UK Parliament

# Engaging with UK Parliament: A Guide for UK Universities

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**parliament.uk**

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Cover image: UK Parliament/Jessica Taylor

# Preface

As highlighted in the 2013 report to the European Commission on 'Improving the quality of teaching and learning in Europe's higher education institutions – "Our higher education system is a key building block of our democratic societies"[i]. Reflected in changes in the higher education sector including an increased focus on the development of 'personal values', 'active citizenship' and being able to 'explore complex real-world problems'[ii], the UK Quality Code (Part A)[iii] also incorporates, for example, a greater emphasis on the significance of interdisciplinarity, the relevance of understanding 'international contexts'[iv], and the value of actively considering the role of subjects in 'society, environment and culture'[v].

"If then a practical end must be assigned to a university course, I say it is that of training good members of society" (Newman, J.H. 1873)

Given the significant influence of the legislature for all subjects, engagement between UK Parliament and university study is important to enable active citizenship, support the development of informed and skilled graduates, and to ensure relevant knowledge and expertise informs political decision making. As such, this guide encourages, within any field of study, active and disruptive learning and democratic participation, to benefit both pedagogical and participatory goals (Sloam, 2008). Regardless of discipline, university educators can provide 'worldly spaces' linked to parliamentary systems and processes. This enables students to encounter difference and to address 'difficult questions' (Biesta, 2015: ix) relating to politics around their field of study. Commitment at Faculty level will help further these aims (Welch, 2016). We also recommend discussion about how the curriculum might be adapted to better reflect young people's politics in the context of a wider focus on personalized and differentiated learning.

Subject-based graduate attributes also reflect the value of engagement with UK Parliament from a developmental and knowledge perspective. Drawing from QAA Subject Benchmark Documents[vii], some relevant example attributes include:

- intellectual independence including ability to ask and answer cogent questions about law and legal systems, identify gaps in their own knowledge and acquire new knowledge, and engage in critical analysis and evaluation (Law[viii])

- the ability to situate the area studied in the context of different processes of globalisation and environmental change (Area Studies[ix])

- appreciate the global dimensions of engineering, commerce and communication (Engineering[x])

- use established theories and concepts of Social Policy and other social sciences to analyse how social needs, social problems and policies themselves are constructed, reconstructed and understood in national, international and global contexts (Social Policy[xi])

The five levels outlined in the Framework for Higher Education Qualifications[xii] also incorporate examples of transferable knowledge and skills capable of development through structured engagement with parliamentary systems and processes:

"**Differentiation requires teachers to tailor their practice and requires flexibility in terms of design, content, assessment and the grouping of students.**" (HEA, 2017[vi])

**Level 8 (Doctoral degrees (eg, PhD/DPhil, EdD, DBA, DClinPsy):**
'Be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences'

**Level 7 (Master's degrees, eg, MPhil, MLitt, MRes, MA, MSc):**
'Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice'

**Level 6 (Bachelor's degrees with honours (eg BA/BSc Hons)):**
'Be able to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem'

**Level 5 (Diplomas of Higher Education (DipHE), Foundation Degrees (FdA, FdSc) and Higher National Diplomas (HND)):**
'Use their knowledge, understanding and skills to critically evaluate and formulate evidence-based arguments and identify solutions to clearly defined problems of a generally routine nature'

**Level 4 (Certificates of Higher Education (CertHE) and Higher National Certificate (HNC)):**
'Be able to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work'

From a knowledge and understanding perspective, through to more strategic thinking, complex and extended reasoning, and from the theoretical to the applied, UK Parliament provides opportunities across all disciplines for relevant educational activity.

This document presents a framework of engagement opportunities for higher education with UK Parliamentary systems and processes[xiii]. Highlighting both formal research secondment opportunities and ways of connecting curriculum across all subjects to relevant parliamentary activities and resources, this document incorporates outline models of learning and teaching practice capable of adaptation and application in all disciplines and at all levels of university study.

Recognising an increasing focus on the value of active, real-world learning approaches to the development of student engagement and learning experience, the framework presents links both to relevant information and resources useful for application in case-study work and highlights ways of engaging learning activities directly in the business of parliament and of developing understanding of related systems and processes (Leston-Bandeira & Thompson, 2018).

As a valuable transferable area of knowledge and experience, as well as a means of developing knowledge and understanding of the legislative and political aspects of a given discipline or disciplines, UK Parliament represents a rich context for applied, research-active and research-based (Healey, Jenkins & Lea, 2014) learning activity.

# University engagement with UK Parliament

Engagement with UK Parliament is worthwhile from a graduate skills perspective. As well as supporting development of contextual knowledge and understanding relating to different disciplines, there is also a range of transferable skills that can developed through learning, teaching and assessment activities drawing both from information resources and opportunities.

Considering the evidence of changing needs in the graduate recruitment market, most notably in the increased significance associated with creativity, critical thinking and problem solving (World Economic Forum, 2016)[xiv], communication skills— "especially in ways which influence others" (Association of Graduate Recruiters, 2016)[xv] —and leadership and project management (Department of Business, Innovation & Skills Research Report)[xvi] , some focused examples of graduate skills capable of development related to engagement activities with UK Parliament include:

### Information gathering, evaluation (literacy) and synthesis

Parliamentary systems and processes produce significant amounts of information and data and generate considerable secondary analysis and debate relevant to a wide range of higher education subject disciplines. The increasing use of information technology and social media also provides a context for the development of digital capabilities.

### Analytical mind-set

Engagement with topics of ongoing parliamentary debate presents a rich context for developing skills of subject-based analysis and inquiry through discussion and debate.

### Creativity and problem-solving

Creativity and problem-solving are identified as amongst the most important of all graduate skill-sets. Parliamentary business provides many opportunities both to frame and inform learning activities and to actively engage with real-world problems.

### Communication skills

With a range of opportunities for general analysis of communication relating to different subject topics, open calls for submission of evidence related to ongoing inquiries also provide basis for the development of communication skills. Some guidance has been produced regarding communication for policy audiences enabling the development of effective skills of communication and information presentation[xvii].

### Initiative and adaptability

Both at a curricular and extra-curricular level, developing knowledge and understanding of parliamentary systems and processes supports the development of active and informed citizens. Given the breadth of interests and activities involved, there are numerous opportunities to focus in areas of personal interest and to demonstrate initiative.

### Project management

Parliamentary processes can be used to frame a range of learning and teaching activities including projects of different scales, from individual projects investigating particular areas of discussion and debate, through to larger group projects focused on active engagement with open calls for evidence.

### Dealing with conflict

Based on an adversarial model, conflict in UK Parliament is inherent. Drawing upon areas of contention and debate from parliamentary business can frame approaches to the development of knowledge and understanding both of conflict mitigation and resolution.

### Negotiating and influencing

UK Parliament provides a rich context for the study of negotiation and political influence, and a basis for the development of evidence-based research.

### Inter-personal skills

With open opportunities for direct engagement with elected representatives and through formal channels of communication, UK Parliament presents numerous ways of framing development of inter-personal skills and professionalism.

### Points of engagement

There are a number of formal and informal processes of engaging with UK Parliament (Leston-Bandeira & Thompson, 2018). From direct engagement with MPs via social media[xviii], to formal parliamentary processes for involvement with commissioned research, research placements, and submission of evidence to ongoing committee enquiries, a range of information and resources is also accessible relevant to all subject disciplines and levels of study.

Further information from Parliament's **Education and Engagement team** on free events and training sessions, including how to request a workshop or presentation, can be accessed **here**.

The Student Guide publish useful information for students on getting involved. This can be accessed **here**.

### The key areas of UK Parliament highlighted in this report are:

Parliamentary Committees: Focused on policy issues and scrutiny of government activity including examination of legislative proposals. Primarily investigative in process and receiving evidence from outside organisations and the public. Committee evidence sessions can also be attended in person. Other committees include Public Bill Committees, Lords Select Committees and general committees.

**All Party Parliamentary Groups (APPGs):** No official status within Parliament but representative of cross-party interests and with more defined focus across a diverse range of subjects. Various ways of getting involved and participating.

**The Parliamentary Office of Science & Technology (POST):** An independent Parliamentary office analysing science and technology policy issues, supporting formal Academic Fellowship positions and organising seminar and open reception events.

**The Parliamentary Academic Fellowship Scheme:** Providing opportunity for academics to work on projects in parliament.

In addition, work with devolved administrations and direct engagement with MPs and Members of the House of Lords through social media is also considered.

UK Parliament constitutes a rich source of information that can be referenced, adapted and used to inform learning and teaching, and a context through which studying in higher education can engage directly and, as well as supporting development of knowledge and skills, actively inform relevant debates and, ultimately, provide a context for students to change the world.

# Parliamentary Committees

Whilst some university subjects including Law, Politics and Business Studies have natural connections with a wide range of parliamentary activities, all subject areas in UK higher education have connections to a number of committees of direct or closely affiliated disciplinary significance.

As well as providing considerable breadth of information and resources relating to evidence-based inquiries and the development of new legislation, useful in supporting subject-based research and enquiry, Select Committees also publish open calls for submission of evidence for current inquiries.

In this example students give evidence to an education select committee on value for money in higher education[xix].

Commons Select Committees represent perhaps the most significant in terms of direct connection to parliamentary business. A detailed list of university subjects mapped to relevant Commons Select Committees is provided in Appendix 1. Perhaps the most significant committee for higher education subject areas are listed in Table 1 below:

**Table 1: JACS 3.0 Subject areas of the Higher Education Statistics Agency (HESA)[xx] mapped to key Commons Select Committee (incorporating hyperlinks)**

## Table 1

| JACS 3.0 subject area | Key Commons Select Committees |
|---|---|
| (1) Medicine & dentistry and (2) Subjects allied to medicine | Health and Social Care Committee |
| (3) Biological sciences | Science and Technology Committee (Commons) |
| (4) Veterinary science | Environment, Food and Rural Affairs Committee |
| (5) Agriculture & related subjects | Environment, Food and Rural Affairs Committee |
| (6) Physical sciences | Science and Technology Committee (Commons) |
| (7) Mathematical sciences | Artificial Intelligence Committee |
| (8) Computer science | Artificial Intelligence Committee |
| (9) Engineering & technology | Science and Technology Committee (Commons) |
| (A) Architecture, building & planning | Environmental Audit Committee |
| (B) Social studies | Housing, Communities and Local Government Committee |
| (C) Law | Justice Committee |
| (D) Business & administrative studies | Business, Energy and Industrial Strategy Committee |
| (E) Mass communications & documentation | Communications Committee |
| (F) Languages | Foreign Affairs Committee |
| (G) Historical & philosophical studies | Citizenship and Civic Engagement Committee |
| (H) Creative arts & design | Digital, Culture, Media and Sport Committee |
| (I) Education | Education Committee |

These provide the potential, at all levels of higher education, for students to engage directly with, and influence, areas of current discussion and debate. For example, the work at University of Sheffield on civic engagement has fed back into the House of Lords Select Committee on Citizenship and Civic Engagement[xxi].

Whilst many calls for evidence are by their very definition time limited and subject to update and change, there are also open-ended calls relating to ongoing inquiries with potential for longer-term articulation through programmes and levels of study.

Open calls for evidence to Commons Select Committee inquiries as of Spring 2018, including links to higher education subject areas are outlined in Table 2 below:

**Table 2: Commons Select Committee open calls for evidence mapped to relevant university subject areas**

## Table 2

| Commons Select Committee open calls for evidence[xxii] | JACS 3.0 subject area |
|---|---|
| Algorithms in decision-making **Science and Technology Committee** | (B) Social studies<br>(D) Business & administrative studies<br>(7) Mathematical sciences<br>(8) Computer science |
| Assistive technology **Work and Pensions Committee** | (B) Social studies<br>(8) Computer science<br>(9) Engineering & technology<br>(F) Languages |
| BBC pay **Digital, Culture, Media and Sport Committee** | (D) Business & administrative studies<br>(7) Mathematical sciences |
| Brexit: Agriculture, Trade and the repatriation of powers **Welsh Affairs Committee** | (5) Agriculture & related subjects<br>(D) Business & administrative studies |
| The Cancellation of Rail Electrification in South Wales **Welsh Affairs Committee** | (B) Social studies<br>(9) Engineering & technology |
| Childcare **Treasury Committee** | (F) Languages<br>(I) Education |
| Digital connectivity in Scotland **Scottish Affairs Committee** | (B) Social studies<br>(D) Business & administrative studies<br>(E) Mass communications & documentation<br>(F) Languages<br>(9) Engineering & technology |
| E-cigarettes **Science and Technology Committee** | (1) Medicine & dentistry<br>(2) Subjects allied to medicine<br>(D) Business & administrative studies<br>(9) Engineering & technology |
| Evidence-based early-years intervention **Science and Technology Committee** | (F) Languages<br>(I) Education |
| Exiting the European Union: scrutiny of delegated legislation **Procedure Committee** | (B) Social studies<br>(C) Law |
| The European Union (Withdrawal) Bill **Exiting the European Union Committee** | (D) Business & administrative studies |

**Table 2 continued: Commons Select Committee open calls for evidence mapped to relevant university subject areas**

| Commons Select Committee open calls for evidence | JACS 3.0 subject area |
|---|---|
| The European Union (Withdrawal) Bill **Exiting the European Union Committee** | (D) Business & administrative studies |
| Fake news **Digital, Culture, Media and Sport Committee** | (B) Social studies<br>(D) Business & administrative studies<br>(E) Mass communications & documentation |
| The future of Welsh Rail **Welsh Affairs Committee** | (B) Social studies<br>(9) Engineering & technology |
| Green Finance **Environmental Audit Committee** | (D) Business & administrative studies<br>(7) Mathematical sciences |
| Private Rented Sector **Communities and Local Government Committee** | (B) Social studies<br>(D) Business & administrative studies |
| The progress of the UK's negotiations on EU withdrawal **Exiting the European Union Committee** | (B) Social studies<br>(C) Law |
| RBS branch closures **Scottish Affairs Committee** | (D) Business & administrative studies<br>(7) Mathematical sciences |
| UK progress on reducing F-Gas emissions **Environmental Audit Committee** | (6) Physical sciences<br>(9) Engineering & technology |
| Cyber Security: Critical National Infrastructure **Joint Committee on the National Security Strategy** | (7) Mathematical sciences<br>(8) Computer science<br>(I) Education |

# Other committees

As with Commons Select Committees, there are a number of other committees with scope for engagement in university study.

**Public Bill Committees**
Like Select Committees, Public Bill Committees publish regular calls for submission of written and oral evidence during the scrutiny of draft legislation. There are no current calls for evidence relating to Public Bill Committees at the time of writing. Updates are published **here**. Providing opportunities both for simulated and applied engagement with open call for evidence, the scrutiny of Public Bills also provides opportunity to attend open meetings and events and to situate learning and teaching in the wider context of real-time media scrutiny and discussion.

**House of Lords Select Committees**
House of Lords Select Committees also publish a regular bulletin highlighting key activities. This can be accessed **here**. Notable work at the time of writing includes the **Artificial Intelligence Committee** and **Citizenship and Civic Engagement Committee**.

Details about other committees not part of the Commons, Lords or Select Committees **here**. Notable examples include the **Intelligence and Security Committee**.

**Applications in higher education**
The work of Commons Select Committees and their inquiry-based remit presents a range of opportunities for application in university study and, as in the case of the 'Freedom of Speech in Universities Inquiry' by the Joint Committee on Human Rights, often focus directly on higher education[xxiii]. From applied, research-based contribution to open calls for evidence, through to student engagement with the relevant topics of consideration, related activities present numerous ways of engaging students with real-world problems.

Recognising that the activity of all areas of parliament is subject to variation and unpredictability particularly in terms of timing, alignment with scheduled university calendars and related operational deadlines dictate either a flexible pedagogic approach to enable real-time engagement, or use of simulation through focus on completed inquiries. The former enables real-time engagement whilst the latter enables greater deconstruction and contextualisation.

Some general examples of learning and teaching activities, designed to be adaptable in terms of scale, mode and form of application, include:

- Explore the work of a Commons Select Committee relevant to a given discipline highlighting the research being used

- Undertake a detailed literature review related to a disciplinary aspect of a current or recent Public Bill inquiry highlighting key research methods and data

- Identify a Commons Select Committee open call for evidence and develop a submission following prescribed guidelines

- Working in an interdisciplinary group context, explore the different perspectives of a given inquiry and identify key arguments and areas of contention

- Simulate a Select Committee meeting/enquiry focused on an area of disciplinary study with social, legal, and/or ethical implications and develop evidence-based policy proposals

- Deconstruct a relevant inquiry to explore aspects relevant to a given subject discipline

- Using an example of current legislation, develop proposals for new legislation designed to address an identified social challenge relevant to a given discipline

In all cases, opportunities exist to adapt activities either for formative, in-class activity, or towards formal summative assessment, and to embed links to knowledge and understanding of UK Parliamentary processes.

Useful information and guidance about engagement with parliamentary committees is available via related websites. In addition, Northern Bridge have also published guidance for universities about engaging with policy makers and the knowledge and skills necessary to influence policy .

# All-Party Parliamentary Groups (APPGs)

All-Party Parliamentary Groups represent collective areas of ongoing discussion and debate, often involved in developing legislative proposals.

Guidance about APPGs is available **here**.
A register of all APPGs is available **here**.
Some examples of APPGs mapped to higher education subject areas are listed below:'

**Table 3: JACS 3.0 subject areas mapped to relevant example All-Party Parliamentary groups (APPGs)**

## Table 3

| JACS 3.0 subject area | Example relevant All-Party Parliamentary Groups |
|---|---|
| (1) Medicine & dentistry and (2) Subjects allied to medicine | Clinical Leadership and Management, Eye Health and Visual Impairment, Health |
| (3) Biological sciences | HIV and Aids, Life Sciences, Ovarian Cancer |
| (4) Veterinary science | Animal Welfare, Greyhound |
| (5) Agriculture & related subjects | Agriculture and Food for Development, Dairy, Eggs, Pigs and Poultry, Farming, Game and Wildlife Conservation |
| (6) Physical sciences | Chemical Industry, Carbon Capture and Storage, Climate Change, Environment |
| (7) Mathematical sciences | Debt and Personal Finance, Financial Markets and Services, Statistics, Taxation |
| (8) Computer science | Artificial Intelligence, Blockchain, Cyber Security, Data Analytics, Financial Markets and Services |
| (9) Engineering & technology | Crossrail, Electric and Automated Vehicles, Engineering, Mining and Quarrying |
| (A) Architecture, building & planning | Built Environment, City Regions Transport, Housing and Planning |
| (B) Social studies | Digital Identity, Faith and Society, Social Mobility, Social Integration |
| (C) Law | Choice at the end of Life, Extraordinary Rendition, Illicit Trade, Human Rights, Human Trafficking and Modern Slavery, Miscarriages of Justice |
| (D) Business & administrative studies | Business Improvement Districts, Business Support and Engagement, Corporate Governance, Corporate Responsibility, International Trade and Investment, Women in Enterprise |
| (E) Mass communications & documentation | Internet, Communications and Technology, Commercial Radio, Royal Television Society |
| (F) Languages | Modern Languages, International Students, International Trade and Investment, Chinese in Britain |
| (G) Historical & philosophical studies | Archives and History, Industrial Heritage, Historic Vehicles |
| (H) Creative arts & design | Arts and Heritage, Arts, Design and Innovation, Health and Wellbeing, Events Industry, Folk Arts, Music |
| (I) Education | Adult Education, Childcare and Early Education, Art, Craft and Design in Education, Teaching Profession |

**Application in higher education**

The ongoing nature of APPGs, and the diversity of subjects and interests reflected in their work, provides a framework both for alignment with curriculum activities at different scales. From a source of information review and consideration, opportunities also exist for longer-term and larger scale involvement. Where a given APPG's focus and interests align particularly effectively, programmes or disciplinary teams in universities may be in a position to develop more active and ongoing working relationships.

Some examples of learning and teaching activities include:

- Explore the focus and work of an APPG relevant to the disciplinary context and highlight the role of research in informing evidence-based inquiry

- In groups, develop a research contribution related to the work of a relevant APPG

- Engage with key members of a relevant APPG forging and developing a professional dialogue relating to the work of the group

Furthermore, given the cross-party nature of APPGs, opportunities exist in higher education to reach beyond the confines of modules or programmes and to use the special interest nature of these activities to foster student-led and/or staff research orientated connections. There may be opportunity, for example, for students to develop engagement with particular areas of inquiry or interest and to align research focus both at a given time and across programmes of study on a longer-term basis.

Equally, given the significance associated with knowledge transfer and research impact in higher education, the fostering of relationships between research departments and relevant APPGs can generate additional opportunities to explore the synergies between the curriculum, research and public engagement.

# Other points of engagement

Reflecting many opportunities interrelated with other aspects of parliamentary work, other key points of engagement include:

### Parliamentary Academic Fellowships
Parliamentary Academic Fellowships provide opportunities for academics to work directly in parliament on defined research projects.

Further details of Parliamentary Academic Fellowships is available **here**.

Further information about the House of Commons Academic Fellowship Scheme is available **here**.

For further information about academic engagement please contact: **universities@parliament.uk**

### The Parliamentary Office of Science and Technology (POST)
The Parliamentary Office of Science and Technology (POST) is a rich source of reports and information, provides outreach activity, and academic Fellowship positions provide direct opportunities for research students and academic staff.

Further information about the Parliamentary Office of Science and Technology is available **here**.

### Contribution of research to devolved administrations
Opportunities for university engagement also exist with devolved administrations. Some key examples include:

The Scottish Parliament Information Centre (SPICe). Further information is available **here**.

The Research Service in the National Assembly for Wales. Further information is available **here**.

Northern Ireland Assembly Research and Information Service (RaISe). Further information is available **here**.

### Direct engagement with MP or Peer areas of interest
Members of Parliament have a responsibility to be accessible. Most notably in the case of MPs, to their constituents. Related to work through committees and All-Party Parliamentary Groups, other forms of engagement are often welcomed.

A detailed list of MPs' interests is published **here**.

A list of MPs and other members with Twitter accounts is is available **here**.

### Application in higher education
- Research groups could seek to engage with Parliamentary Academic Fellowships for professional development and knowledge transfer

- 'POST reports' highlight key areas relevant to a given discipline in a social and/or industrial context and are useful as case study materials

- Research activity with devolved administrations provide useful materials to contextualise project work

- Relevant to a member's parliamentary interests or affiliations, collective university project work by individuals or groups could be developed for presentation

# Summary and conclusions

This document highlights ways to engage with UK Parliament and provides a rationale for pursuing and developing such engagement. Whilst there are significant examples of established working relationships, including for example a Biology student from Cranfield being invited to question MPs[xxv] and PhD students presenting their work in Parliament[xxvi], further opportunities remain and there is clear scope and value for increasing engagement both across a wider range of disciplines and more broadly at institutional level across the sector.

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# Appendix 1: JACS 3.0 Principal Subject Codes mapped to key relevant Commons Select Committees[xxvii]

**Table 4: Appendix 1: JACS 3.0 Principal Subject Codes mapped to key relevant Commons Select Committees**

## Table 4

| JACS subject area | Key Commons Select Committees |
|---|---|
| (1) Medicine & dentistry | Health and Social Care Committee<br>Long-Term Sustainability of the NHS Committee<br>Science and Technology Committee (Commons) |
| (2) Subjects allied to medicine | Artificial Intelligence Committee<br>Health and Social Care Committee<br>Long-Term Sustainability of the NHS Committee<br>Science and Technology Committee (Commons) |
| (3) Biological sciences | Environmental Audit Committee<br>Science and Technology Committee (Commons) |
| (4) Veterinary science | Environment, Food and Rural Affairs Committee<br>Environmental Audit Committee<br>Exiting the European Union Committee<br>Science and Technology Committee (Commons) |
| (5) Agriculture & related subjects | Business, Energy and Industrial Strategy Committee<br>Environment, Food and Rural Affairs Committee<br>Environmental Audit Committee<br>Exiting the European Union Committee |
| (6) Physical sciences | Business, Energy and Industrial Strategy Committee<br>Environment, Food and Rural Affairs Committee<br>Environmental Audit Committee<br>Science and Technology Committee (Commons) |
| (7) Mathematical sciences | Artificial Intelligence Committee<br>Economic Affairs Committee<br>Environmental Audit Committee<br>Finance Committee<br>Science and Technology Committee (Commons)<br>Transport Committee |
| (8) Computer science | Artificial Intelligence Committee<br>Communications Committee<br>Education Committee<br>Environmental Audit Committee<br>Finance Committee<br>Intelligence and Security Committee of Parliament<br>Science and Technology Committee (Commons)<br>Transport Committee |

| JACS subject area | Key Commons Select Committees |
|---|---|
| (9) Engineering & technology | Artificial Intelligence Committee<br>Communications Committee<br>Environmental Audit Committee<br>High Speed Rail (London – West Midlands) Bill Select Committee (Commons)<br>Intelligence and Security Committee of Parliament<br>Science and Technology Committee (Commons)<br>Transport Committee |
| (A) Architecture, building & planning | Artificial Intelligence Committee<br>Environment, Food and Rural Affairs Committee<br>Environmental Audit Committee |
| (B) Social studies | Artificial Intelligence Committee<br>Business, Energy and Industrial Strategy Committee<br>Citizenship and Civic Engagement Committee<br>Commons Reference Group on Representation and Inclusion<br>Communications Committee<br>Digital, Culture, Media and Sport Committee<br>Education Committee<br>Environment, Food and Rural Affairs Committee<br>Environmental Audit Committee<br>Exiting the European Union Committee<br>Foreign Affairs Committee<br>Health and Social Care Committee<br>Housing, Communities and Local Government Committee |
| (C) Law | Artificial Intelligence Committee<br>Business, Energy and Industrial Strategy Committee<br>Citizenship and Civic Engagement Committee<br>Commons Reference Group on Representation and Inclusion<br>Communications Committee<br>Digital, Culture, Media and Sport Committee<br>Economic Affairs Committee<br>Environment, Food and Rural Affairs Committee<br>Environmental Audit Committee<br>Exiting the European Union Committee<br>Human Rights<br>Intellectual Property (Unjustified Threats) Bill Committee<br>Intelligence and Security Committee of Parliament<br>International Trade Committee<br>Justice Committee<br>National Security Strategy<br>Public Administration and Constitutional Affairs Committee |

| JACS subject area | Key Commons Select Committees |
|---|---|
| (D) Business & administrative studies | Artificial Intelligence Committee<br>Business, Energy and Industrial Strategy Committee<br>Commons Reference Group on Representation and Inclusion<br>Digital, Culture, Media and Sport Committee<br>Economic Affairs Committee<br>Environment, Food and Rural Affairs Committee<br>Environmental Audit Committee<br>Exiting the European Union Committee<br>Foreign Affairs Committee<br>Intellectual Property (Unjustified Threats) Bill Committee<br>International Trade Committee |
| (E) Mass communications & documentation | Artificial Intelligence Committee<br>Business, Energy and Industrial Strategy Committee<br>Communications Committee<br>Digital, Culture, Media and Sport Committee<br>Foreign Affairs Committee<br>Intellectual Property (Unjustified Threats) Bill Committee<br>Intelligence and Security Committee of Parliament<br>Political Polling and Digital Media |
| (F) Languages | Artificial Intelligence Committee<br>Citizenship and Civic Engagement Committee<br>Commons Reference Group on Representation and Inclusion<br>Communications Committee<br>Foreign Affairs Committee<br>Intelligence and Security Committee of Parliament |
| (G) Historical & philosophical studies | Artificial Intelligence Committee<br>Business, Energy and Industrial Strategy Committee<br>Citizenship and Civic Engagement Committee<br>Commons Reference Group on Representation and Inclusion<br>Communications Committee<br>Digital, Culture, Media and Sport Committee<br>Environment, Food and Rural Affairs Committee<br>Environmental Audit Committee<br>Exiting the European Union Committee<br>Housing, Communities and Local Government Committee |
| (H) Creative arts & design | Artificial Intelligence Committee<br>Commons Reference Group on Representation and Inclusion<br>Communications Committee<br>Digital, Culture, Media and Sport Committee<br>Education Committee<br>Intellectual Property (Unjustified Threats) Bill Committee<br>Works of Art (Speaker's Advisory Committee) |
| (I) Education | Artificial Intelligence Committee<br>Commons Reference Group on Representation and Inclusion<br>Digital, Culture, Media and Sport Committee<br>Education Committee<br>Environmental Audit Committee<br>Sub-Committee on Education, Skills and the Economy |

# ENDNOTES

i   Report to the European Commission on Improving the quality of teaching and learning in Europe's higher education institutions (2013): www.ec.europa.eu/dgs/education_culture/repository/education/library/reports/modernisation_en.pdf

ii  Source of data: UKES 2017 news item, 8th Nov 2017: www.heacademy.ac.uk/about/news/ukes-2017-points-improving-student-engagement

iii UK Quality Code Part A: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies: www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf

iv  QAA Subject Benchmark Statement for Engineering (2015): www.qaa.ac.uk/en/Publications/Documents/SBS-engineering-15.pdf

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