

It ain't what
you do, it's the
way that you
flex it



WONKHE

What might flexibility mean?

- Engaging with learning, or work, in person or remotely – and being able to pivot
- Flexible access to resources and services at a time and in a way that suits you
- Flexibility to exercise choice and autonomy in work or study
- Flexibility in designing learning pathways: hop-on/hop-off; “build your own degree” options; multiple start dates; multiple institutions
- Organisational flexibility to respond to change
- *Skills for Jobs* white paper proposes flexible lifelong loan entitlement – and Skills and Post-16 Education Bill makes provision for allocation of student finance to “modules” as well as “courses”



“I really hope that we will be able to maintain more flexibility in using digital teaching as it suits students with their diverse backgrounds, caring responsibilities and needing to work to earn money. I also think we will not have a 'post-Covid' world as such - we will migrate slowly to learning to live with Covid... We will therefore be likely to have mini-lockdowns during variant surges for a few years yet - so our teaching must be able to be flexible and able to switch between modes of delivery very easily and quickly, necessitating a much greater role of the digital.”

Respondent to Wonkhe/Aula digitally enabled learning survey of university staff Jan/Feb 2021.

Your one great hope for learning and teaching post-Covid



Blended learning that embraces “the best of both”: for diversity and inclusion; community building; flexibility for students and staff; widening access; more sustainable; wider range of tools to engage students; push mundane elements to digital; blended for interaction; responsive to student needs.



Modernising pedagogy: fewer lectures and more small group teaching; more authentic assessment/ditch exams; more rounded and effective online community; more student engagement; more active learning; more individualised approach; more staff-student community interaction; more online learning materials; better facilitation of collaboration; no more death by powerpoint; more imaginative delivery.

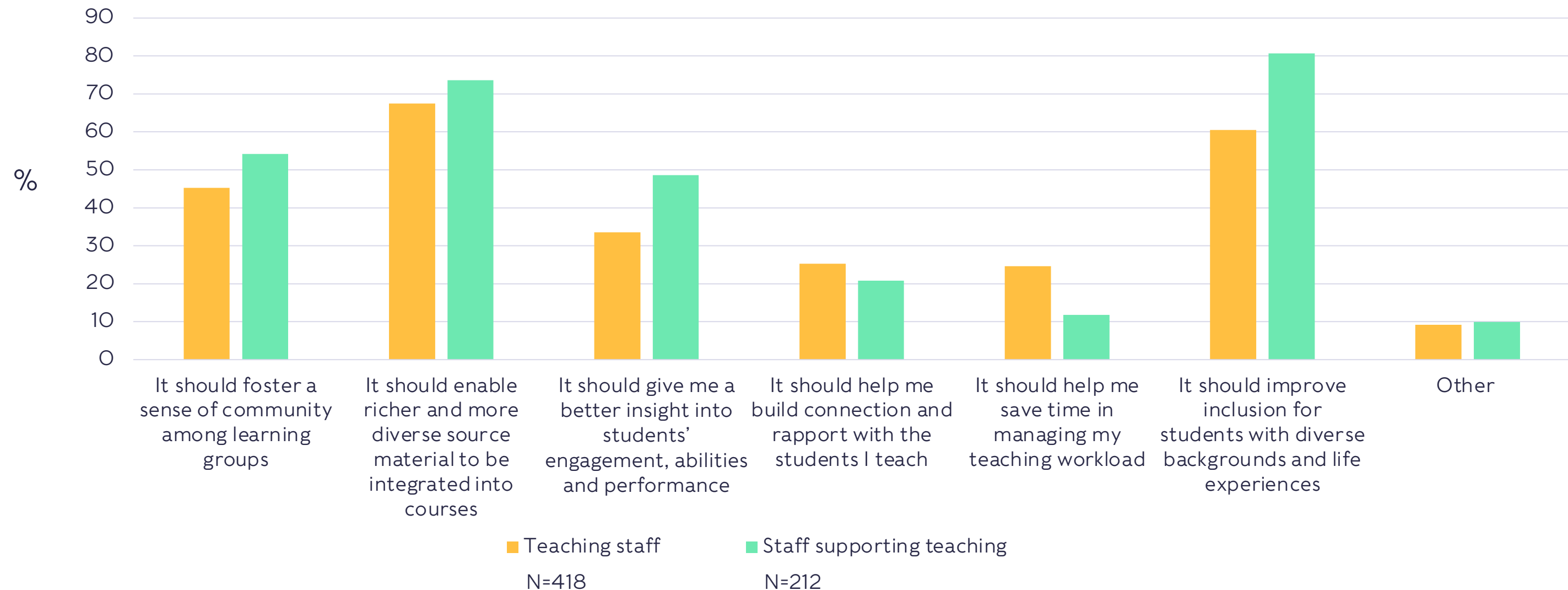
But...

This is by no means universal - significant numbers long for **a return to the classroom**, and to live lectures.

Respondents want the demands on staff to be acknowledged and **academic workload reform** to facilitate a blended future - some worry that embracing blended could be seen as an opportunity for cost-cutting.

They also want **freedom and flexibility to innovate**, and for university managers to display faith in programme leaders.

Once the pandemic is over, which of the following are your top three priorities for using technology to enhance students' learning?



The Wonkhe community survey: summer 2020

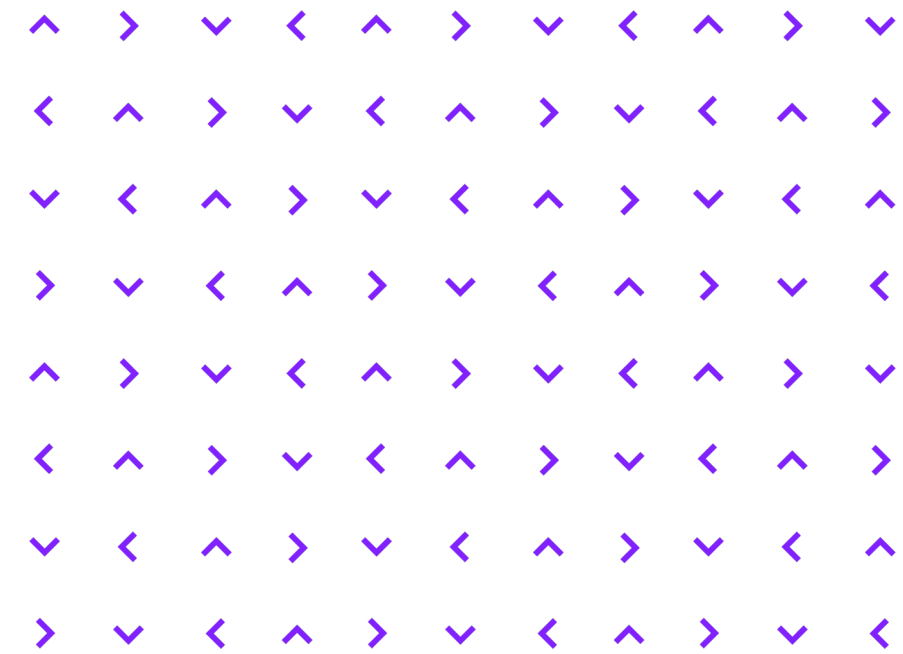
What longer-term changes to working practices and ways of doing things do you hope to see in your organisation as a result of the Covid-19 pandemic?

“Ways of working and normal expectations have been challenged and we have seen how we can operate more flexibly and effect change much more quickly than we would have thought possible. We won't want to lose the benefits of that agility, and I am excited about the improvements we can make.”

“Able to work from home a couple of days a week, less emphasis on being physically present in the office, more flexibility with start times, less meetings.”

“More flexibility to WFH and hours that better suit family life. We have absolutely proven that traditional 9-5 is not required. we have what might be a one-off opportunity to enable people to improve their work-life balance around caring commitments.”

“I'd like to see flexible working that is actually flexible! I'd also like to see the flexibility privileges available to academic staff to be extended to other staff (where applicable and appropriate).”



Thank you

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