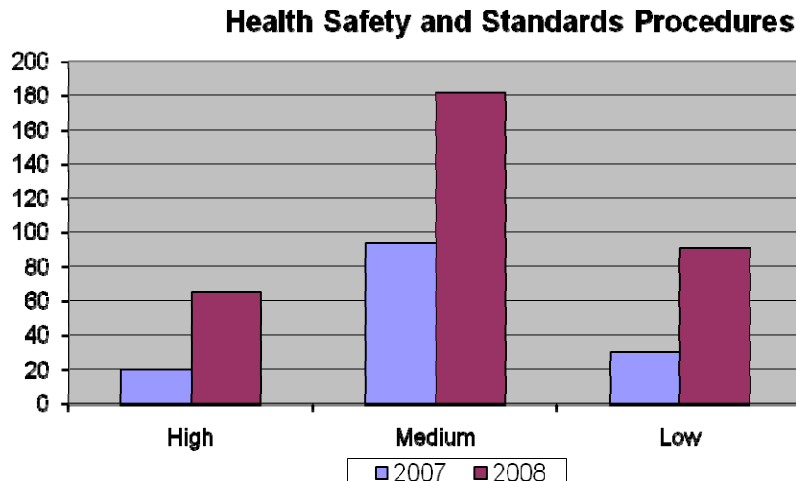
Section 1: Key areas for improvement were identified as follows:

| Section | Description | Paragraph | Count |
|---------|---|-----------|-------|
| 1 | Student representatives are fully involved in review, complaints and other admin procedures of Code | 1.3 | 26 |

Case study

The service has embraced the introduction of the Code. We now have an established self-audit team comprising managers from across the sites, with annual self-assessments to all buildings firmly embedded in our service calendar. Monthly random spot checks are also undertaken across the sites to test different requirements of the Code to ensure consistency in compliance. Both enable us to quickly address any inconsistencies to ensure compliance with the Code.
Newcastle University

Section 2: Health and safety standards procedures



Section 2: Key areas for improvement were identified as follows:

| Section | Description | Paragraph | Count |
|---------|--|-----------|-------|
| 2 | Instructions provided on safe operation of all gas or electrical equipment | 2.11 | 22 |
| | HEE risk assessment of fire, outbreak of disease or major breakdown | 2.2 | 22 |
| | Inspection and maintenance of portable appliances | 2.18 | 18 |
| | Correct usage and signage of CCTV | 2.29 | 16 |
| | Lighting provided in accordance with CIBSE recommendations | 2.24 | 12 |
| | Information and advice provided at start of tenancy and posted in communal areas | 2.46 | 12 |

Case study

We have just had a divisional audit for health and safety which is conducted under the Hazmap system. As part of this audit we were able to show that the KPMG audit of the Code of Practice covered many health and safety aspects of how we run the halls. This has noticeably improved our rating and we are able to demonstrate that we are the only area in the university that has external audit for health and safety.

Oxford Brookes University

Case study

Southampton Solent University has an established partnership with Servite Houses, which built, operates and manages the Lucia Foster Welch Student Residences on behalf of the university, which is registered with the UUK Code.

The university performs a comprehensive audit assessment with Servite on a quarterly basis to ensure continued compliance with the Code. In addition a comprehensive file of information

relating to statutory and legislative compliance is maintained by the Assistant Director of Estates and Facilities. This file includes information on a range of areas within section 2 including:

- Details of fire alarms, equipment, inspections and certificates
- Testing and maintenance records
- Risk assessments details
- Copies of certificates relating to water supplies, waste and hygiene
- Location of all key documents kept by Servite
- Details of pre-audit self-assessment and quarterly review summaries.

The quarterly review summaries are signed by both parties confirming the review and what was examined. The auditors noted this as an area of good practice stating that 'this demonstrates that the university is proactive in ensuring that residences not managed directly are in compliance with the Code'.

Southampton Solent University

Case study

We offer advice on the safe use of electrical equipment and require students to register all electrical equipment with us. Details of how to do this are in the student handbook. The form for registering equipment is sent out in hard copy to all freshers before they arrive and an electronic version can be found on our website. We will PAT-test student equipment for them free of charge if they require it.

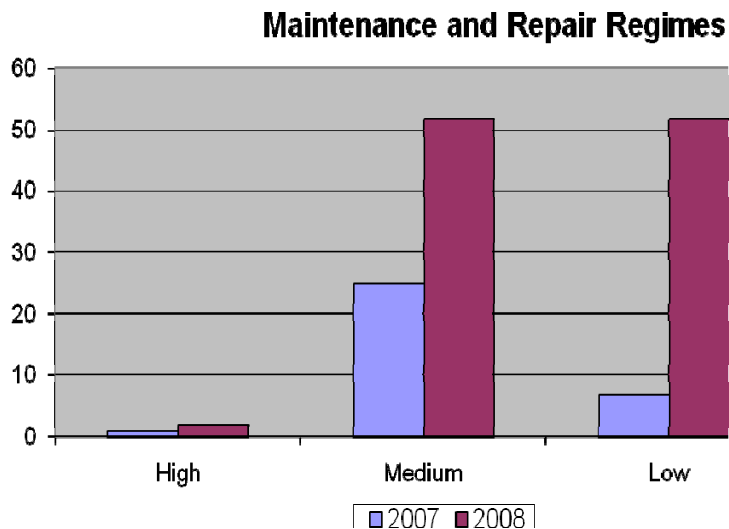
Jesus College, University of Oxford

Case study

In the older halls, water supplied via taps in washbasins in student bedrooms is not drinkable. Although students were informed of this in their welcome packs and induction session, there were no separate notices above the taps in study bedrooms to indicate this. It was agreed, in order to comply with section 2.21 of the UUK Code of Practice, to label all taps alerting the user to which ones supply drinkable water and which do not. In addition to these notices, there is also a framed notice in the entrance to each hall advising users of the halls where drinking water is available. This has made it clearer for students and summer guests.

Imperial College London

Section 3: Maintenance and repair regimes



Section 3: Key areas for improvement were identified as follows:

| Section | Description | Paragraph | Count |
|---------|--|-----------|-------|
| 3 | Service level statement on reporting and rectifying building defects, and set response times | 3.2 | 29 |
| | Snow and ice clearance policies specify clearance times and are displayed online and in communal areas | 3.7 | 22 |

Case study

We now make effective use of the accommodation database system to give students adequate notification when access is required to their rooms to undertake planned maintenance.

Newcastle University

Case study

Currently residential maintenance is undertaken on behalf of residential services by the university's estates department. Working in conjunction with colleagues in our IT and estates departments, an online student maintenance service satisfaction monitoring system has been introduced. This system has enabled the university to achieve compliance in relation to sections of the Code relating to both maintenance and repair regimes as well as landlord and tenant relationships.

The main reason for introducing the system was to:

- Obtain feedback from residents on how our maintenance service was performing
- Ensure that we were meeting our advertised response times
- Provide an end of year report and monitoring information.

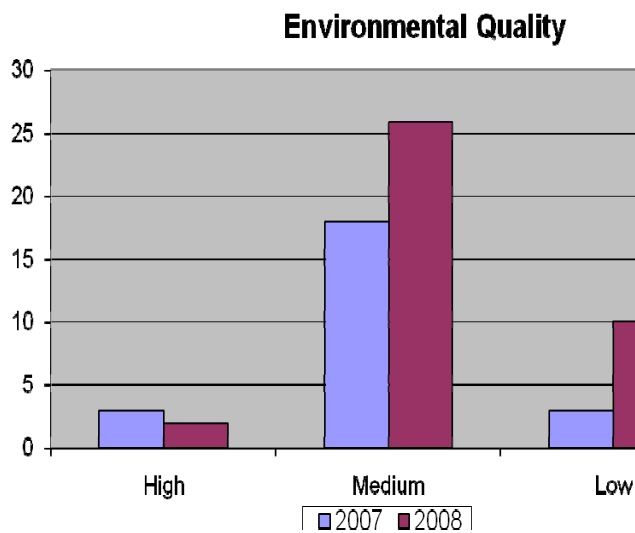
The student goes to see our porter or manager to report a fault. This fault is investigated and the information logged onto the online system, identifying the person who reported it.

The database identifies all persons living in that building. This then automatically sends an email detailing the fault and when the repair will be completed by. The email also details our access arrangements, where the student can arrange an appointment or whether they are happy for the contractor to gain access to the property in their absence.

Finally there is a link for the student to complete their feedback online. This information is then in the form of an email sent to the housing office secretary to log onto a spreadsheet. Should there be an issue with the repair, the secretary can contact the building manager responsible for the area to flag the issue. This information is then compiled into a final year report and used for monitoring purposes.

University of Sussex

Section 4: Environmental quality



Section 4: Key areas for improvement were identified as follows:

| Section | Description | Paragraph | Count |
|---------|--|-----------|-------|
| 4 | Adequate heating, hot water and ventilation should be provided. Minimum air and water temperatures should be identified, and students encouraged to be responsible in energy consumption | 4.1 | 14 |
| | Provision must be made for collecting domestic waste from residences, and details signposted in communal areas | 4.2 | 10 |
| | Encourage residents to use local authority recycling schemes, and advertise relevant arrangements | 4.3 | 10 |

Case study

We are in the process of setting up an environmental group to implement and monitor environmental issues. We advise students of our policy and procedures in the student handbooks and online, including advice on energy and water saving. Recycling is actively encouraged through the provision of recycling bins throughout the college and at the college flats. *Jesus College, University of Oxford*

Case study

A university-wide recycling-led waste management scheme was introduced. The scheme makes recycling simple to understand using only one container for all recyclable materials and a separate container for general waste. The recyclable materials are then separated at the depot.

Residents are actively encouraged to recycle within the residences via a range of communication methods. These include:

- A poster campaign throughout the common areas within residences promoting the benefits of recycling
- 'What can you recycle' flyers and posters in each kitchen area
- 'What can you recycle' stickers on bin lids and refuse containers
- Dedicated webpages including information on what happens to the recyclable materials after they have left the student residences.

The scheme has been adopted quickly by students with around 50 tonnes of waste recycled each month.

Feedback from auditors was very positive towards the scheme and was highlighted as an area of good practice: 'The implementation of a university-wide recycling scheme represents a combination of a good value for money procurement and a strong commitment to the aspirational elements of the Code.'

Southampton Solent University

Case study

The University has signed a new waste contract this academic year which has seen recycling in the University rise from 27% to 48%.

Each college receives an annual recycling audit to identify areas for improvement and to ensure that they are recycling all materials to their maximum. The team carrying out these audits comprises the university environment manager, the university environment co-ordinator, the environmental bursar, the sustainable living action group co-ordinator, the staff 'champion' and the student 'environment rep'. A report is then produced detailing all recycling facilities in the

college and any recommendations for improvements. In addition to this a recycling poster has been produced for use with all internal recycling bins. This is colour coded to match the bins and details what can and can't be recycled so as to maximise recycling and minimise contamination of recyclable waste. A separate recycling poster for college kitchens has been produced, which details all kitchen waste which can be recycled.

Each college and department receives a recycling league table every quarter which shows which departments and colleges are recycling the most and which materials they are recycling more of.
Durham University

Case study

Durham University is running its Green Move Out Reuse Project for the fourth year at the end of this summer term. The project is a collaboration between the colleges, the university environment team, the student sustainable living action group and local charities. It involves collecting, storing and redistributing items donated by students which would otherwise have been thrown away and taken to landfill. Green Move Out 2008 diverted five tonnes from landfill. It is hoped that more will be collected this year

In a development from last year, items will be stored on site over the summer and redistributed to students. This action is intended to reduce the transportation of reused items, reduce the emissions associated with students buying new items, and promote a culture of reuse within the university. Money will also be raised for the partner charities through this action.

The Green Move Out Reuse Project has been a part of the national pilot Zero Waste Project run by the London School of Economics (LSE). The project won Best Minimisation Project at the National Recycling Awards in November 2008. At LSE in March, Michelle Crawford and Stuart Morris co-lead workshops for London universities about the project. In October 2009 a workshop will be run by Durham for all North East universities and colleges to share the experience gained from running the project.

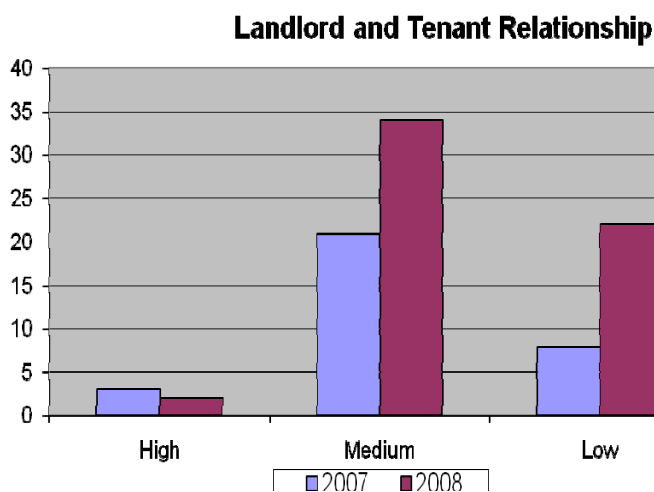
Durham University

Case study

Where local authority or private recycling schemes exist, every effort should be made to encourage residents to take advantage of these. Each of the HEE halls of residence has a recycling scheme for kitchen waste and paper etc in place. It was identified that, at the end of the academic year, there were a lot of students' belongings being left behind in halls. These were disposed of through the refuse system which ended up in landfill sites. In accordance with section 4.3 of the UUK Code of Practice, the HEE contacted a charitable organisation (CRISP) and worked with them to introduce a reuse/recycle scheme for nine of its halls reaching 1,814 students for the end of session 2009. Student volunteers in each hall are advertising this scheme within the hall and assisting with sorting the items to be re-used or recycled. In addition to this, the HEE has arranged for a private contractor to collect all remaining waste from the departing students' bedrooms. The company will separate and recycle anything appropriate. The company will then report back informing the HEE of the amounts collected and the percentage of disposed items that the students could have recycled. This percentage will then be advertised to the students as a way of encouraging them to recycle more and participate in the recycling schemes in each of their halls.

Imperial College London

Section 5: Landlord and tenant relationship



Section 5: Key areas for improvement were identified as follows:

| Section | Description | Paragraph | Count |
|---------|---|-----------|-------|
| 5 | Complaints procedures, resources and rights of residents | 5.26 | 13 |
| | Clear and coherent policies on relationship between managers (landlords) and students (tenants) | 5.1 | 9 |

Case study

Compliance with the Code has had a positive impact on the way the accommodation service communicates with students and has raised staff understanding and awareness of service standards.

Newcastle University

Case study

The requirements to provide very complete information to applicants have resulted in a marked reduction in the number of enquiries after the application and in the first weeks of term. We feel that this has also resulted in an increased satisfaction level since students know what they are signing up for. We are adding virtual tours to our website this year.

Goldsmiths, University of London

Case study

Whilst our audit results in 2008 were good, the findings did prompt us to carry out a review of the information we publish to applicants and residents, and the ways in which we provide the information.

As a result we have provided more detailed and more timely and easily accessible information on topics including:

- the complaints procedure relating to student accommodation
- procedures for reporting accidents and safety defects
- response times for dealing with building defects
- policies on snow and ice clearance, including expected clearance times
- action to take in the event of an emergency
- instructions for use of electrical equipment
- emergency procedures in laundry facilities
- cleaning schedules

- policy relating to the allocation of student accommodation
- publishing the fact that the university accommodation is covered by the UUK Code of Practice.

University of Salford

Case study

We produced a new student manual that contained all the necessary policies and procedures pertaining to that property, such as clear instructions on how to use white goods, gas safety certificates, electrical performance certificates etc, which will now be reviewed annually. In addition we updated our student pre-arrival information that contained all the necessary information in one document. This was incorporated into our e-contract online software.

Coventry University

Case study

There is greater cohesion across the accommodation sites specifically in regard to health and safety. Robust policies have been introduced and we have been more proactive in the way we promote good practice using the most effective means of communication to provide essential information to students. Standardised information sheets have been produced for use campus-wide to provide clear advice and guidance on fire safety, electrical safety, safe use of equipment, emergency procedures, recycling etc. The information is available to students in different formats, eg on our website, conditions of tenancy booklets, notices in communal areas.

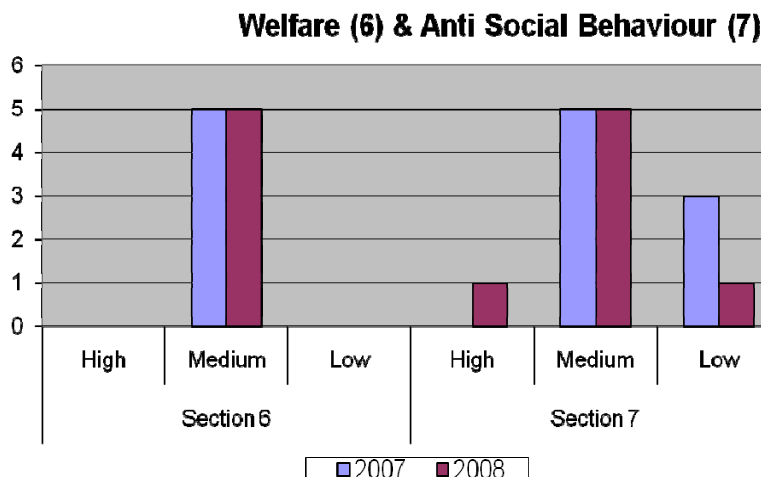
Newcastle University

Case study

The nature of the contractual relationship between an HEE as landlord and students as tenants or licensees should be set out as clearly and concisely as possible. Students living at an outlying campus were finding it difficult to resolve any issues they had with their contracts. The main student accommodation centre was based in South Kensington - over an hour's journey away. Despite information being available on the website and being issued with the contracts, students required clarification on their liability, especially in relation to their termination of their contracts and invoice payment dates. In accordance with section 5.8 of the UUK Code of Practice, it was agreed that staff from the student accommodation centre and student finance should visit the outlying campus on a regular basis to hold accommodation and finance surgeries where any issues the students had with their contracts could be addressed. This resulted in better communication between the students and the HEE as landlord. This has also led to greater student satisfaction.

Imperial College London

Section 6: Student support and Section 7: Anti-social behaviour and disciplinary procedures



Sections 6 and 7: Key areas for improvement were identified as follows:

| Section | Description | Paragraph | Count |
|---------|---|-----------|-------|
| 6 | HEEs should encourage registration with local health service or GP | 6.3 | 3 |
| | HEEs ensure provision for students seeking advice or counselling regarding accommodation | 6.1 | 1 |
| | HEEs ensure arrangements for out of hours emergency support | 6.2 | 1 |
| 7 | Students should be made aware of code of behaviour and disciplinary procedures | 7.3 | 3 |
| | Properties should be managed to prevent or effectively deal with anti-social behaviour by tenants or visitors | 7.1 | 2 |

Case study

Procedures have been put in place to capture information regarding disabled students. Regular meetings are held between the college hall manager and the student services manager to review arrangements in place for disabled students.

Royal College of Music, London

Case study

The student services team provides a considerable level of support for students including welfare and pastoral care, financial advice, on-site counselling and health advice and 24 hour supervision. Support service personnel and the facilities manager provide student residents of Sundial Court with the opportunity to discuss good practice and grievances. Further to this the student liaison committee provides a forum for the discussion of issues surrounding student accommodation.

Guildhall School of Music and Drama

Case study

The university offers all students living in university owned and managed halls of residence a residential support service. This facilitates the finding of information and contacts for all the support services provided by the University from security and estates (for reporting maintenance problems and breakages). The role also provides a way for the university to inform the students about all the welfare and pastoral support services that it offers such as financial services, disabled student support, counselling services, mental health, educational and international student support.

We also use an online interactive induction session called SHUSTART that has been developed to help ready students for life in halls and make the most of their time with us. Through a series of mandatory modules we provide essential information on living in halls, staying safe and health and well-being. We also work closely with the university's student learning services and Hallam Union to ensure good cross-divisional working relationships and put into practice processes which ensure student issues are highlighted and reacted to as quickly as possible.

Sheffield Hallam University

Annex C

The Governance Board

Role

The Governance Board will oversee the operation of the Code and issue guidance as necessary on day to day management issues. It will conduct an annual review of the Code taking account of HEEs' experience, audit findings, complaints raising issues with regard to compliance with the Code and reports from other bodies. The Governance Board will receive recommendations from the Sector Advisory Group with regards to the development and promotion of the Code, membership requests and compliance-related matters.

Terms of reference

- To ensure the Code remains relevant and effective
- To ensure the delivery of the annual report and the statutory instrument to the DCLG
- To process membership requests and all membership compliance-related matters
- To monitor the performance of the administration and financial arrangements of the Code
- To make proposals to the DCLG on proposed Code developments
- To monitor the effectiveness of the promotion of the Code and associated activities including the annual meeting
- To approve amendments where appropriate to the annual cycle of the Code

Membership

- Independent chair (1 representative)
- UUK/GuildHE (2)
- CUBO (3)
- ASRA (3)
- AUDE (3)
- Association of Managers of Student Services in Higher Education (AMOSSHE) (2)
- University Safety and Health Association (USHA) (1)
- Representative of auditors (1)
- ANUK (3)
- NUS (2)
- DCLG (2)
- Local authorities (2)

Modus operandi

- The Board will be chaired on behalf of UUK by a nominated representative
- Secretarial support will be provided by the CUBO administrator
- The work of the Governance Board will synchronise with the annual cycle of the Code
- The Governance Board will meet three times a year, with formal minutes being recorded
- Experts can be invited on to the Governance Board for specific issues

Annex D

The Sector Advisory Group (SAG)

Role

The SAG's authority lies in its ability to articulate, monitor and improve the Code's key operational processes, membership compliance and content. This particularly informs the production of an annual report and any proposals for changes to the statutory instrument as required by the Housing Act 2004.

Terms of reference

- To ensure the delivery of the annual report and any proposals for changes to the statutory instrument to the Governance Board
- To make recommendations to the Governance Board with respect to membership requests and all membership compliance related matters
- To monitor the performance of the administration and financial arrangements of the Code
- To make recommendations to the Governance Board on proposed Code developments
- To maintain a holistic approach to administrative process improvements for the Code
- To manage the promotion of the Code and associated activities including the organisation of an annual meeting
- To monitor and propose amendments where appropriate to the annual cycle of the Code

Membership

Membership of the SAG shall be comprised of nominated representatives from each of the following organisations, together with the national administrator:

- AUDE (2)
- CUBO (3)
- ASRA (2)
- USHA (1)
- AMOSSHE (1)
- NUS (2)

Modus operandi

- The SAG will be chaired on behalf of UUK by a nominated representative selected from within the SAG
- Secretarial support will be provided by the CUBO administrator
- Each organisation will report issues that its membership experiences with the operation and application of the Code
- Each organisation will ensure that its membership is kept apprised of changes to the Code and that appropriate training is delivered to its members
- The work of the SAG will synchronise with the annual cycle of the Code
- The SAG will meet three - four times a year, with formal minutes being recorded
- Experts can be invited on to the SAG for specific issues
- Task teams or working groups will be established to progress specific issues as they arise in addition to ensuring relevant stakeholders are consulted on a regular basis

Annex E

Background to the Code

1. The UUK/GuildHE Code was established to serve two principal purposes:
 - ❖ To set out the main elements of good management practice for student housing in a 'source document' which would provide an initial benchmark for assessing and enhancing the management and quality of student accommodation provided¹ by higher education institutions.
 - ❖ To meet the requirements of the Housing Act 2004, and subsequent statutory instruments, which introduced a licensing requirement for houses in multiple occupation (HMOs).

2. A wide range of bodies in the HE sector, in addition to UUK and GuildHE, contributed to its preparation: AUDE, ASRA, CUBO, USHA, the Association of University Heads of Administration (AHUA), the Association of University Chief Security Officers (AUCSO) and AMOSSHE. The DCLG (then the Office of the Deputy Prime Minister) provided valuable advice and support. NUS, ANUK and the Higher Education Regulatory Review Group (HERRG) also contributed to the preparatory work.

3. In producing the Code, close regard was paid to certain characteristics of student housing provided by higher education institutions (HEIs), in particular:
 - ❖ the wide variety of types of housing (including historic buildings, 21st century purpose-built, college rooms, 'traditional' halls of residence, flatted accommodation)
 - ❖ distinctive management arrangements including, for all HEIs, independent governing bodies
 - ❖ the relationship between university, or college, authorities and students as tenants, or licensees, differing in some important respects from the landlord/tenant relationship in the privately rented sector.

4. These characteristics had practical implications for the specification of a Code on best management practice. A generic approach was adopted to allow for the variety of building and accommodation types and for the nature of HEI management. Thus the Code indicates '*the main principles which should be observed and the essential requirements which must be met*² in order to satisfy the criteria for formal accreditation.

5. Two codes of practice for accommodation managed and controlled by educational establishments were approved by Parliament in April 2006:
 - ❖ *The Universities UK/GuildHE³ Code of Practice for University Managed Student Accommodation.*
 - ❖ *The Accreditation Network UK (ANUK)/Unipol Code of Standards for Larger Developments for Student Accommodation Managed and Controlled by Educational Establishments.*

6. Both Codes give educational establishments signing up to them exemption from the definition of HMOs in respect of the buildings listed in the schedule to the Code. The accommodation listed does not require a licence under Part 2 of the Housing Act 2004 (see Annex F).

¹ In terms of the legislation 'managed and controlled' by HEEs; see Annex F, Paragraph 2 of this report

² Paragraph (x) in the preamble to the Code

³ GuildHE – at that time the Standing Conference of Principals (SCOP)

7. HEIs may join either Code, or both. Some of the detailed requirements of the Codes reflect their different priorities and origins but care has been taken to ensure there are no significant inconsistencies between them.

8. The Codes are designed as statements of good practice which are subject to change and refinement in the light of experience. They should serve to reinforce and, where necessary, encourage better management of accommodation provided by HEEs and major private suppliers. Together with the licensing requirement for HMOs for privately rented property, they should help to effect a sustained improvement in the management of all forms of student housing.

Annex F

Outline of legislation

1. Part 2 of the Housing Act 2004 introduced a new definition of an HMO - in essence a house or flat occupied by more than one household where the households share one or more basic amenities. The majority of student accommodation, whether provided by HEIs or the private sector, is covered by this definition. Again, in general terms, the Act provides that such houses are subject to a system of licensing. Certain categories however may be excluded from the definition and thus from licensing. Such categories exempt from licensing are, in the terms of the Act, '*excepted accommodation*'.
2. Among these categories of exception is accommodation '*managed and controlled*' by higher or further education establishments where the accommodation is used solely or principally by persons for the purpose of undertaking a full time course of further or higher education. Exception is on the basis that each establishment and its buildings so excepted is managed in conformity with *an approved code of practice*. Codes set out standards of conduct and practice to be followed with regard to the management of HMOs or of accommodation excepted from the definition of an HMO.
3. It should be noted that the Act uses the term *establishment* rather than the more usual term (in the sector) of *institution* and that the relevant regulations refer to specified *establishments* and to specified *buildings*. It is these that constitute '*excepted accommodation*'. References in this report therefore, are to HEEs rather than HEIs.
4. Excepted accommodation may be provided directly by an HEE or by a private supplier. But given the diversity of modes of ownership and management of student accommodation across the higher education sector, it is not always easy to assess whether an HEE or a private supplier is managing and controlling a particular building. ANUK and UUK therefore agreed on a points mechanism for assessing who manages and controls a particular building. Following this system, buildings have been deemed either to be managed and controlled by an HEE or by another provider.

Annex G

Summary of student complaints

| Date complaint received | Complaint details | Management actions | Timescale |
|-------------------------|---|---|-----------|
| 10-Dec-08 | A number of complaints was received about the behaviour of a student living in the student village. | Informal resolution was originally sought (including an initial room swap) but complaints continued and resulted in a formal complaint from new flatmates to the university's secretary's office. The student was asked to leave the accommodation - which she did. | 8 weeks |
| 06-Apr-09 | Complainant requested a review of the customer care policy and a refund of residences fees. A complaint was made against the complainant by other residents and the complainant is not satisfied with how the investigation was carried out. | Currently being investigated by OIA. | 12 weeks |
| 12-May-09 | Dissatisfaction with college accommodation in respect of noise and general cleanliness by two students. | Prompt and appropriate action taken by staff including additional cleaning schedules and increased supervision of residences by staff and student representatives. | 2 weeks |
| 23-Sep-08 | A group of postgraduate law students complained to the Dean of the Law School. They complained that the condition of the carpets in their study bedrooms was unacceptable. | Carpets were replaced in 11 single study bedrooms. | 2 weeks |
| 23-Oct-08 | Failure to quickly repair a boiler, first overlooked by an administrative error, then complicated by the discovery of asbestos. | The boiler was repaired. An initial offer of reasonable compensation was declined and the complainant made successive appeals against its appropriateness. A final goodwill gesture made by a PVC was accepted at the final stage before OIA involvement. | 5 months |
| 20-Feb-09 | Intermittent supply of hot water during the first term. | Estates responded but it took some time to determine the fault. Student offered £25.00 compensation. | 10 weeks |
| 24-Jul-08 | Student's belongings were disposed of at the end of the tenancy. | Compensation of £125.00 was offered. | 6 weeks |
| 14-Jan-09 | Resident moved into hall in September 2008 and did not pay any rent. Accommodation services used normal credit control procedures including instalment arrangements and regular meetings held to find a way forward. In term two, student complained it was unreasonable. | University complaints panel met and reviewed the file and considered the submission of the resident. Panel decision was that it was proper for the student accommodation service to collect fees and to engage in usual procedures to ensure that residents maintain payment of rent. | 6 weeks |

| | | | |
|-----------|--|--|-------------------------------------|
| 28-Apr-09 | Ongoing complaint initially raised in November 2008, taken to a senior level 28/04/2009. Complaint about not having own common room - shared facility. Not satisfied with laundry facilities, power cuts and water cut off. | Held meetings, offered alternative common room, gave free laundry washes for December. Compensation offered and paid for service cut offs in line with the SLA. | 10 weeks |
| 15-Dec-08 | Student complained that he had not received his deposit refund within the period stated in the department's published procedures and claimed a refund of rent for moving from one area in the residence to another. | Explanation from accommodation services team of the procedures including demonstration that they had been complied with. £25.00 paid to student as a gesture of goodwill. | 24 weeks |
| 28-Jun-08 | Student complained that his mail had not been delivered to his flat by Royal Mail due to the university issuing an incorrect address. Claimed he had been dealt with rudely by staff at reception and subjected to intimidating behaviour. | Complaints sent to academic registrar to whom the staff in RCCS sent an explanation that the address was in fact correct. Also witness to the encounter at reception confirmed that the account was not accurate. No further correspondence has been received. | 6 months |
| 16-Apr-09 | Fridge freezer frosting up, mix of hot and cold water in shower, noisy pipes, cleaning. Student seeking compensation. | Fridge freezer replaced. Contractor has looked at the shower and confirmed working, noisy pipes more difficult to solve, cleaner has been changed. Principal has been involved and responded to student. | Principal awaiting student response |

Annex H

Member institutions (August 2009)

| | |
|---|---|
| Anglia Ruskin University | St Mary's University College Twickenham |
| Aston University | St Peter's College, University of Oxford |
| Balliol College, University of Oxford | St Stephen's House, University of Oxford |
| Bath Spa University | Staffordshire University |
| Birmingham City University | Thames Valley University |
| Bishop Grosseteste University College Lincoln | The Arts University College Bournemouth |
| Blackfriars Hall, University of Oxford | Guildhall School of Music and Drama |
| Bournemouth University | The Queen's College, University of Oxford |
| Brasenose College, University of Oxford | Trinity College, University of Oxford |
| Brunel University | University College Birmingham |
| Buckinghamshire New University | University for the Creative Arts |
| Campion Hall, University of Oxford | University College London |
| Canterbury Christ Church University | University College Plymouth St Mark and St John |
| Christ Church, University of Oxford | University College, Falmouth |
| City University, London | University College, University of Oxford |
| Corpus Christi College, University of Oxford | University of Bath |
| Coventry University | University of Bedfordshire |
| Cranfield University | University of Birmingham |
| De Montfort University | University of Bolton |
| Edge Hill University | University of Brighton |
| Exeter College, University of Oxford | University of Bristol |
| Goldsmiths, University of London | The University of Buckingham |
| Green Templeton College , University of Oxford | University of Central Lancashire |
| Harper Adams University College | University of Chester |
| Harris Manchester College, University of Oxford | University of Cumbria |
| Hertford College, University of Oxford | University of Derby |
| Imperial College London | Durham University |
| Institute of Education, University of London | University of East Anglia |
| Jesus College, University of Oxford | University of East London |
| Keble College, University of Oxford | University of Essex |
| Keele University | University of Exeter |
| Kellogg College, University of Oxford | University of Gloucestershire |
| King's College London | The University of Hull |
| Kingston University | University of Kent |
| Lady Margaret Hall, University of Oxford | University of Leicester |
| Lancaster University | University Of Lincoln |
| Leeds Trinity University College | University of Liverpool |
| Linacre College, University of Oxford | University of London |

| | |
|---|--|
| Lincoln College, University of Oxford | The University of Manchester |
| Liverpool Hope University | Newcastle University |
| Liverpool John Moores University | The University of Northampton |
| London School of Economics and Political Science | The University of Nottingham |
| London South Bank University | University of Oxford |
| Loughborough University | University of Plymouth |
| Magdalen College, University of Oxford | University of Portsmouth |
| Manchester Metropolitan University | University of Reading |
| Mansfield College, University of Oxford | University of Salford |
| Merton College, University of Oxford | The University of Sheffield |
| New College, University of Oxford | University of Southampton |
| Newman University College | University of Sunderland |
| Northumbria University | University of Surrey |
| Norwich University College of the Arts | University of Sussex |
| Nuffield College, University of Oxford | University of Teeside |
| Oriel College, University of Oxford | University of the Arts London |
| Oxford Brookes University | University of Wales, Newport |
| Pembroke College, University of Oxford | University of the West of England, Bristol |
| Queen Mary, University of London | The University of Warwick |
| Regents Park College, University of Oxford | University of Westminster |
| Richmond, The American International University in London | The University of Winchester |
| Roehampton University | University of Wolverhampton |
| Royal Agricultural College | University of Worcester |
| Royal College of Music, London | The University of York |
| Royal Holloway, University of London | Wadham College, University of Oxford |
| Royal Veterinary College | Wolfson College, University of Oxford |
| Ruskin College, Oxford | Worcester College, University of Oxford |
| Sheffield Hallam University | Writtle College |
| Somerville College, University of Oxford | Wycliffe Hall, University of Oxford |
| Southampton Solent University | York St John University |
| St Anne's College, University of Oxford | Aberystwyth University |
| St Antony's College, University of Oxford | Cardiff University |
| St Benet's Hall, University of Oxford | Coleg Harlech WEA (N) |
| St Catherine's College, University of Oxford | Glyndwr University |
| St Chad's College University of Durham | Swansea Metropolitan University |
| St Cross College, University of Oxford | Swansea University |
| St Edmund Hall, University of Oxford | Trinity University College |
| St George's, University of London | University of Glamorgan |
| St Hilda's College, University of Oxford | Bangor University |
| St Hugh's College, University of Oxford | University of Wales Institute, Cardiff |
| St John's College, University of Oxford | |

