

It's all coming up

What will happen in the year ahead and why (and how) should we respond?

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SUs

Barriers

- Form pairs with someone you don't know too well.
- Take the barriers you identified this morning.
- Can you identify a “policy agenda” that might be related to or underpinning that barrier?
- What would help you to **know** more about the issue, **understand** the issue and **influence** the issue in the student interest?



Representing students

- The year in office for a representative is a mixture of two types of activity
- Hunting – identifying (manifesto) objectives and working out a plan to achieve them (planning)
- Fishing – responding when opportunities and threats come along (forecasting)
- This is a session about fishing – identifying the big (national) things that are coming so you're ready to respond.



How students are seen

- Underpinning assumptions involve Harry Potter or Student Nurses
- Government capacity in HE part of DfE is weak
- Departmental dumping on DfE (DHSC? DWP?)
- Responsibility dumping on universities
- Govt traditionally only deal with an issue once a crisis, only advise once solved, only fund once money runs out
- Students not flagged as vulnerable
- Higher education already very expensive as seen by the Treasury

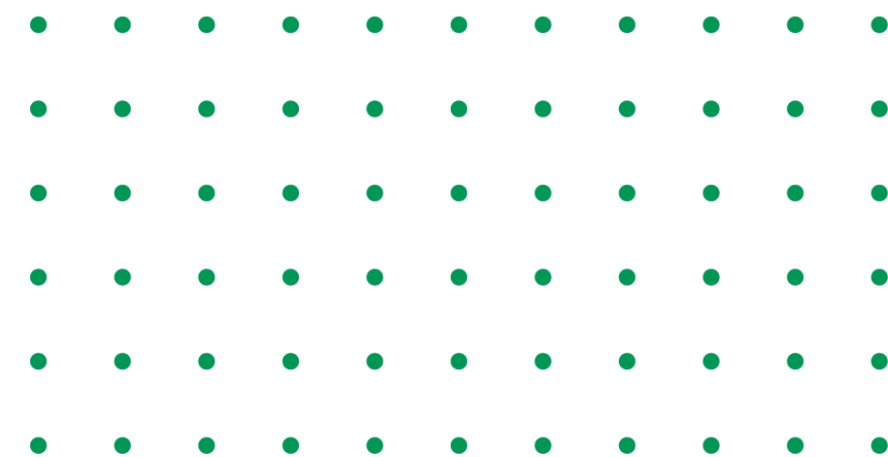
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PRETTY FRESHERS

OF 1954 —

2. KINGS COLLEGE,
NEWCASTLE

The thing we liked about the freshers at King's Newcastle was their gaiety and good humour. People full of high spirits like Kathleen Brown, aged 18, from Pont-i-Land, who is studying fine art and hopes to be a dress designer. That "Danger" sign is no exaggeration. Lesley Shacklock (right) comes from Heston and studies pure science. She wants to go into aeronautics, which will make her about the prettiest jet designer in the business.



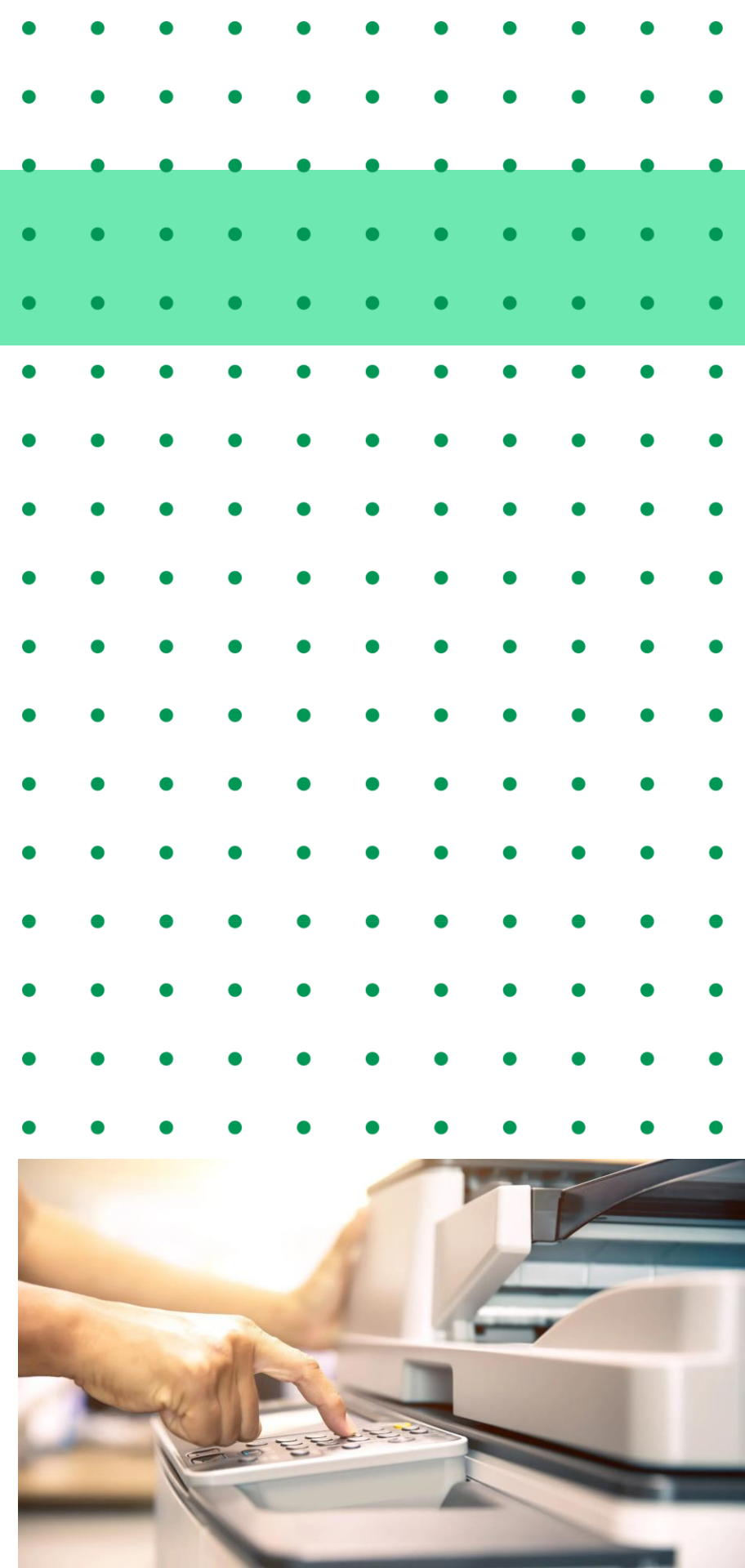
Medium sized issues

When under pressure, leaders tend towards:

- Busyness with the small – comforting
- Busyness with the massive – exciting
- Both a way to avoid accountability

We also are facing problems that are unfamiliar

- Dominant development mode in HE is mimetic – but there's nobody to copy from
- Creativity rather than theft required?



1. UCU Strikes

- (High risk) aggregated ballot strategy
- Early and expensive
- Will members last the course?
- What will the university's tactics be re participation?
- What if the **university** can afford a rise but **universities** can't?



2. Money will get very tight for unis

- Unit of resource frozen, plus impact of inflation
- Prospect of SNCs for “low value subjects” and “low value students”
- Failure to match demand to supply over 3 years, and moves around the market

How to cope?

- Redundancy schemes (above and below surface)
 - Increase in PGT (India, Nigeria) Business Studies and Social Sciences
 - Close unpopular courses, pathways and modules
 - Reduction in module choice/demand smoothing
 - Increase in class sizes and stretched shared
-
- Trigger’s broom and student protection...

Are you across the university’s finances?

Are you confident that students will be protected?

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High inflation...

The UGC's problem is fairly simple: serious failure to keep up with inflation. If the government chooses to do so it may scale up grants for inflation using the university costs index; but the index is retrospective—inflation for last year decides this year's scaling up. The index rose 10.7% in 1973 and 29.4% in 1974 and the UGC was faced with two dilemmas: first, that the acceleration in inflation could not be reflected in disbursements during 1974–75 and second, that the government was not even disposed to allow the 10.7% to go through (academic salaries, comprising half of UGC grants, were properly supplemented). The

High inflation...

- Dealing with high inflation is a not a new problem for universities
- Dealing with freezes (real terms reductions) in unit of resource is not a new problem for universities
- Dealing with attempts to radically change the economic model is not a new problem for universities
- Dealing with all three at once is

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21/22 tuition fee income, £ million lost to inflation since August 21/22
Nominal minus RPI adjusted from August 2021, UK domiciled FT UK students 21/22

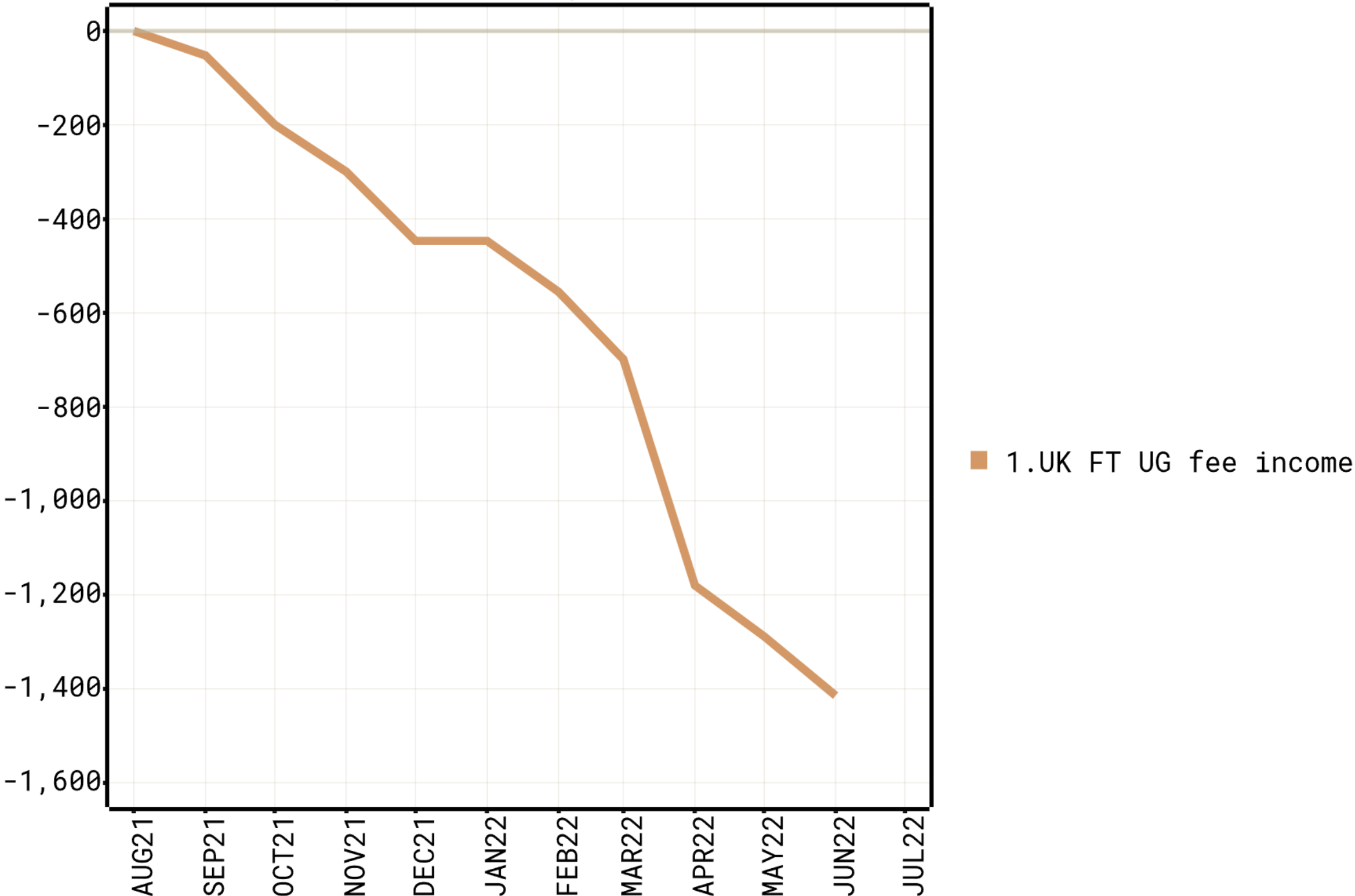
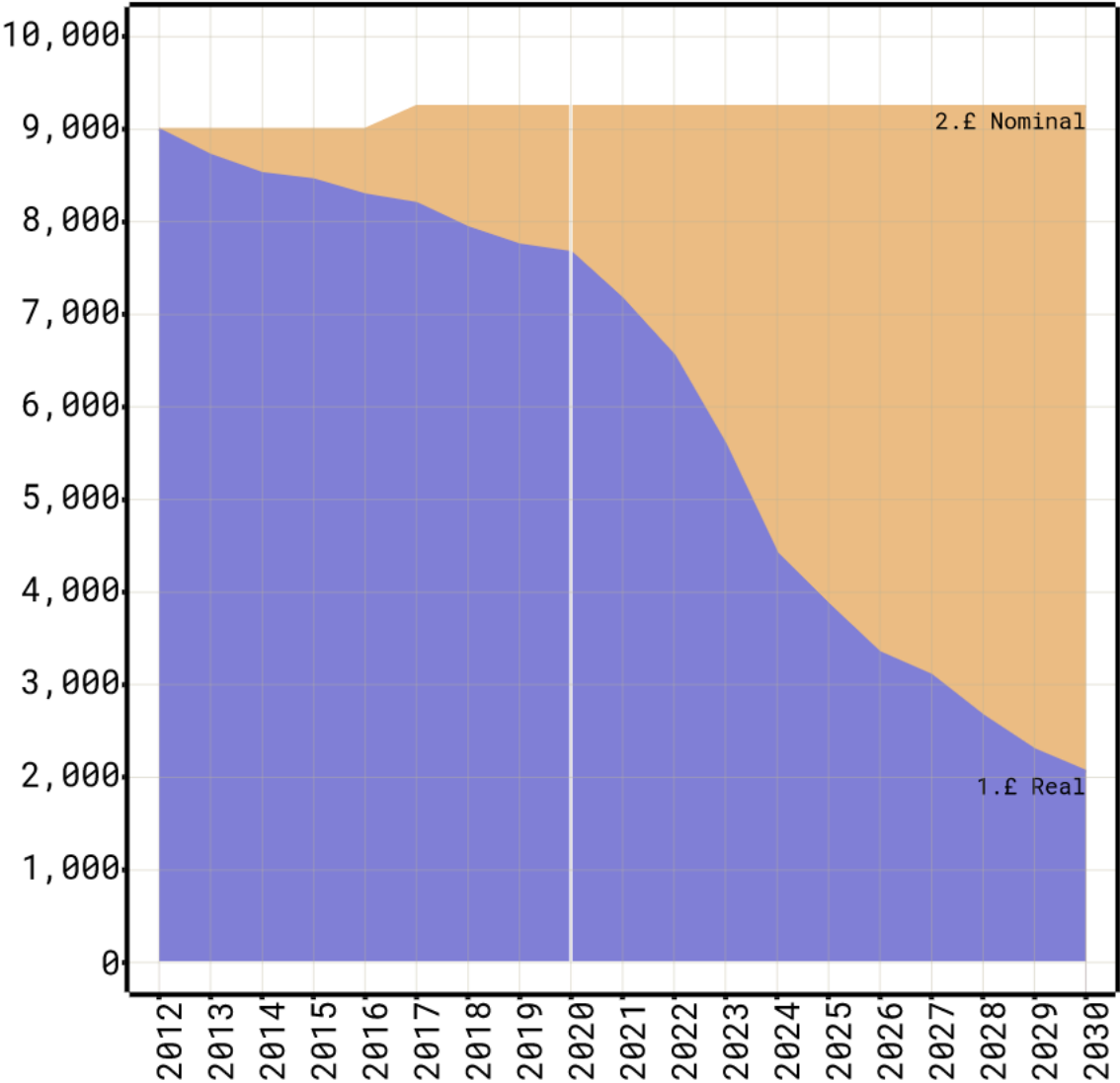




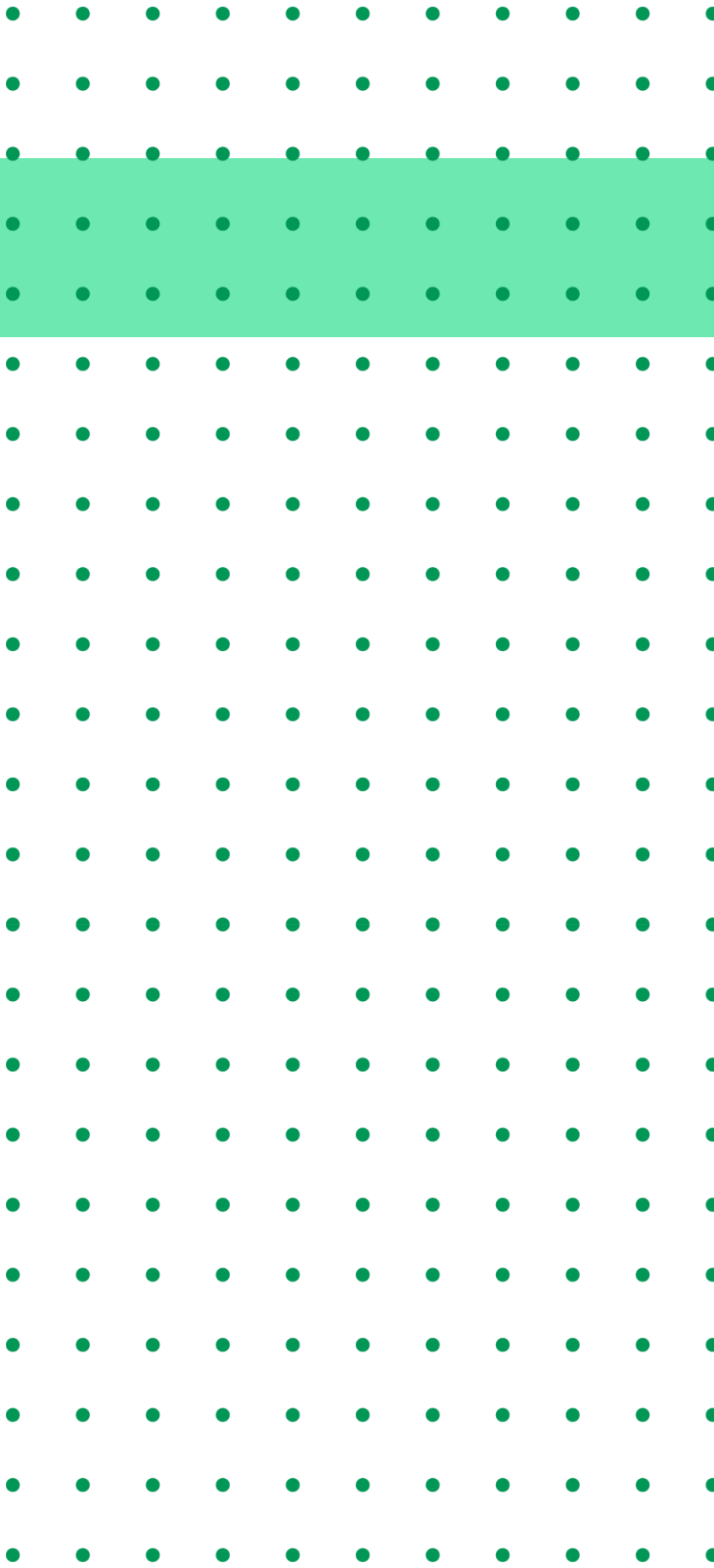
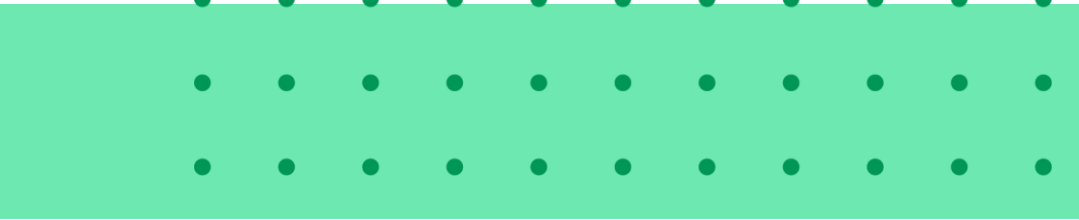
FIGURE 2 THE ENGLISH FT UG FEE CAP, NOMINAL AND REAL

English FT UG tuition fee cap, nominal and in £ 2012 RPI, with 2021 onwards like 1972 onwards



dataHE 2021 realfee2

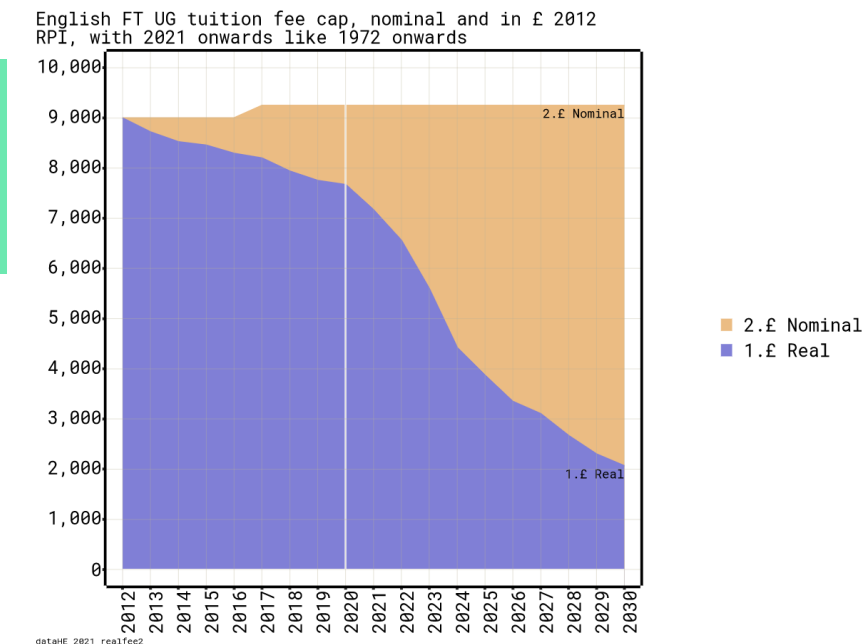
2.£ Nominal
1.£ Real



Inflation, 70s style

- By 2022 real funding has fallen to £5,600, a 38 per cent cut from 2012.
- Two years later in 2024 the real value has slumped to £4,400, a 51 per cent cut.
- By this point universities are needing to teach two students with the resources they had for one in 2012.
- If universities made it through to 2030 in this scenario, they would find their real funding per student had dropped to around £2,000, less than a quarter of the 2012 resource.

FIGURE 2 THE ENGLISH FT UG FEE CAP, NOMINAL AND REAL



Coping with a declining unit of resource

- Engage in value provision
 - Principally via validation or franchise partnerships, or remote campuses
- Increase no of international PGT students
 - Student experience, entry standards, support, agents?
- Identify modules, pathways or programmes that are expensive to teach and/or recruiting low numbers (portfolio review)
 - Closure or collapse into bigger pools to manage demand fluctuation/pressures
- Are students protected?

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GLOBAL BANKING SCHOOL LIMITED PROFIT AND LOSS ACCOUNT FOR THE YEAR ENDED 28 FEBRUARY 2021

		2021 £	2020 £
Turnover	3	30,377,883	10,204,610
Cost of sales		(15,105,900)	(5,103,660)
Gross profit		15,271,983	5,100,950
Administrative expenses		(9,861,602)	(3,222,228)
Operating profit	4	5,410,381	1,878,722
Tax on profit	8	(899,789)	(370,673)
Profit for the financial year		4,510,592	1,508,049

There are no items of other comprehensive income for either the year or the prior year other than the profit for the year. Accordingly, no statement of other comprehensive income has been presented.



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Are you confident that students will be protected?

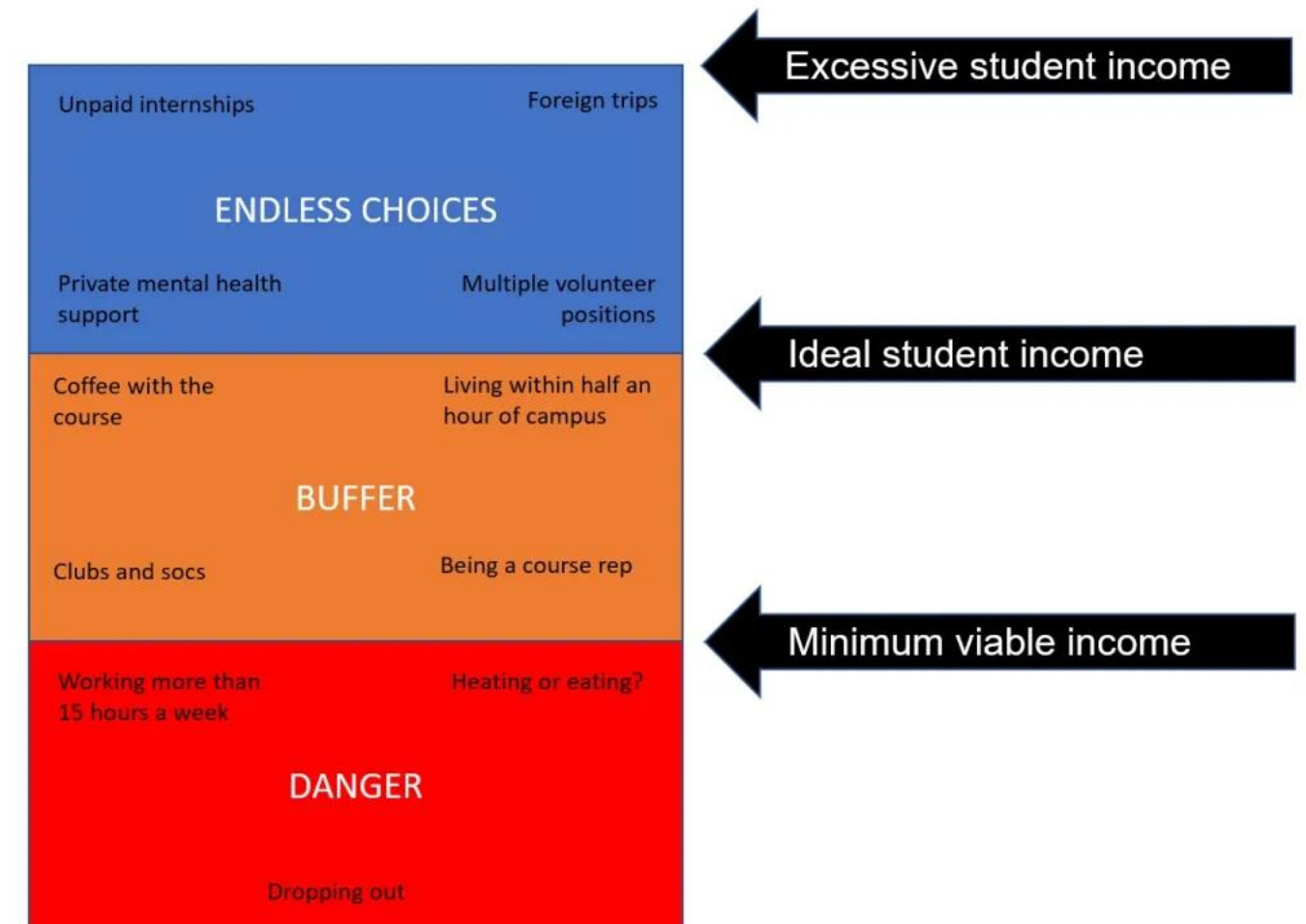
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3. Money will get very tight for students

- Home students – threshold and value
- Bursaries and scholarships
- International students
- The student experience buffer

Are you confident in the university's arrangements?



4. There will be major housing reform

- Standards, pets and some other bits
- 6 or 12 month fixed term tenancies banned
- Cancel on 2 months notice
- Right to stay
- Signing early will be pointless
- International students might find difficulties
- Landlords may discriminate against students

What could happen in the local housing market?



5. Big issues around Disability and M/H

- Abrahart case – appeal or not?
- Process of “becoming” Disabled
- Assessment adjustments
- Challenges to the SU model

Do you know what the university is doing?

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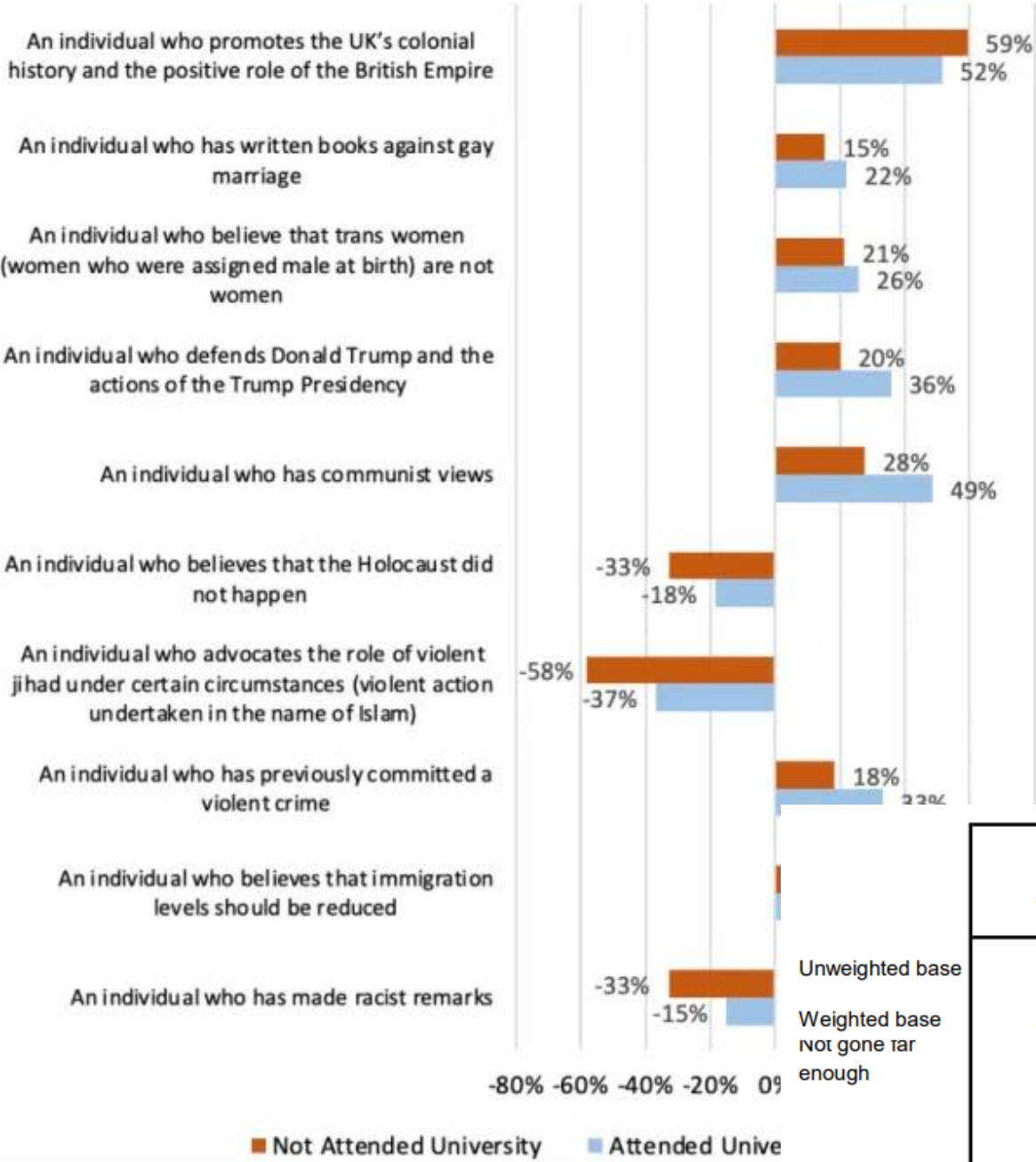
6. Free speech bill/culture wars

- Toughening of existing duty – becomes something to promote and more than external speakers and room bookings
- New DoAFaFoS on the OfS appointed by SoS
- Will operate an ombuds scheme (relationship with OIAHE)
- Freedom of speech within the law BUT reasonably practicable wording and balancing with other duties
- Students' unions directly regulated UNLESS an SU of an Oxbridge College
- New legal tort if a person is impacted by a failure re the duty

Have you had any free speech controversies lately? Are you ready for regulation in this area?



Chart 7: Who should be allowed to speak on university campuses – by graduate status

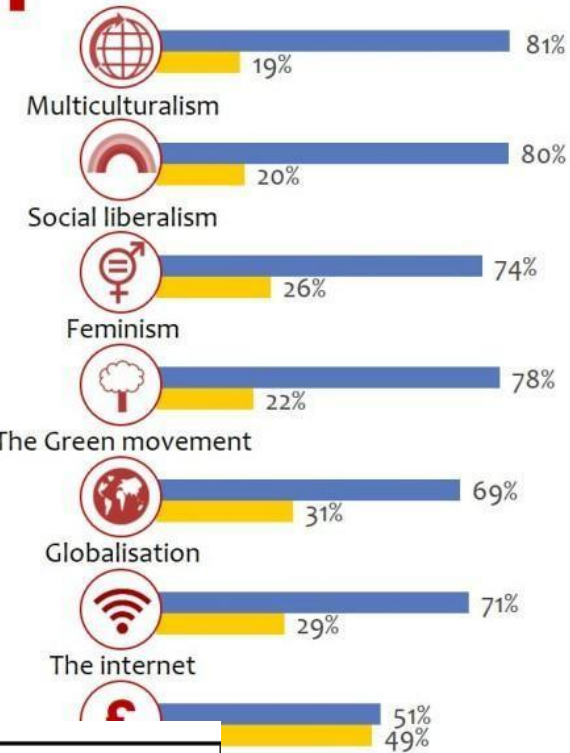


Unweighted base
Weighted base not gone far enough
About right
Has gone too far
Don't know

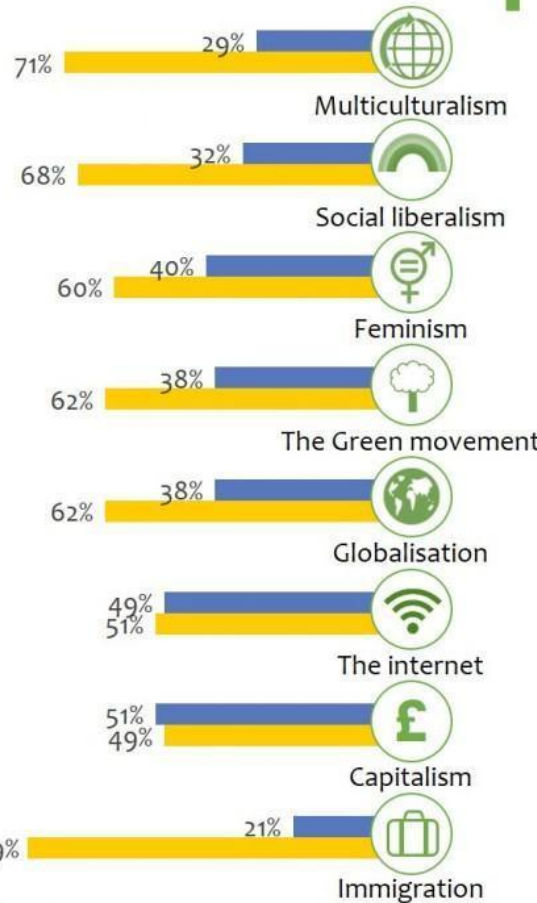
	Gender		Age						SEG			
	Total	Male	Female	18-24	25-34	35-44	45-54	55-64	65+	AB	C1	C2
2069	1028	1039	220	350	338	371	316	474	532	583	440	512
2069	1007	1060	240	358	340	369	298	464	556	556	451	504
210	89	120	44	48	29	30	21	38	54	63	46	48
10%	9%	11%	19%	13%	9%	8%	7%	8%	10%	11%	10%	10%
441	205	235	79	91	101	64	45	61	146	106	82	108
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1245	647	598	81	167	184	242	222	349	321	344	281	297
60%	64%	56%	34%	47%	54%	66%	74%	75%	58%	62%	62%	59%
172	65	107	35	53	25	33	11	15	36	43	42	51
8%	6%	10%	15%	15%	7%	9%	4%	3%	6%	8%	9%	10%

Do you think of each of the following as being a force for good, a force for ill, or a mixed-blessing?

How did the people who thought the following were a **force for ill** vote?



How did the people who thought the following were a **force for good** vote?



Leave Remain

Lord Ashcroft Polls
@lordashcroft

Chart 7: Who should be allowed to speak on university campuses
– by graduate

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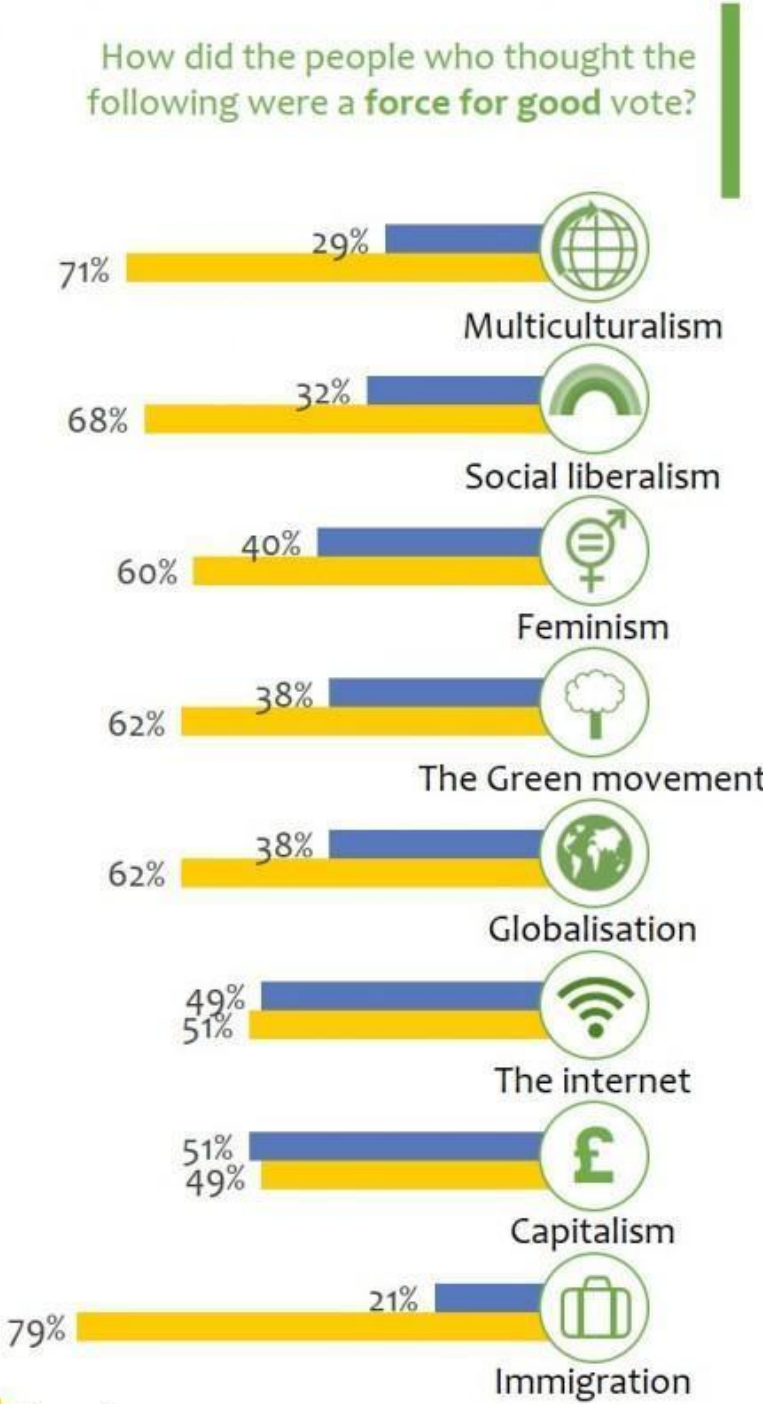
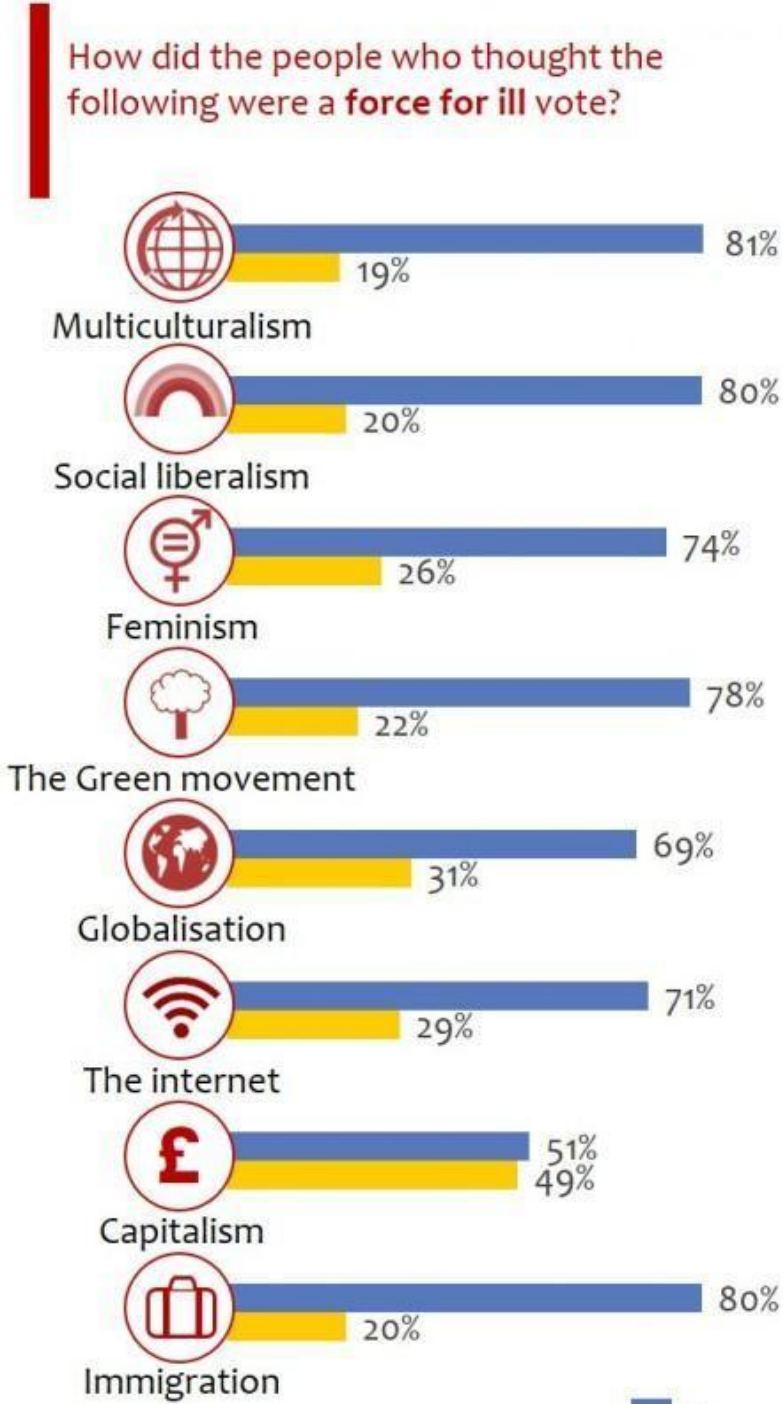
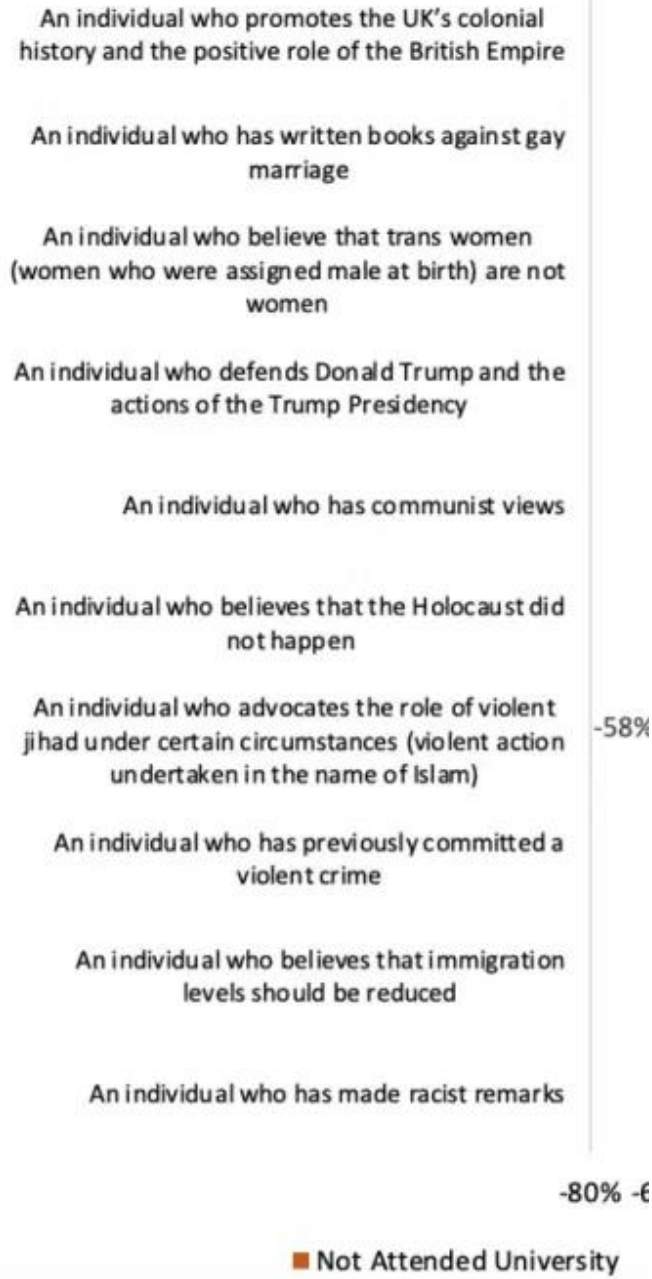
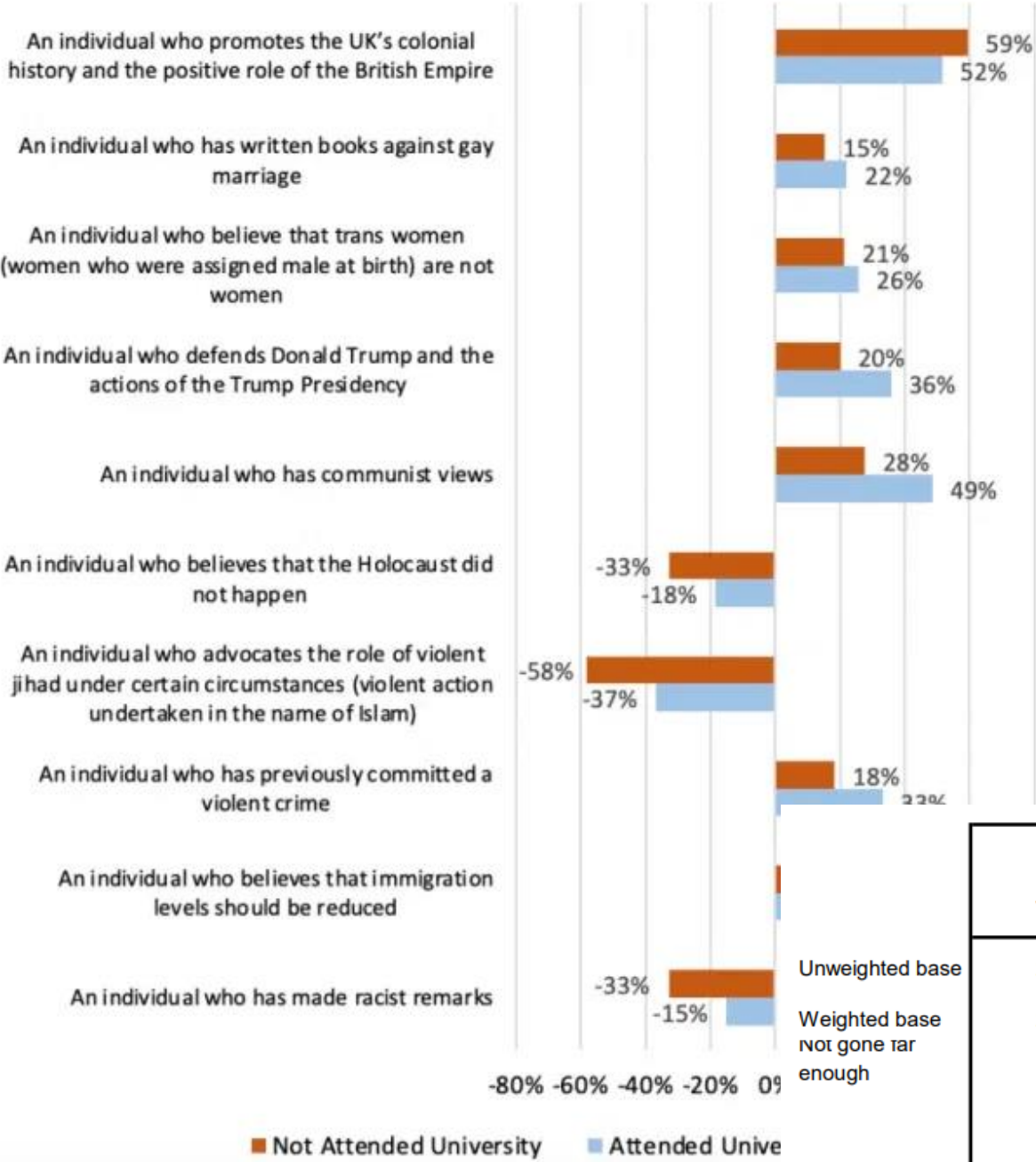


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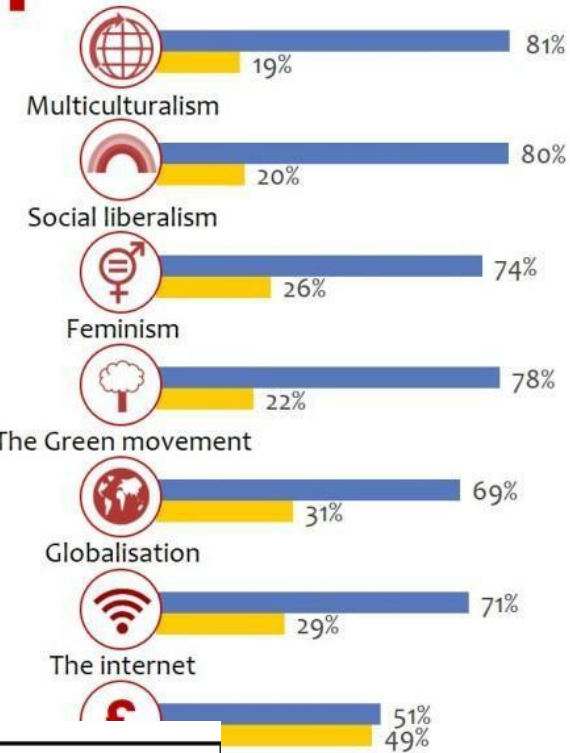


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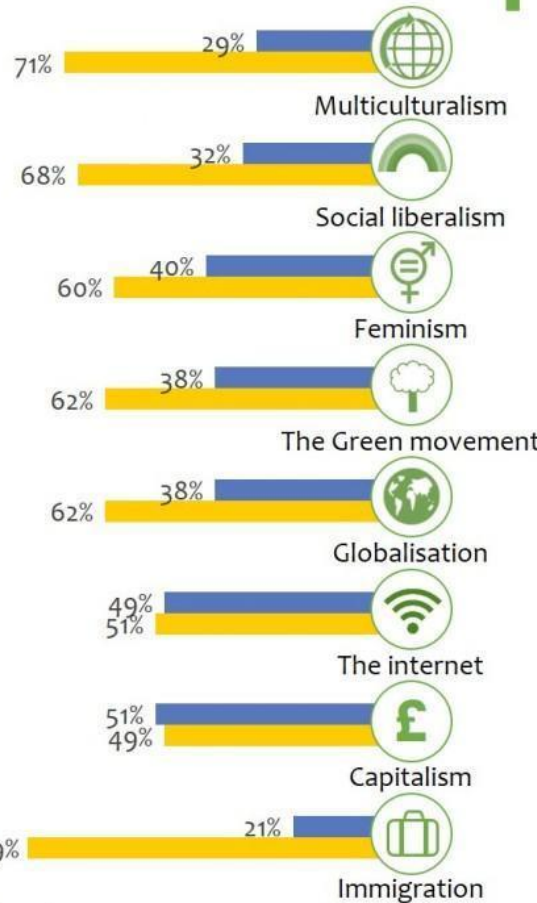
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Which party do you think is most likely to agree?		WHO BACKS THESE 'WOKE' IDEAS?	Do YOU support or oppose these ideas?	
 Labour	 Conservative		Support	Oppose
56%	10%	Statues of historical figures being taken down	18%	59%
43%	9%	Men being allowed to redefine themselves as women and access women-only facilities	19%	48%
31%	12%	Breastfeeding being renamed 'chestfeeding'	5%	68%
36%	8%	Children being allowed to use puberty blockers and hormone therapy to change their gender	13%	61%
52%	10%	The idea that Britain is a systemically or institutionally racist country	29%	39%
29%	24%	People face losing their jobs for writing or liking politically incorrect posts on social media	21%	40%
41%	14%	Environmental protest groups causing damage to property & disrupting city centres		
52%	6%	Negative attitudes towards the Royal Family		
47%	13%	Shorter sentences for criminals		

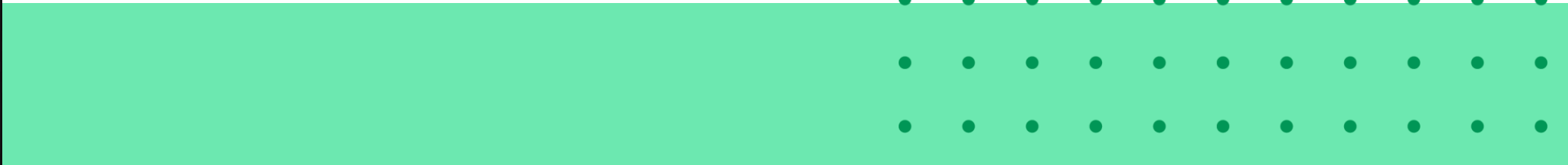
Net support amongst age groups for "wokery"				18-34	35-54	55+
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'Don't knows' and 'no views' are not shown. JL Partners interviewed 2,026 people

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7. Harassment and sexual misconduct

- New OfS statement
- High hopes from Michelle Donelan on NDAs
- Will it make a difference?
- Bartlett School of Architecture
- Acting in and acting out tensions...
- **Are you ready when the SoE kicks in?**
- **NDA approach?**



8. Quality arrangements

- B Conditions (Course costs and class sizes)
- B3 Bear and outcomes
- Other B Conditions
- Investigations...
- Changes to quality policies and arrangements
 - course reps etc
- **Are you ready to take advantage of (see off threats from) the changes?**



B Conditions

Where the condition contains requirements that relate to learning resources, a provider is expected to fund the provision of these resources, without additional charge beyond the course fee, where this is a reasonable step to take to ensure that the cohort of students registered on a course receive sufficient resources for the purpose of ensuring a high quality academic experience and success in and beyond higher education. A provider may determine the approach it takes to making such resources available to students, for example, by loaning resources to students for the duration of the course.

In relation to “physical and digital learning resources” the following is an illustrative non-exhaustive list of matters relating to ‘physical learning resources’ that would fall within the definition:

- a. Appropriate laboratory and technical resources for STEM subjects.
- b. Appropriate studio, performance, and technical resources for creative subjects.

B Conditions

In relation to “physical and digital learning resources” the following is an illustrative non-exhaustive list of matters relating to ‘digital learning resources’ that would fall within the definition:

- a. Appropriate hardware. Students have, or have reliable and consistent access to, the hardware that allows them to effectively access all course content. Hardware is of the specification required to ensure that the student is not disadvantaged in relation to their peers.
- b. Appropriate software. Students have, or have reliable and consistent access to, the software they need to effectively access all aspects of course content.

B Conditions

Robust technical infrastructure. Technical infrastructure and systems work seamlessly and are repaired promptly when needed.

Reliable access to the internet. Students have reliable and consistent access to an internet connection. Reliability and bandwidth of the internet connection are at a sufficient level to ensure that a student is not disadvantaged in relation to their peers.

A trained teacher or instructor. Students have a trained teacher or instructor who is equipped to deliver high quality digital teaching and learning.

An appropriate study place. Students have consistent access to a quiet space that is appropriate for studying.

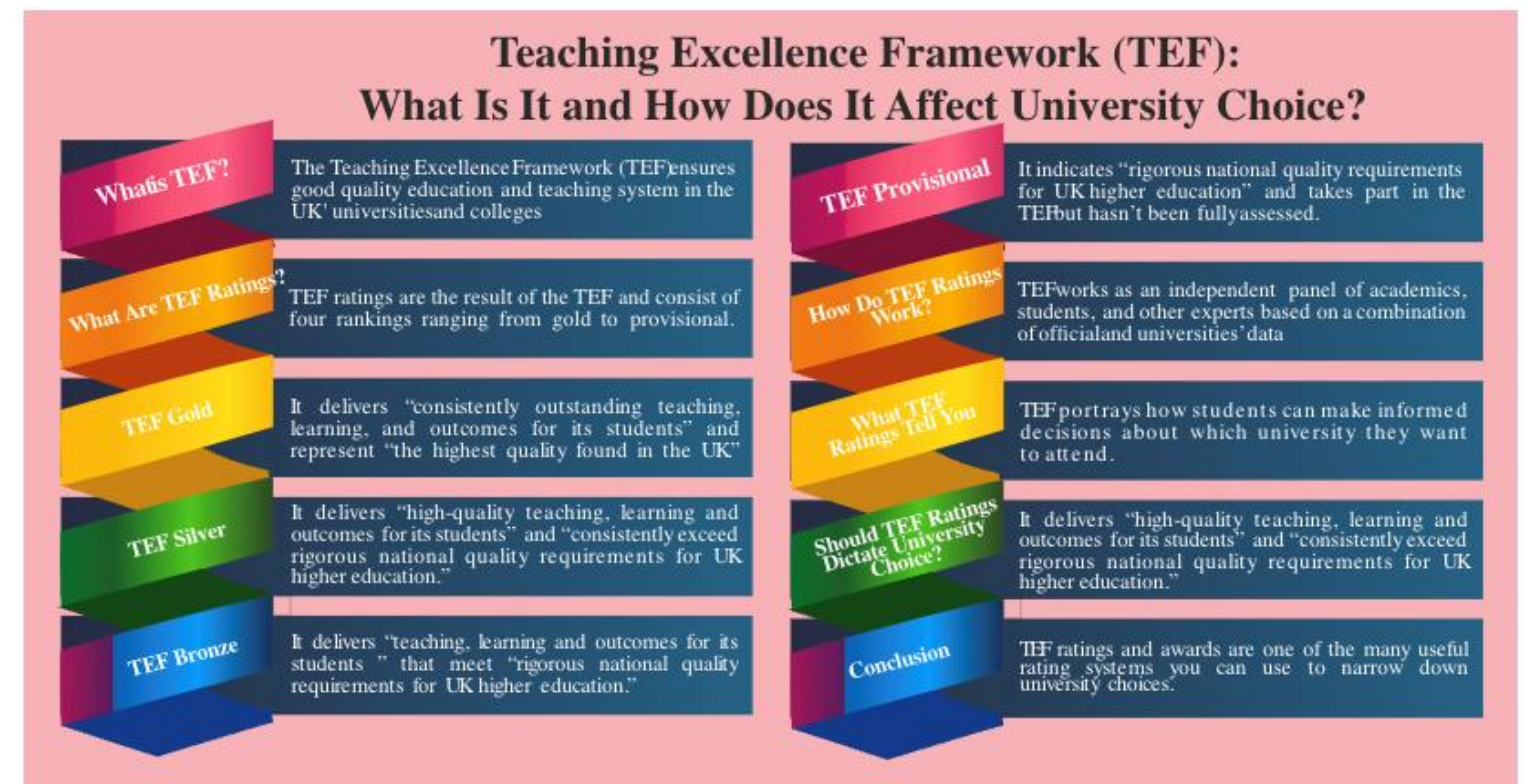
B Conditions

- a. Academic support includes support to help students with course content or on placements, to identify and address knowledge or skills gaps, and make decisions about future study choices. It includes, for example, mentor support that disabled students may need to support their learning.
- b. Support needed to underpin successful physical and digital learning and teaching includes support to help students make best use of digital learning.
- c. Support relating to avoiding academic misconduct includes support for essay planning and accurate referencing, and advice about the consequences of academic misconduct.
- d. Careers support includes the information, advice and guidance students need to identify their capabilities and the way in which these may be suited to particular careers, and to articulate these in a way likely to result in successful job applications.

9. The TEF will happen

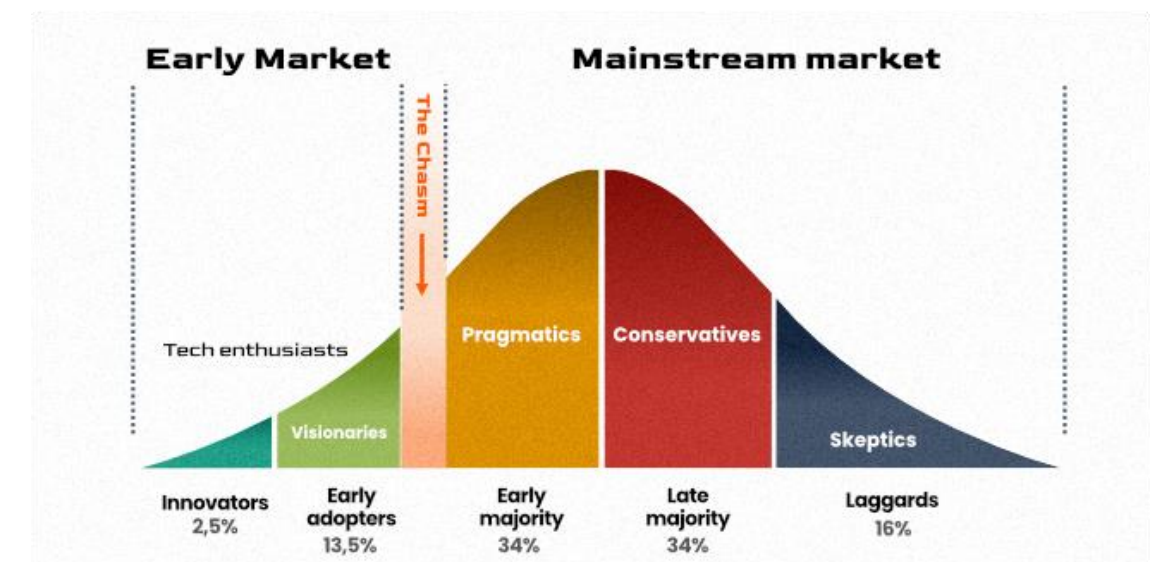
- Gold, silver, bronze
- Student written submission
- Pressure on SUs – pressure back?
- Embedding voice and leveraging

Are you ready to maximise opportunity for students?



10. Decol will hit the buffers

- Ministerial opposition
- Change in “faces” and harassment handling?
- What about the laggards?
- **Are you ready to support / defend your activists in this space?**



Plus...

- “New deal” for PCRs
- Ongoing “blended” tensions
- A crisis in assessment...
 - Essays and AI
 - Exams and proctoring
 - Authentic assessment – scale and discrimination
 - Academic integrity
- Labour and fees
- Universities will “fill up” again (what does full mean)
- Grade inflation panic will continue



How to prep...

- Is there anything on the list you want to know more about?
- Which aspects do you think have the potential to impact Durham students the most?
- Is there anything you'd be keen to try to influence?
- Is there anything that you think that students need to know more about?





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