



Department  
for Education

# Facilitating Electoral Registration

Secretary of State for Education  
Guidance to the Office for Students (OfS)

February 2018

# Contents

Registered higher education providers subject to the student electoral registration condition	3
OfS guidance	4
Enforcement of the electoral registration condition	5
Evaluation of the electoral registration condition	5
Annex A - Student electoral registration good practice	6
Case study 1 – Tailoring communications	6
Working with Students' Unions and running registration drives	7
Seminars and lessons on democracy	8
Case study 2 - Building political literacy and democratic knowledge	8
Providing links to the Government's register-to-vote website	9
Case study 3 - Integrating student voter registration with student course enrolment	9
Student voter registration - integration with digital platforms	11
Case study 4 - Integrating student electoral registration with university intranet	11

## **Secretary of State Guidance to the Office for Students on Facilitating Electoral Registration**

This guidance has been produced by the Department for Education in collaboration and consultation with the Cabinet Office.

1. To facilitate the electoral registration of students, we expect the OfS to publicise the requirement for higher education providers to comply with requests from Electoral Registration Officers (EROs), under regulation 23 of the Representation of the People (England and Wales) Regulations 2001, for information on students which the ERO requires for the purposes of maintaining the electoral registers. We want higher education providers to understand what the requirement is, what it involves, and that they have a legal obligation to comply with it.
2. In addition, we expect the OfS to work closely with providers to help them understand the specific challenges relating to registering students and the risks that arise as a consequence of these. These risks include the potential to negatively impact the integrity of the register, by such means as incorrect registration, resulting from the high turnover witnessed in students' residences and insecure postal arrangements.
3. We would also expect the OfS to encourage registered higher education providers to actively promote electoral registration among their student populations, through communications developed in-house or in partnership with their local electoral services team(s).
4. To support higher education providers' communication activity, we would like the OfS to publicise the good practice examples, detailed in Annex A, for promoting electoral registration, and also to consider posting these and other ways to promote and engage students on electoral registration on the OfS website.
5. The examples should also be shared with all registered higher education providers and accompanied by messaging promoting democratic engagement. To note, these good practice examples are an illustration and not exhaustive. The Government sees these examples as important to illustrate how all providers – whether registered or unregistered - can promote democratic engagement and incorporate electoral registration into their institution's systems.

### **Registered higher education providers subject to the student electoral registration condition**

6. Where a registered higher education provider is subject to a condition consistent with section 13(1)(f) of the Higher Education and Research Act 2017 (electoral registration condition) we expect that condition and any accompanying guidance to be consistent

with the objective in paragraph 1 above and to direct compliance with the actions in paragraphs 2 and 3 above. In addition, we expect that condition and guidance to require registered higher education providers to support EROs – who have a duty to maintain the completeness and accuracy of their local electoral register – by means of the following actions:

- a) Understanding their duty to comply with requests for student information (taking into account data protection requirements) for the purposes of electoral registration under regulation 23 of the Representation of the People (England and Wales) Regulations 2001
- b) Developing and maintaining partnerships between themselves and the ERO/EROs of any relevant area(s) for the purpose of enabling the electoral registration of students that are on their higher education courses
- c) Working to actively promote electoral registration among their students either unilaterally or in partnership with electoral registration officers.

7. The importance of delivering on action (a) is outlined in the Government's [Democratic Engagement Plan](#). This states evidence gathered through an evaluation by the Cabinet Office suggests there is a gap in understanding of current provisions on registration, meaning that "many organisations/institutions – including Higher Education providers – are not aware of their legal duty to comply with EROs' requests for data".

## OfS guidance

8. In developing its own guidance, we strongly urge the OfS to actively engage with both the Electoral Commission and Association of Electoral Administrators, to maximise the effectiveness of its guidance in helping providers successfully facilitate the electoral registration of their students.

9. We would expect the OfS to reflect, as appropriate:

- a) The differences between entitlement to be registered in a register of electors and entitlement to vote at an election, in order to support an understanding by students successfully engaged in electoral registration of the rights and responsibilities that result from being registered. In particular, an understanding that students who are resident at more than one address may be entitled to be registered at each address where they are resident, but that they would not be entitled to vote as an elector more than once in the same election.

10. We strongly recommend that, in addition to actions in paragraphs 6 (a), (b) and (c) above, the OfS guidance indicates that a provider can demonstrate compliance with the electoral registration condition through provision of appropriate evidence that:

- When required by an ERO under regulation 23 of the Representation of the People (England and Wales) Regulations 2001 to give information, they have complied with the requirement, taking into account their obligations under data protection legislation
- They have cooperated with their ERO(s) in such a way as to develop a good working partnership, and can demonstrate how that operates and what steps they have taken to achieve this
- They can demonstrate delivering plans which actively involve: raising awareness of, and promoting, democratic engagement, which includes opportunities for students to register to vote, and how registration and voting works
- They have worked with bodies such as the Electoral Commission in support of their electoral registration campaigns amongst their student populations.

## **Enforcement of the electoral registration condition**

11. We expect the OfS to monitor registered higher education providers' delivery of actions specified in relevant guidance to ensure compliance with the electoral registration condition. Where a provider that is subject to the electoral registration condition is unable to demonstrate compliance with the guidance for that condition, we fully expect the OfS to consider whether this is a breach of the condition and if appropriate, to impose interventions or sanctions in line with the OfS's functions.

## **Evaluation of the electoral registration condition**

12. The success of the OfS's electoral registration condition in boosting students' democratic participation will be evaluated by Government once it has been implemented over a sufficient period (to allow data to be gathered on numbers of students who have registered at their term-time address). We would expect the OfS to strongly encourage providers to support this evaluation as required.

13. We recommend the OfS works with the Electoral Commission and Association of Electoral Administrators to review its guidance to providers in light of findings from the above evaluation, with the aim that registered higher education providers subject to the electoral registration condition use proven good practice in enabling the electoral registration of students on their courses.

14. We would expect the OfS to keep the electoral registration condition under review as more is understood about good practice in enabling the electoral registration of students.

# Annex A – Student electoral registration good practice

## Case studies

Through a mixed-method evaluation approach, the Cabinet Office has identified a number of examples across the higher education sector in encouraging student electoral registration. These examples have been collated following a sector-wide survey and interviews with both Electoral Registration Officers (EROs) and education providers on their successful engagement with students.

These were being implemented by both EROs and education providers and reflect the needs and demographics of particular student populations. They are set out in themes as below. The examples below are provided to overcome the barriers highlighted to allow providers the scope to implement systems that suit their student demographics and internal processes.

We hope that by sharing these examples and important sector information, we will stimulate innovation amongst the Higher and Further education sector to encourage their students to register to vote.

As part of the Cabinet Office's commitment to sharing good practice, we will continue to work with the electoral community to encourage the sharing and use of this information.

## Case study 1: Tailoring communications

### University of Manchester

#### Summary

The University of Manchester uses a variety of methods in communicating with their students and have undertaken extensive research on the methods most relevant and the timings of communications to ensure a high level of engagement.

The University has a dedicated Students Communications and Marketing Team which allows the university to align and tailor messages that are being received to ensure that students are not overwhelmed with emails, which can lead to potential disengagement. For example, they send out a weekly bulletin that provides an overview of important student information which is easy to digest.

They also hold a data-sharing agreement with their local ERO to share data on students who live within university accommodation to help maximise registration for properties that have traditionally presented accessibility barriers.

### Lessons learned

Key to the approach is **the timing and relevance** of communications and engagement, including;

- Developing a **calendar of registration messages**, capitalising on both key student cycle milestones (such as moving into halls or private accommodation) and important electoral and political events to promote engagement
- Working with the local council to share and maximise resource for an ongoing multi-channel campaign, covering printed collateral, e-news, and social media coverage
- Messaging is centred **on local politics and the local community** to harness interest and engagement through tailored communications which makes the issue of registration to vote increasingly relevant and credible to young people
- Close partnership working with The University of Manchester Students' Union on this shared agenda
- Working across the year to identify other local and national initiatives which the University communications team may be able to feed into or add momentum to.

The University employs a multi-pronged approach, through campaigns, working with the council by placing messaging across various student platforms (including the student portal and digital information screens across campus) to add an additional layer of communication on electoral registration.

## Working with the Students' Unions and running registration drives

Collaboration with Students' Union representatives is viewed as an important step in explaining the history of democracy, importance of registering to vote and voting.

A number of education providers used registration drives ahead of elections when they could grasp the interest of students who may not have been engaged or interested in voting at enrolment. For respondents, the timing of these in the run-up to these elections was key to their success in that students tended to be more engaged than at any other time during the academic term. Resourcing these was usually done voluntarily, usually by the Students' Union in collaboration with a local authority, which kept the costs low.

The power of peer support and influence (i.e. when young people were speaking to their peers about democracy) was highlighted by respondents as critical to ensuring students became engaged in registering to vote. We found that union representatives, who were dealing with other matters pertaining to student body issues, were best placed to encourage voter registration from an already established relationship.

Other institutions successfully employed registration drives using laptops and iPads at universities on a specific day which when **timed in line with critical electoral events** sparked student interest and led to increases in student registration.

## **Seminars and lessons on democracy**

Scheduling speaking opportunities for MPs and parliamentarians to engage with students ahead of important election periods was also highlighted as key in raising awareness on the importance of registering to vote. Several Higher Education providers and EROs had for example asked their local MP or political representatives to speak to students ahead of a key election period; this was then usually followed by a voluntary registration drive to build on the interest and momentum.

## **Case Study 2 - Building political literacy and democratic knowledge**

### **University of East Anglia**

#### **Summary**

The University of East Anglia held a programme of events in the run-up to the 2017 General Election to encourage their students to make an application to register to vote. Alongside help on campus with registering to vote carried out in partnership with the Students' Union and the local council, the university also held a number of educational initiatives to engage students on the importance of their political participation, including 'introduction to parliament' workshops to broaden student understanding of the workings of Westminster and placing their vote into context.

They organised a 'Student Politics Day', which consisted of a number of daytime events and activities taking place in the Students' Union 'Hive' including stalls by all political societies within the union and an evening hustings event organised by [Livewire](#). This provided an opportunity for students to engage directly with their local candidates on issues which were relevant to them and enabled a student-wide discussion of local issues. An academic panel debate to maximise student engagement provided a further viewpoint on the election and both encouraged and facilitated student debate on political issues.



## **Lessons learned**

The success of this initiative rested on not only guiding students towards the government registration-to-vote website, but a more holistic educational campaign approach which also emphasised the importance of local issues and their impact which resonated on an individual level.

This importantly addresses one of the barriers young people face regarding low levels of political literacy and a lack of understanding of the fundamental importance of how the local political process operates or takes place within their local area, for example, at local council level. Making the link between local and national politics is key to the success of this type of approach.

By facilitating the engagement of political parties with their student electorate and following this up with the registration process, the Students' Union was able to capitalise on the momentum created following these type of discussions to nudge students to register to vote.

## **Providing links to the Government's register-to-vote website**

Some providers are integrating register-to-vote messaging at critical communication points with students across the academic term. For some, this was incorporated at enrolment, for others it was placed as a message in the run-up to elections in student portals where they would access their course material and for others there was a more permanent hub dedicated to electoral enrolment.

Higher education providers remarked that this was a cost-effective option to implement if a provider found the prospect of collecting data at enrolment challenging. In addition, the inclusion of messaging on the importance of young people voting was also viewed as critical to the success of this model, to encourage students to click through to the website and progress an application to register to vote.

Another solution for overcoming engagement-related barriers when registering students is the collection of student data for voter registration purposes during enrolment at the university, a method that was first trialled by University of Sheffield and is detailed below.

## **Case Study 3 - Integrating student voter registration with student course enrolment**

This approach works well for collating data for those students who live inside the boundary of the education provider they attend. It may present a straightforward solution

for those universities who have bespoke IT enrolment systems that can be easily adapted at minimum cost to the university.

## **University of Sheffield**

### **Summary**

The Sheffield City Council Electoral Services Team worked with the university as part of a government-funded pilot to include a page in their online Student Enrolment System which offered new students the chance to register to vote during enrolment.

After completing the university registration process, students were asked if they wished to register to vote in Sheffield and when clicking 'yes' were moved to a new page. This page was pre-populated with information already collected earlier in the process during registration and required students to enter their National Insurance (NI) number, to indicate whether they want a postal vote and whether they want to opt out of the edited register. (It should be noted that from a data protection perspective, the 'data collector' changed at this stage from being the university, to the university acting as data collector on behalf of the ERO.)

The Electoral Services Team then transferred and uploaded this information onto the council's server in a single download in October. Once the download was completed, the university extracted the students' NI numbers from their systems. All applications to register to vote are then checked through the usual process to data match their personal details.

### **Impact**

Registration levels amongst eligible students at Sheffield University have been significantly higher than at Sheffield Hallam, a neighbouring university that does not currently offer the same functionality. Percentage of eligible students registered was 65% compared to 13% at Sheffield Hallam in 2016. There were also cost savings from individual canvassing which the Sheffield ERO is now redirecting to other under-registered groups in the area. Sheffield Hallam introduced this functionality in 2017.

The university believes the success of this model is due to the ease for students in making an application to register to vote at a key engagement point with the university. An important element of the design was making sure that, while asking for all the same information as the Government's online registration system, the format for the electoral registration page remained consistent with the overall presentation of the student registration system - in this way the university believes that there was no psychological break between the student enrolment and electoral registration elements which could lead to disengagement.

## Student voter registration - integration with digital platforms

There are a number of higher education and further education providers working collaboratively with electoral services teams to develop and deliver innovative approaches to increasing the number of students on the electoral register by integrating the collation of electoral information within digital platforms such as student hubs, student halls registration forms and other online spaces where students are sharing personal information.

Some are collecting this information at enrolment, others throughout the academic year or in the run-up to electoral events and others are using existing student platforms to ask for consent to share information with Local Authorities.

Many respondents have followed the example provided for by this model and adapted this accordingly to meet their students' local needs and minimise cost burdens on authorities and providers. Providers also highlighted that there are **other digital opportunities** to capture electoral information, such as university halls online platforms that could also be used when students are moving into accommodation and need to update address details. Others are placing and collecting information on student portals where students engage with their course material.

### Case Study 4 - Integrating student electoral registration with university intranet

#### De Montfort University, Leicester

##### Summary

De Montfort University (DMU) is using a model of registration similar to providers who facilitate student applications to register to vote at the time of online enrolment. One difference was that the university incorporated registration within its existing student portal to minimise cost and also to involve students at critical engagement points.

They achieved this through the use of a two-stage tool on their student portal, which on login asks students first to update their term-time address and then passes the student into the second section to collect the necessary information needed to provide an application to register to vote. This portal captures the student's consent to have details passed to the local ERO for the purposes of electoral registration. Essentially, this model adapts the digital service format used by the gov.uk and integrates this within an existing digital system.

A strong ongoing relationship existed between DMU and the local electoral registration officer and a data sharing protocol was adopted between both parties to ensure the legal transference of data for the purposes of electoral registration.

A communications plan was also key to success, helped by strong support from the Students' Union. The survey tool itself also incorporated information that highlighted the benefits of registering to vote e.g. increasing credit score.

### **Lessons learned**

Of those who qualified to register to vote based on postcode and nationality in 2016, 98.5% either provided their details required to legally make an application or highlighted that they did not want to register or were already registered.

The university believes this system is effective for a number of reasons:

- The data collection takes place a number of weeks after enrolment which means it also takes into consideration the annual cycle of late and non-enrolment which occurs at the start of each academic year
- It allows for students to settle in term-time addresses which may potentially change following the enrolment period
- It lessens the risk of overburdening students by asking for this information at enrolment, when they may be less keen to agree to sharing protocols due to the volume of other information sent to them at this time
- It has the ability to be integrated into an already fully functioning in-house system which minimises resource and cost
- It takes into account multiple start dates for students who may start at the beginning of a later or earlier academic term.



Department  
for Education

© Crown copyright 2018

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)