

WONKHE

Giving students power - a campaign for student rights?

Rights, representation,
complaints and nudniks

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“



Pragmatists

- prefer what works 'in the real world'
- want instructions
- value evidence
- value experience

Activists

- are keen to try new things
- embrace 'trial and error'
- learn more from active discovery than following instructions

Active Experiment

Concrete Experience

Abstract Conception

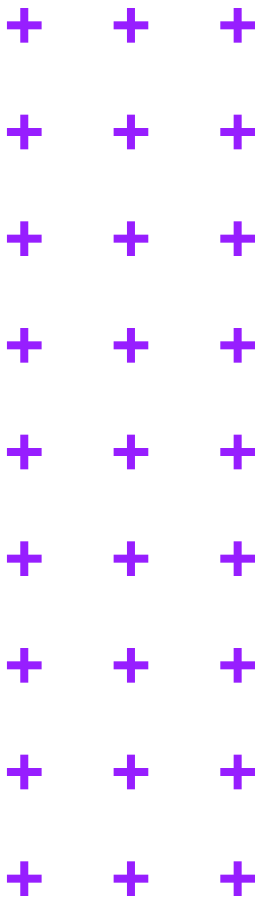
Reflective Observation

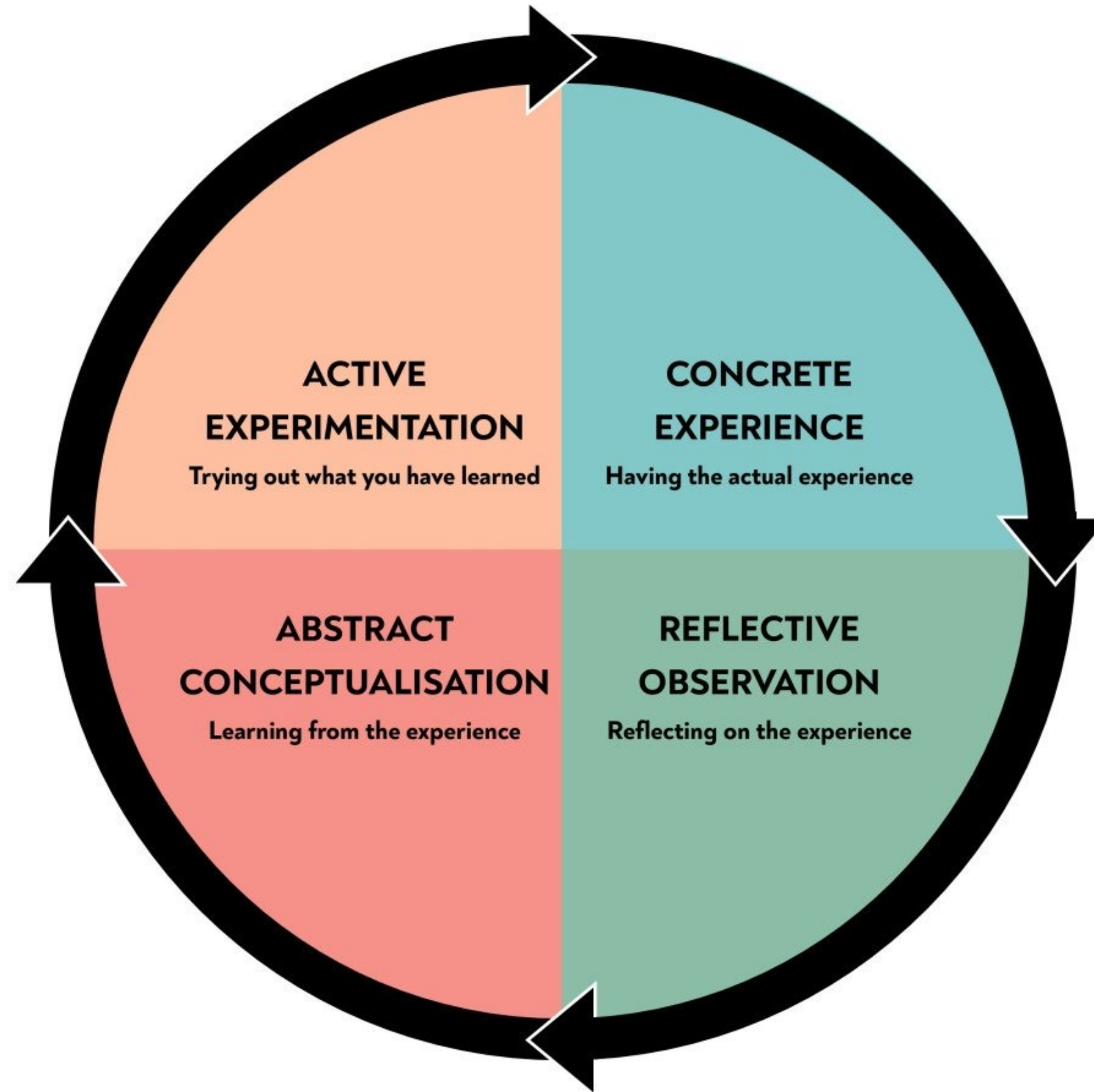
Theorists

- want to make rational sense of things
- value conceptual models
- value structure, jargon, taxonomies

Reflectors

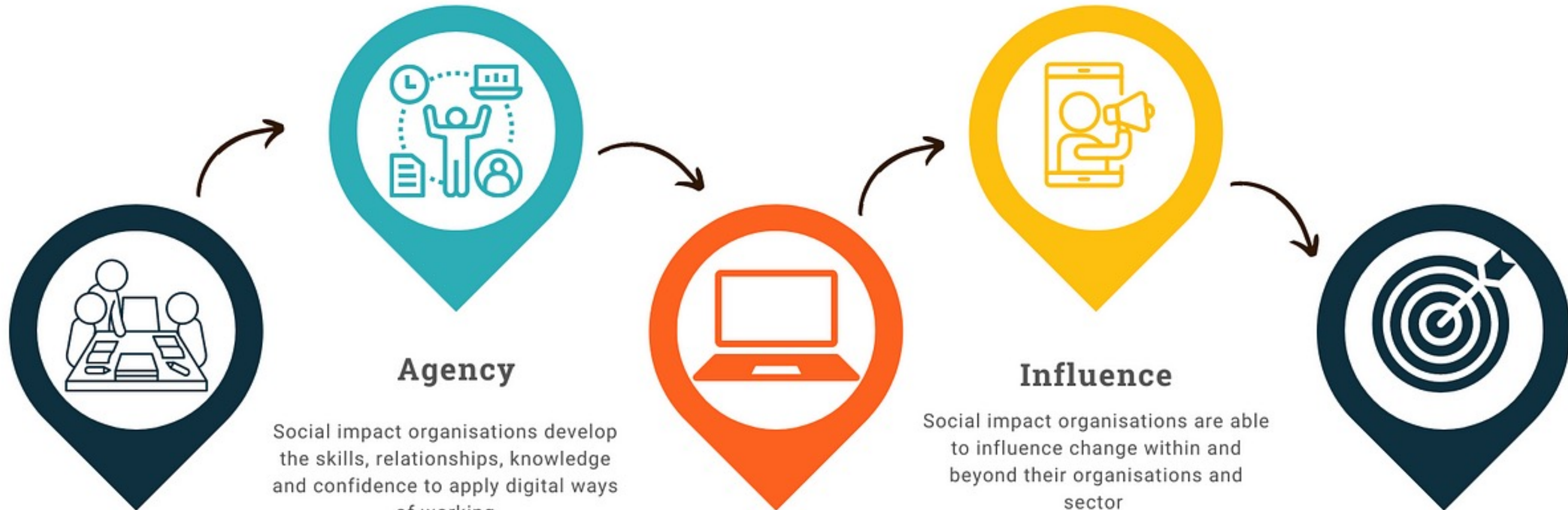
- Observe/record what happens
- value debriefing and feedback
- value analyzing past experiences and events





THEORY OF CHANGE

CAST is a charity helping social impact organisations use digital for social good. We work to accelerate their agency, presence and influence in technologies that affect us all.



Our work

- Network-building
- Digital capability programmes
- Digital resources
- Tech consultancy and training

Agency

Social impact organisations develop the skills, relationships, knowledge and confidence to apply digital ways of working

Presence

Community and sector-owned technologies are created and influenced by social impact organisations, and are open, sustainable and available across civil society

Influence

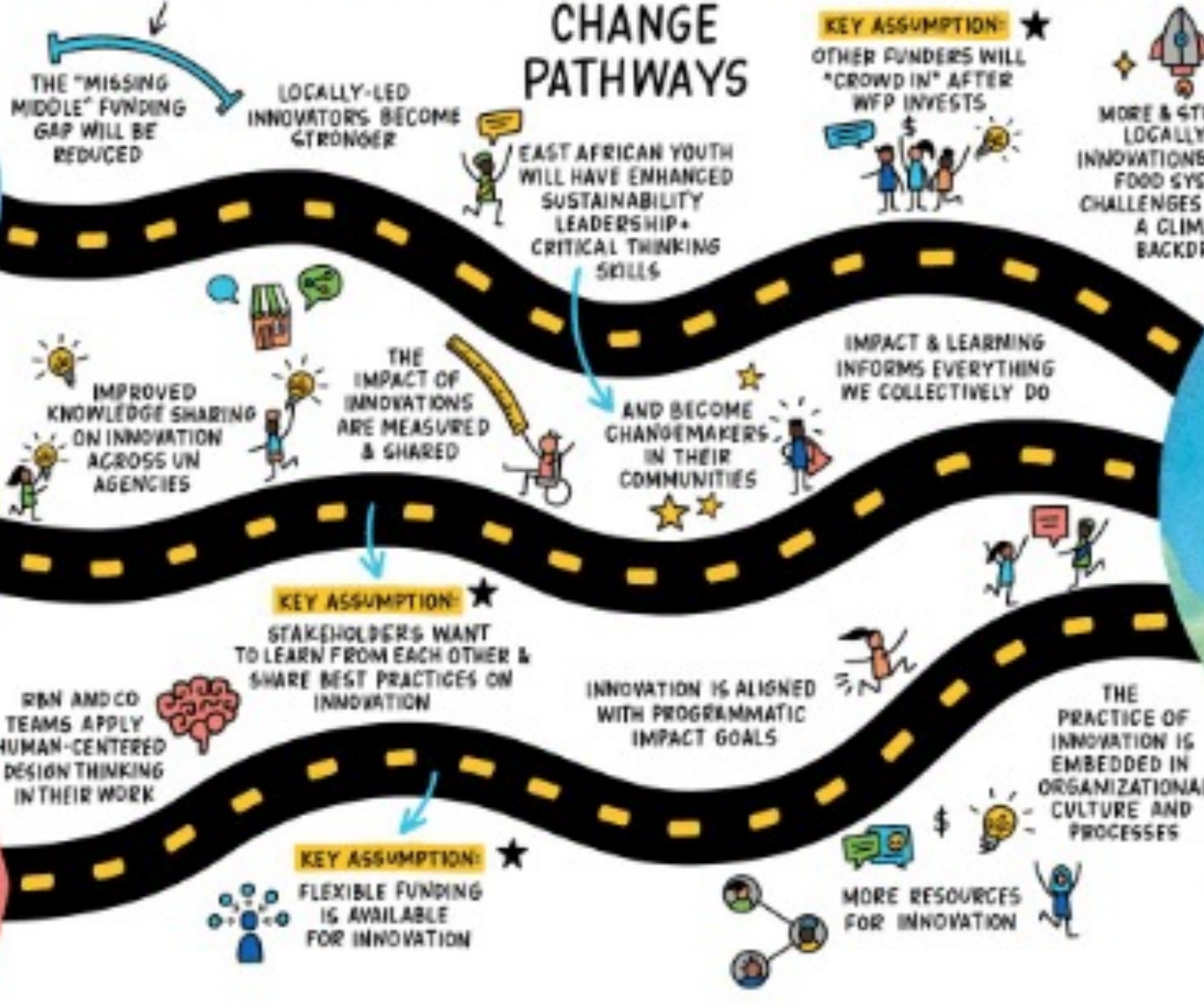
Social impact organisations are able to influence change within and beyond their organisations and sector

Impact

Social impact organisations can better respond to the needs of the communities they serve by applying the digital knowledge and skills to their services, strategy and governance. By leveraging their experience to influence change in and beyond the sector, they can help create a fairer and more equal society.

THEORY OF CHANGE

HUB'S ACTIVITIES



IMPACT



We believe that when we support girls and their allies in movements and collectives with the resources, networks and platforms they need to power their activism, we begin to see cultural conversations shifting, harmful practices eroding, power balancing and systems of oppression cracking. These changes are necessary so that girls live in safety, dignity and freedom. And through it all, the world is transformed.



Purposeful's Theory of Change

Our Grounding Truths

- To be a girl is to live on the frontline of injustice
- To be a girl is to resist
- Girls and their feminist allies have been organising and collectivising for millennia

Our Mission is to ensure that

Girl activists and their allies have access to the resources, networks and platforms they need to power their activism and remake the world for themselves

We will do this through our Power Building Strategies

- Redistributing Power Assets: Resourcing Girls Resistance
- Building Collective Power: Building a Base, Raising Consciousness & Nurturing Solidarity
- Organising Power Holders: Influencing & Coalition Building
- Transforming Power Structures: Political Advocacy & Agenda Setting

In all that we do, we will be guided by the following Values

- Joy as Resistance
- Cultivating Radical Imagination
- Deep Embodiment
- Rooted in Sisterhood & Solidarity
- Power in Diversity
- Lived Experience
- Taking Bold Action
- Many of Ways of Knowing

We will begin to see the following shifts happening:

- Girls have access to resources, assets & services
- A healthy ecosystem of more & better funding for girl activists and their allies
- Partnerships between feminist allies are formed
- Girls have awareness of their rights & their power

Solidarity & collective action amongst girls

A strong Movement with and for girls is forming and sustained

When this happens we see...

Violence & other harmful practices against girls are retreating

Value systems that position girls as 'subordinate' are dismantled

Patriarchal manifestations are eliminated

Cultural expectations & conversations change

Increased visibility of & discussion on issues negatively affecting girls

The negative dominant narratives & beliefs about girls begin to shift

Increased public support for girls rights

Power is shifting in systems & structures

Power is balancing

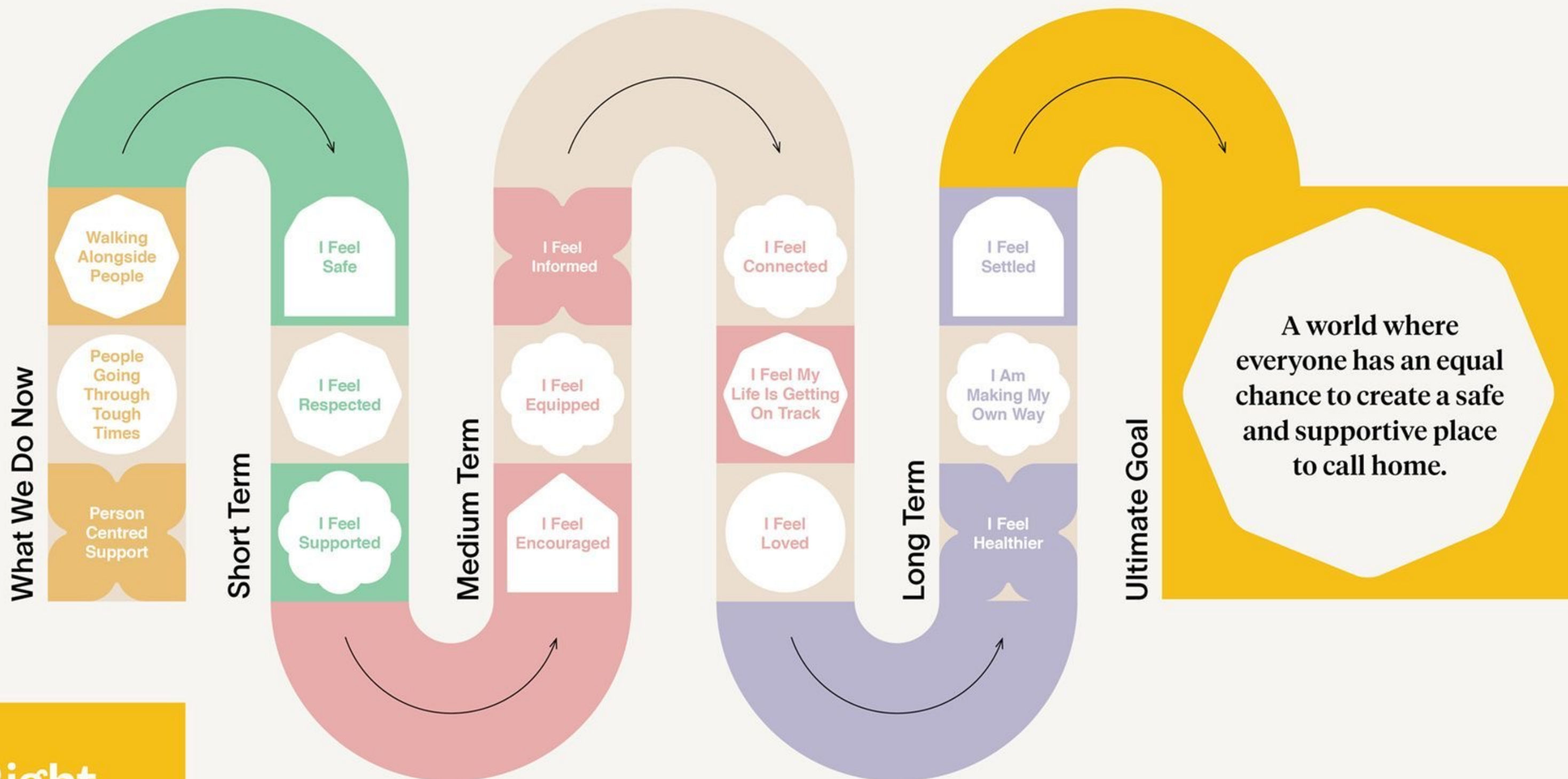
Girls influence key decisions which affect their lives

Rules, policies, laws shift in favour of girls rights

We believe that all of this will lead to the realisation of our Vision:

Girls are living in safety, dignity and freedom! And through it all the world is transformed!





Right There

Theory of Change



FAMILY HOLIDAY CHARITY THEORY OF CHANGE

THE DIFFERENCE WE WANT TO MAKE

Tourism is available for all families

Every family feels able to spend quality time away together

Government policy includes all families in tourism

7

5

6 MONTHS LATER

Families:
• Have hope for the future
• Feel able to tackle challenges
• Are more active in their community

Including families in tourism is widely supported

Families feel supported and are planning more holidays

6

A YEAR LATER

Barriers to taking part in tourism are reduced

Families:
• Wellbeing is improved
• Have positive relationships with referrers and in their communities

Including families creates savings for public services



4

JUST AFTER THE HOLIDAY

Families:
• Are now trying new things
• Have more confidence
• Are getting on better
• Enjoy looking back
• Have a new outlook and are using new skills
• Have a stronger relationship with their referrer

Families feel part of a new community

Benefits and opportunities of including families is better understood

3

DURING THE HOLIDAY

Families:
• Try new things
• Get a much needed break
• Feel closer to each other
• Mental health improves
• Feel rested and have fun
• Create happy memories

Key relationships are strengthened

• New customers are introduced to tourism
• Families want to do it all again

2

BEFORE THE HOLIDAY

Families look forward to going away and the stress of getting ready is reduced

• Key relationships are strengthened
• Tourism meets new customers

1

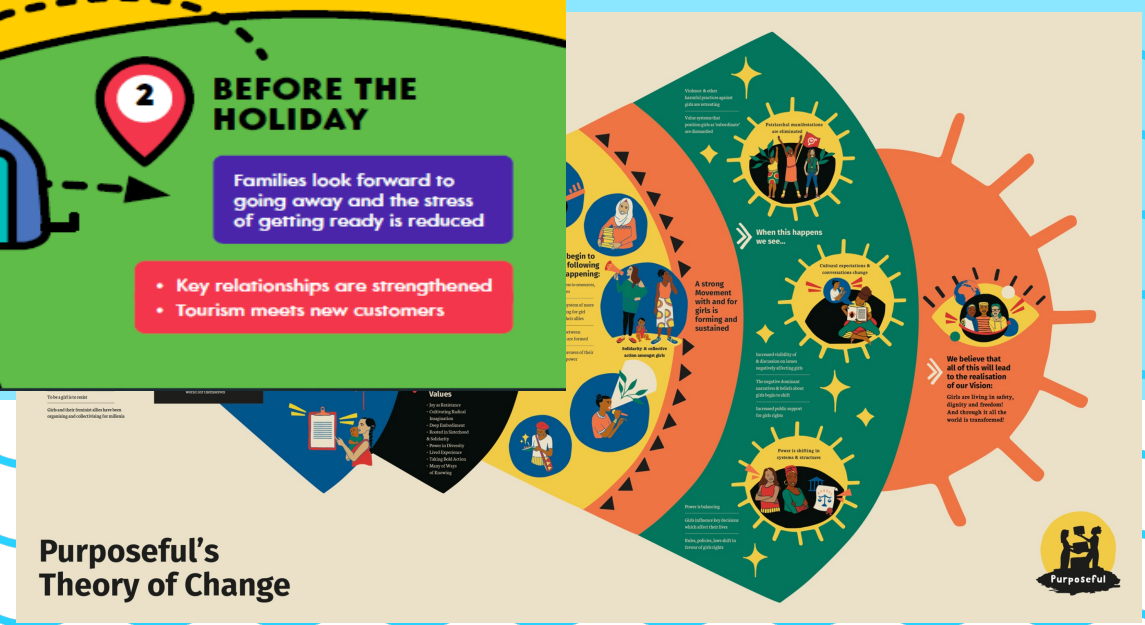
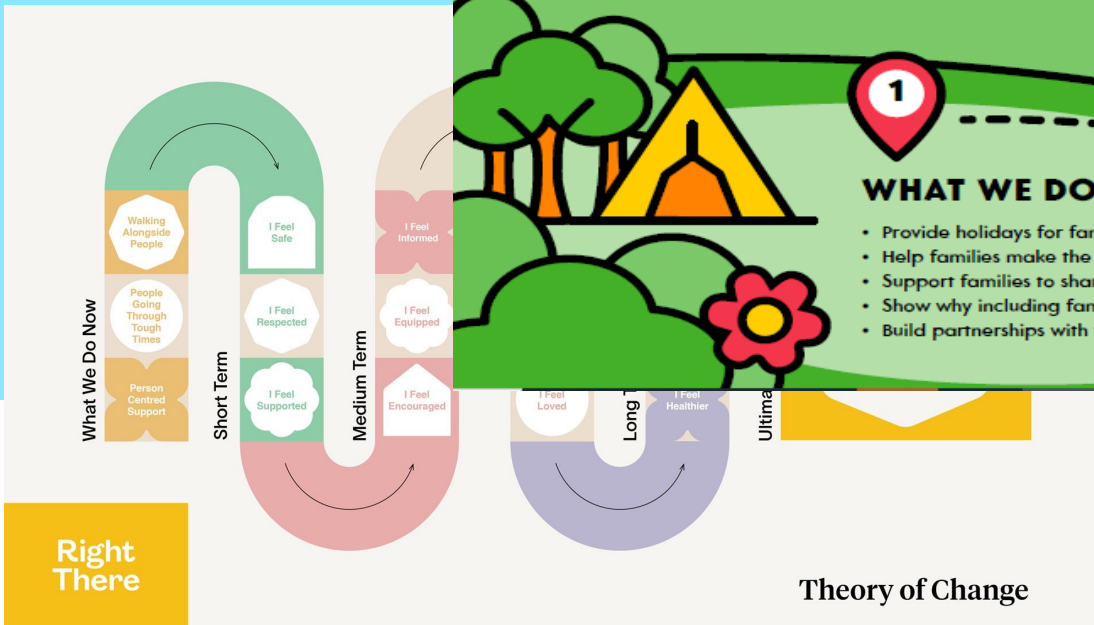
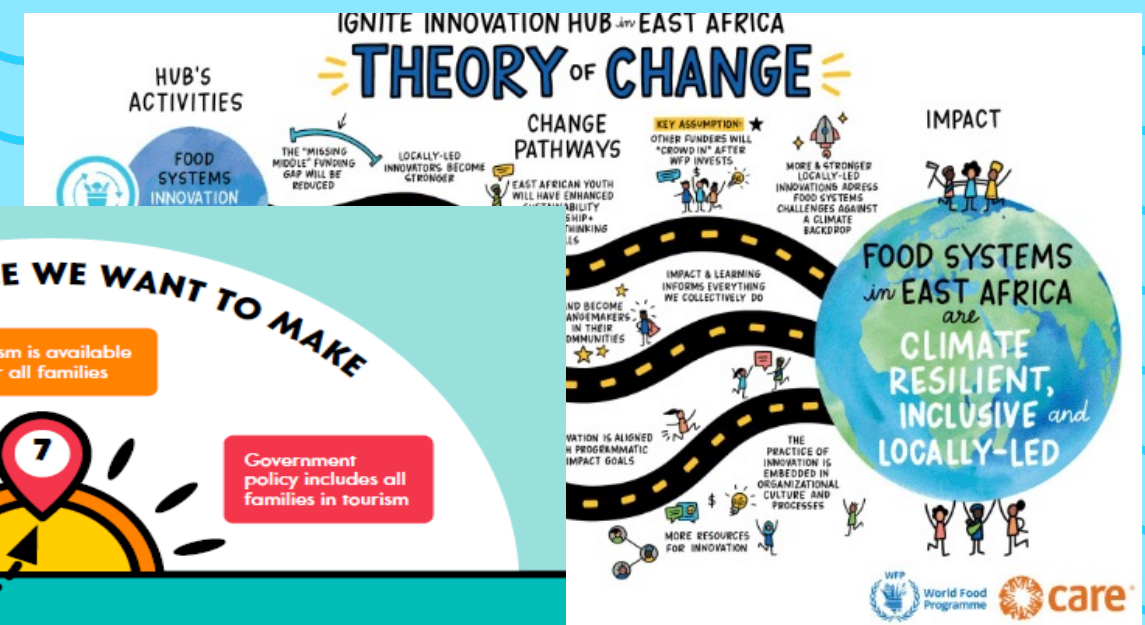
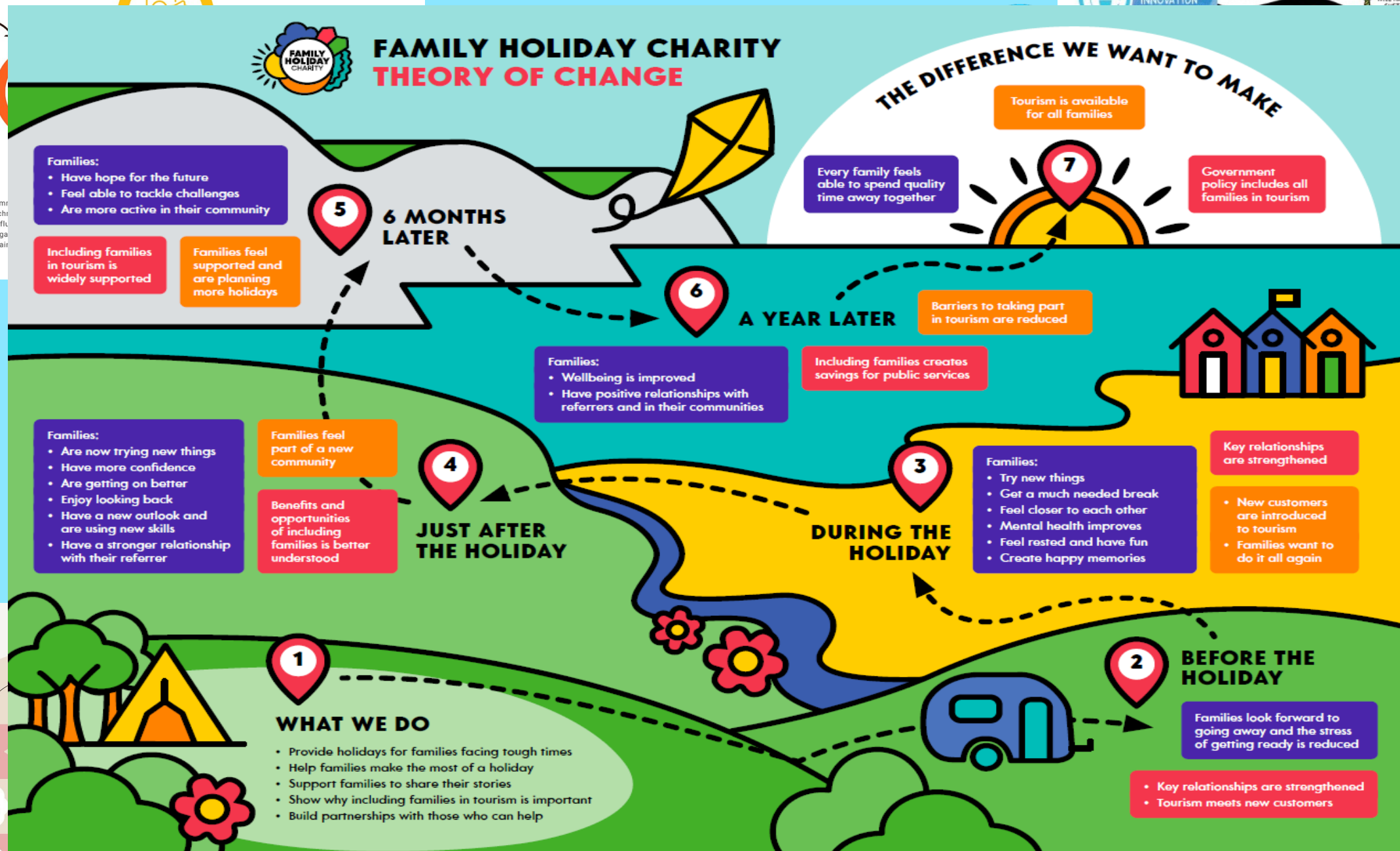
WHAT WE DO

- Provide holidays for families facing tough times
- Help families make the most of a holiday
- Support families to share their stories
- Show why including families in tourism is important
- Build partnerships with those who can help

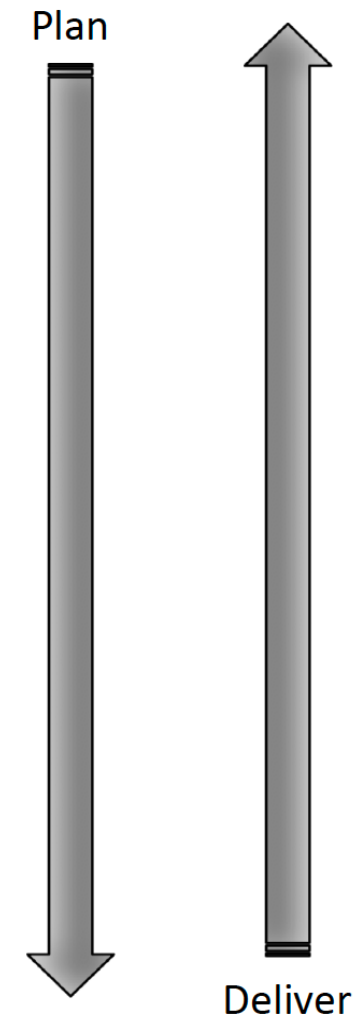
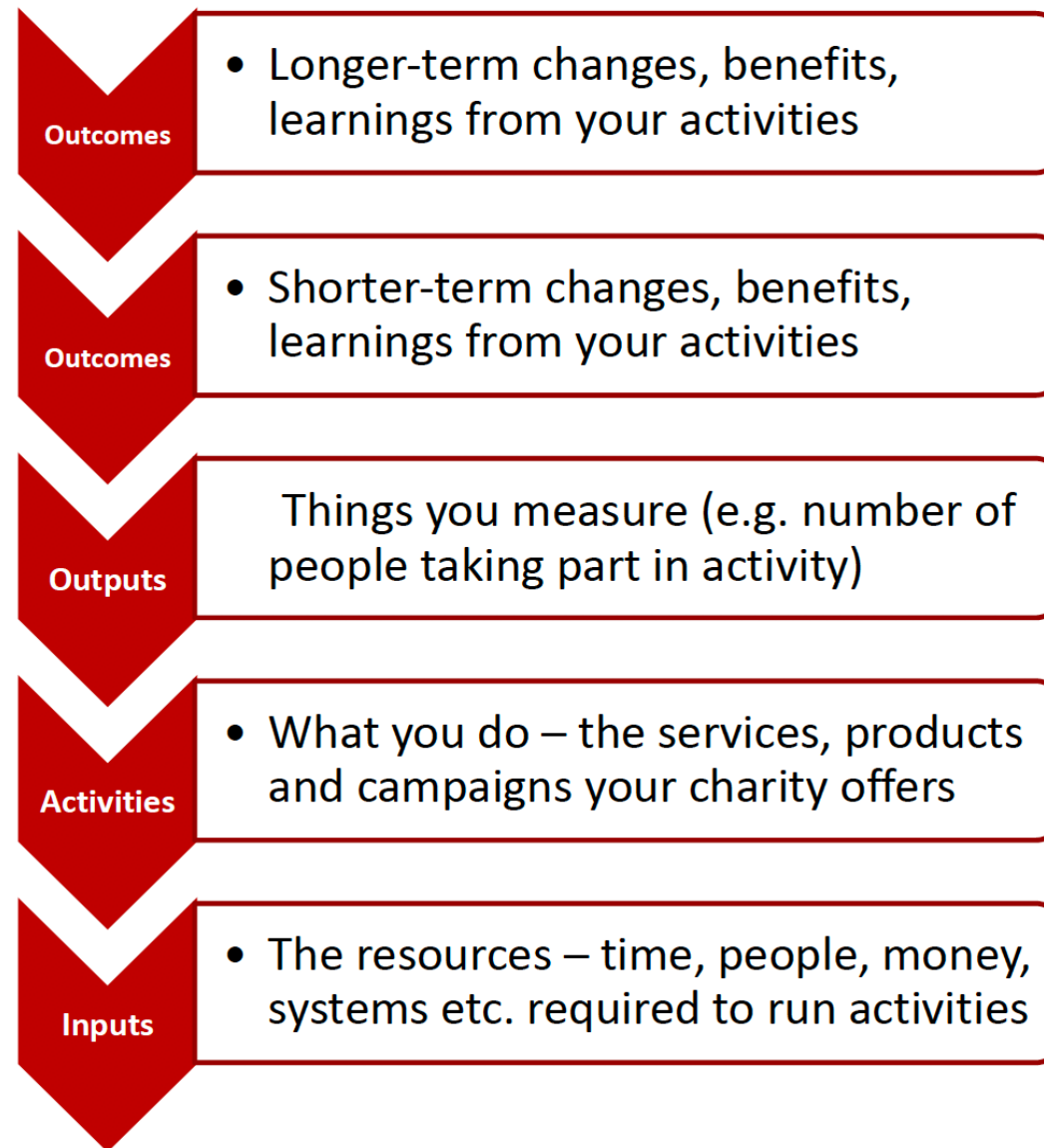


THEORY OF CHANGE

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What's in a Theory of Change

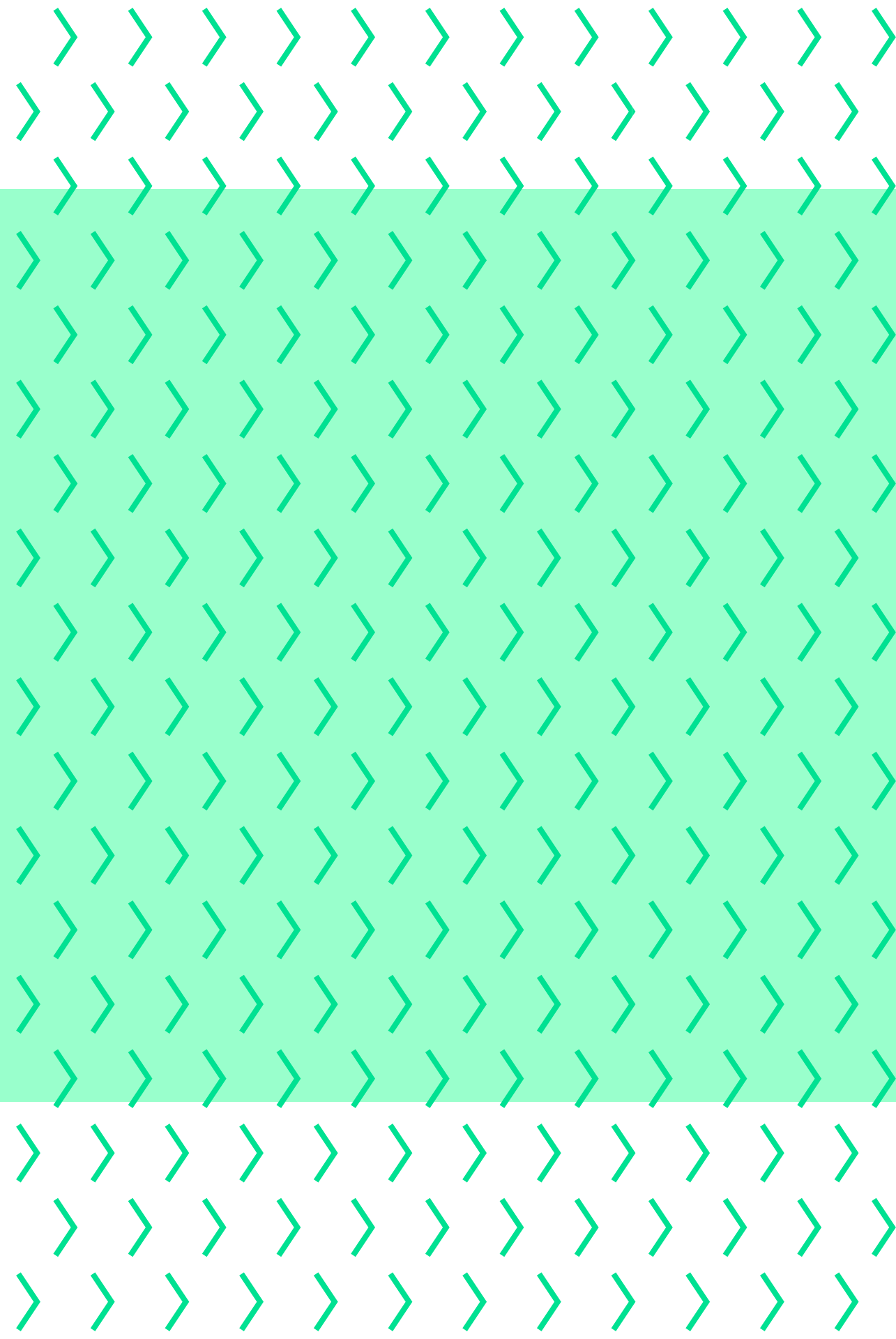


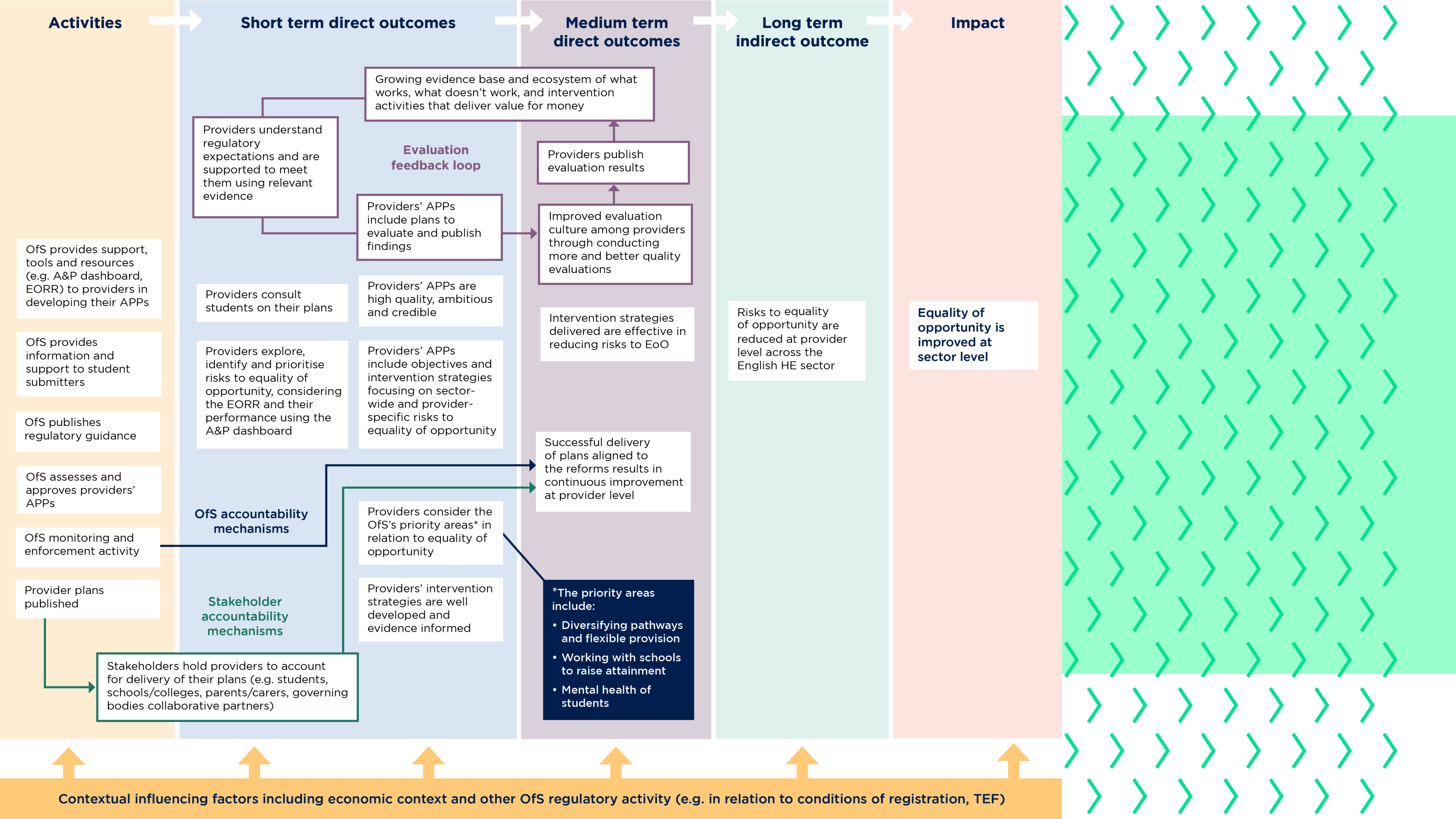
RED PENCIL

TEF Review:

“Some providers have changed or enhanced their “planning and review” frameworks.

“Some have adopted Theory of Change principles, which can help to pin down key purposes, actions and approaches to evaluation.





**Deadline
bunching**

**Feedback
late**

**Lack of
availability of
placements**

**Group
assessment
unfair**

**Lack of
diversity
of food on
campus**

**Mental
health**

**Housemate
issues**

**Black
mould
and mice**

**Lack of
support on
placement**

**Inflexible
timetables**

**Lack of
disability
support**

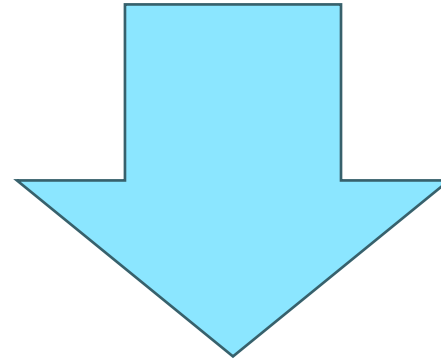
**Buses
always full
or late**

**Cost of
living**

**Optional
modules
cancelled**

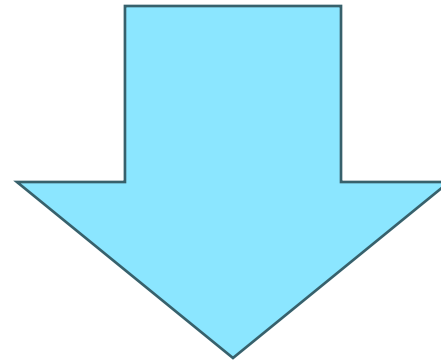
Snog Help them cope	Marry Eradicate the issue	Avoid Warn them
Cost of living: Hardship funds Free breakfasts	Cost of living: Loan students more money Take active steps to reduce student costs	Cost of living: Warn them about costs with accurate information Decent budgeting support
Deadline/exam bunching: Chillout tent Pop up revision spaces	Deadline/exam bunching: Don't over-use exams Don't bunch their deadlines up	Deadline/exam bunching: Nudge progress on revision and continuous assessment all year

Students experience problems



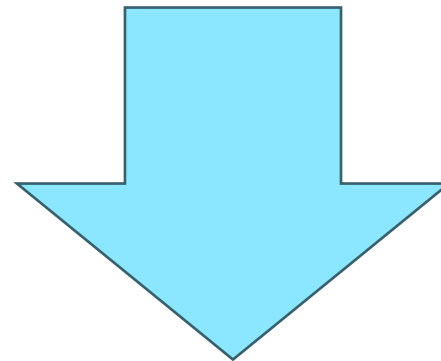
Students take part in SU research

Students choose their representatives



SU uses access and evidence to persuade university to change

SU uses campaigns to cause prioritization of its issues



Fewer students experience fewer problems and when they do they're not as problematic

**Students are partners
not consumers**

Saxone



Dual
carriageway

MARKS & SPENCER

SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE SALE
MASSIVE REDUCTIONS
Hush Puppies
MENS SHOES
LADIES SHOES
1/2 PRICE
1/2 PRICE
1/2 PRICE
1/2 PRICE
Saxone
MENS SHOES
HUSH PUPPIES







The long read

This article is more than 5 years old

The Money Saving Expert: how Martin Lewis became the most trusted man in Britain

Illustration: ITV/Bratislav Milenkovic

Advice

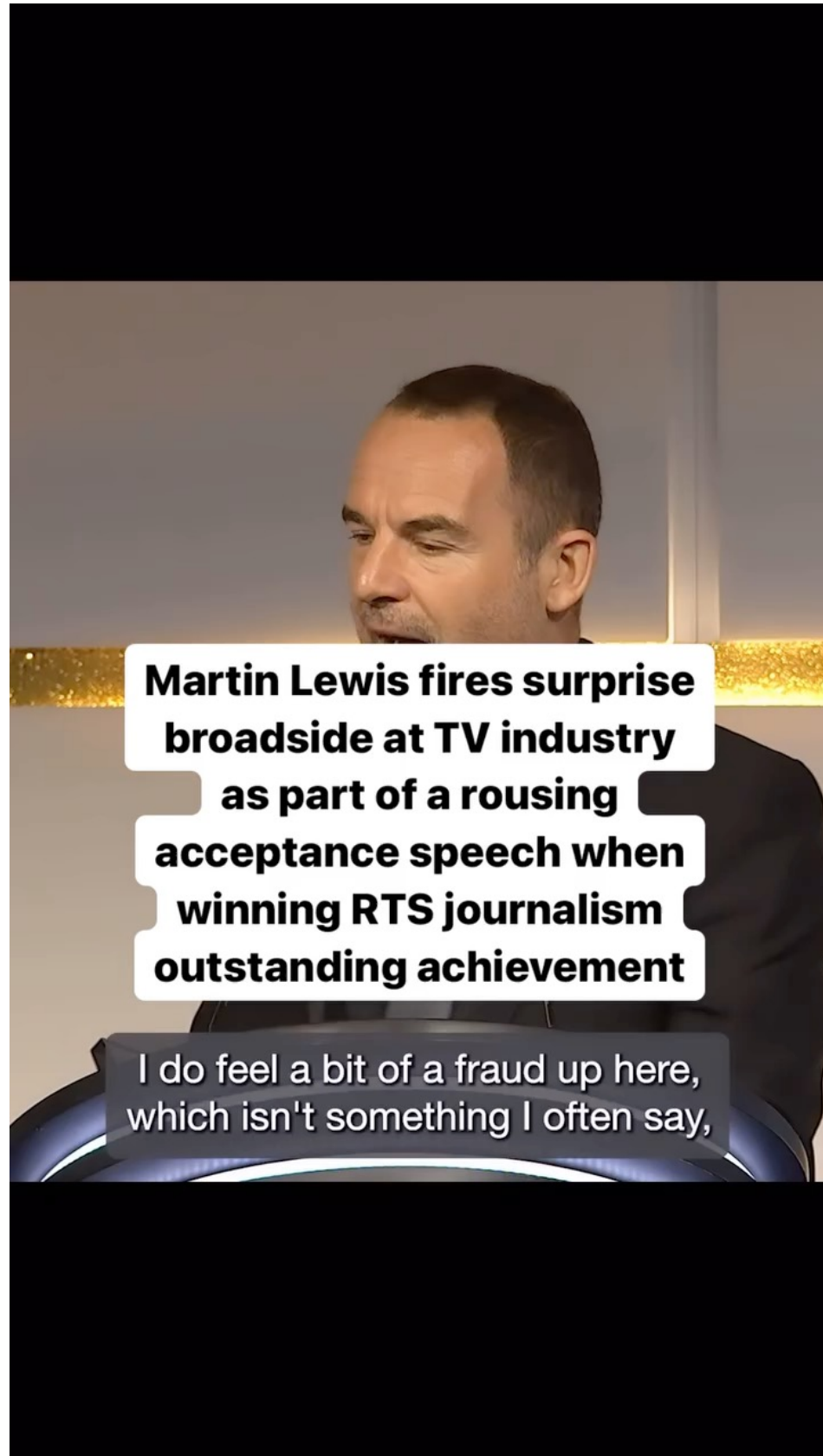
Thank you for visiting our Advice Service website. Please take some time to review our online advice. You can use the tabs above to find information on academic, finance, student life and housing issues. If you need some extra help and support after following this initial advice or you can't find the answer to your question, please contact us using our enquiry form below.


Service Update 24th May 2024

As a result of short staffing, we currently have reduced availability for appointments. We will book appointments where we have availability but may only be able to offer advice by e-mail. Our e-mail response time is currently between 2-5 working days. We are very sorry for any inconvenience caused.

[**MAKE AN ENQUIRY**](#)[**OPENING HOURS**](#)[**OUR SERVICES**](#)[**OTHER WAYS TO CONTACT US**](#)[**E-MAIL RESPONSE TIMES**](#)[**CONFIDENTIALITY**](#)[**YOUR DATA**](#)

<https://www.tiktok.com/@reevehgz92y/video/7393745859403533610?q=martin%20lewis%20sward&t=1724677479982>





“

**Engage your viewers
in a way that they
can go to take action
to improve their own
lives**

Strong Consumer
Identity

The Consumer

treats their degree like a financial investment for a high-paying career and wants to receive good grades

The Striver

enjoys studying their subject but also has high expectations from the service provided by their university

Weak Learner
Identity

The Undecided

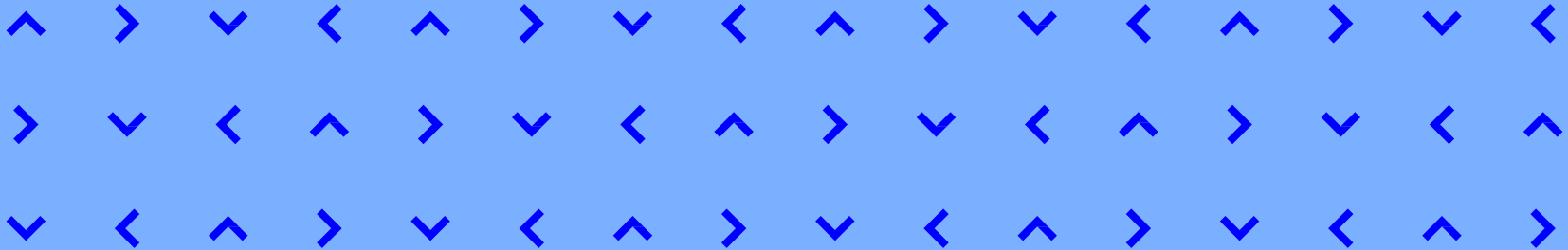
is not particularly engaged with learning and may be uncertain about the value of their chosen subject

The Thinker

gains a deep level of satisfaction from studying and is not especially driven by monetary rewards

Strong Learner
Identity

Weak Consumer
Identity







Voice and Exit

- Students are partly a member of the academic community
- Students are partly a paying customer
- The first implies “Voice Power”
- The second implies “Exit power”
- There is a problem with exit (or complaint) in HE

Exit and Voice

- Exit/Choice and Voice themselves represent a union between economic and political action.
- Exit/Choice- Adam Smith's invisible hand, in which buyers and sellers are free to move silently through the market, constantly forming and destroying relationships.
- Voice- on the other hand, is by nature political and at times confrontational.

Why is consumer power faulty?

- Consumerism aligns the following roles into a single actor
 - Chooser
 - User
 - Payer
- Higher Education fatally splits these roles over time
- That disrupts the power, not the role

Students as consumers

- Who says things matters
- Nottingham Registrar Paul Greatrix recent comments to a Westminster Higher Education Forum:
- “Dr Greatrix said he was “confused” by the approach of the National Union of Students to student empowerment. “On the one hand, they rightly ask for students to be partners in and co-creators of education. But [their] enthusiasm for consumerist legislation – the idea that buying a degree is like buying something at Argos – seems to be quite at odds with that,” he said.

Picking Paul Apart

- Powerful, Influential University Administrator
- In charge of complaints and relationship with SU
- “Buying a degree” (Buying a running machine)
- “Buying a degree” (Catalogues, Stock, Finance)

Competition & Markets Authority

- Enter a new regulator
- Students being given poor or misleading information about courses
- Some problematic practices such as dropping parts of courses and/or hikes to fees after enrolment
- Slow and inaccessible complaints procedures
- Lack of arrangements should a university or course close

Power

- Paul is powerful
- The “Institution” is huge and powerful
- It sits in judgement over the student and their future
- It will always defend itself (even if benign in character)
- This type of regulation/legislation tips the scales (a la trade unions)

The Quote

“My suspicion is we will end up with this bizarre duality where, on the one hand, we are expected to treat students as if they are equal partners in the academic enterprise during their studies but, around them, they have a panoply of protective measures which they will deploy on a highly selective basis if they don't get what they want.”

Is it a partnership?

- The relationship with the institution is transactional- it provides things as advertised to a certain quality
- It facilitates a partnership between academic and student
- The institution is not the same as the academic
- The union and university can work in partnership
- But the student-institution relationship is not one of partnership

How bizarre

“My hope is that we will end up with this perfect duality where, on the one hand, we facilitate treating our students and our academic as equal partners in the academic enterprise during their studies and, around them, they have protective measures which they can deploy if we fail to live to our side of the partnership.”

Lunn Poly
Holiday
Shop

Lunn Poly

Holiday Shop

Summer 2001
£100 off
plus
free insurance
on holidays
Summer 2001
holidays
plus
low deposit
plus
change your mind
change your holiday
guaranteed
free child places

THOMSON
Summer Sun
April - October 2000 2nd Edition
Save up to
£100
per couple
see page 23
Look after

Yes it is

You can't enjoy yourself without going out of your hotel room

You won't get a tan by staying in the hotel bar

You only get value from all inclusive if you drink and eat in there

The weather's the weather

BUT

If the room is smaller

The building not finished

The promised excursions not on

The food is terrible

Recompense related to loss. Losing a fortnight is one thing. Losing three years of your life is another!



Luck or fate
39%

Intrinsic
43%

Extrinsic
18%

APPEALS

If you're unsure whether your results are published, check your LEARN Results page, before checking with your School's Administration team.

ARE YOUR RESULTS PROVISIONAL OR HAVE THEY BEEN PUBLISHED?

PUBLISHED

PROVISIONAL

You cannot appeal whilst your results are still provisional, so should wait until they are published.

WERE YOUR RESULTS PUBLISHED IN THE LAST 10 WORKING DAYS?

YES

NO

Late appeals can only be submitted if there is a good reason and evidence for why you were not able to do so within the processes time scales.

Appeals cannot be made by challenging the academic judgement of the marker.

DO YOU HAVE ELIGIBLE GROUNDS TO APPEAL ON?

PROCEDURAL IRREGULARITIES

MITIGATING CIRCUMSTANCES

PREJUDICE OR BIAS

DO YOU HAVE EVIDENCE OF THE BASIS OF THE APPEAL?

YES

NO

LSU Advice may be able to support you in thinking of options for evidence. Appeals without evidence cannot be considered.

Appeals based on being dissatisfied with the outcome of a claim or complaint are unlikely to be succesful. Unless there is compelling new evidence to add (that you have good reason for not providing previously) the appeal will not be succesful.

HAVE YOU MADE THE UNIVERSITY AWARE OF THESE CIRCUMSTANCES PREVIOUSLY? (I.E. BY SUBMITTING A MITIGATING CIRCUMSTANCE CLAIM OR A COMPLAINT)

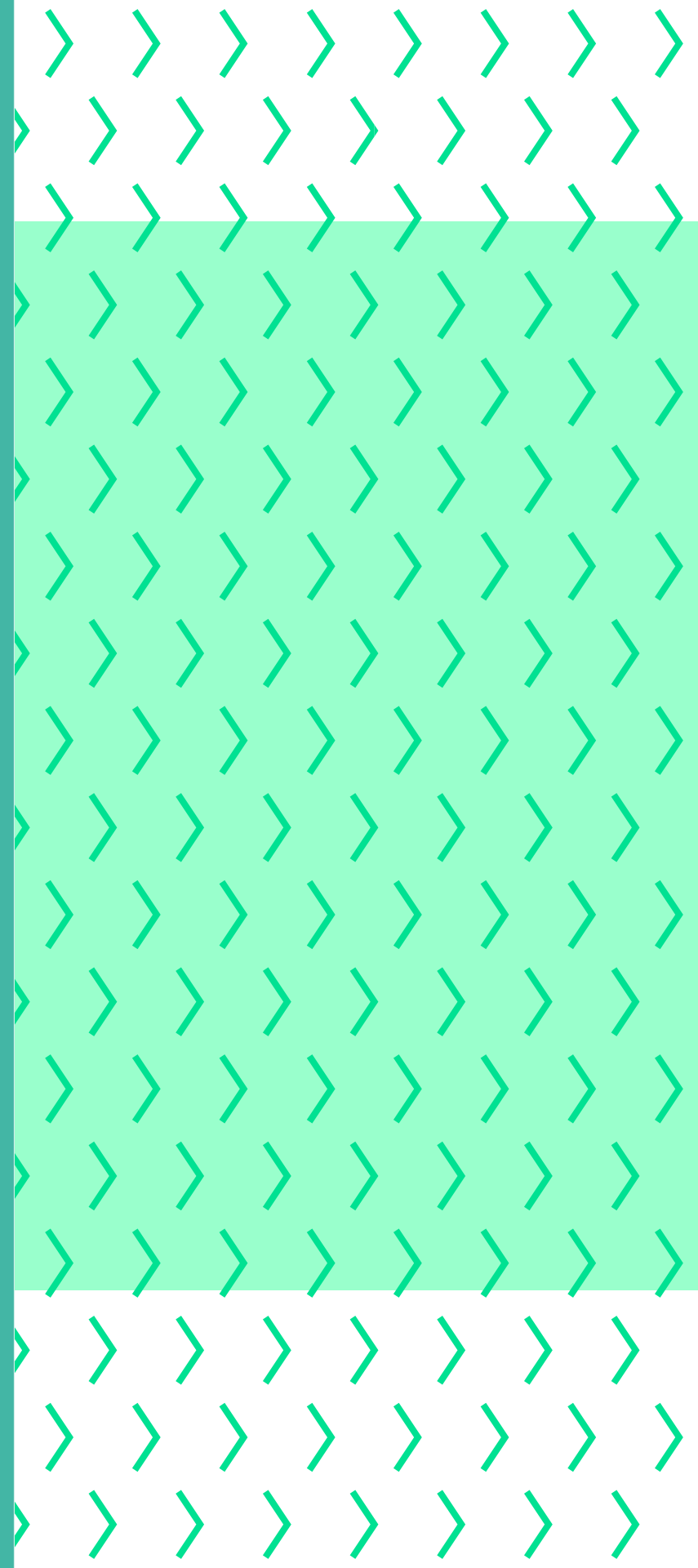
YES

NO

Unless you have compelling reason for not having made the University aware previously, your appeal is unlikely to be considered.

YES, YOU SHOULD SUBMIT AN APPEAL. YOU SHOULD EMAIL YOUR FIRST DRAFT AND EVIDENCE TO LSU ADVICE FOR FEEDBACK

MAYBE. IT IS LIKELY TO BE CHALLENGING TO HAVE A SUCCESSFUL APPEAL. YOU SHOULD CONTACT LSU ADVICE TO DISCUSS YOUR ELIGIBILITY.



WONKHE

Chance

**THIS CARD MAY BE KEPT
UNTIL NEEDED, OR SOLD**

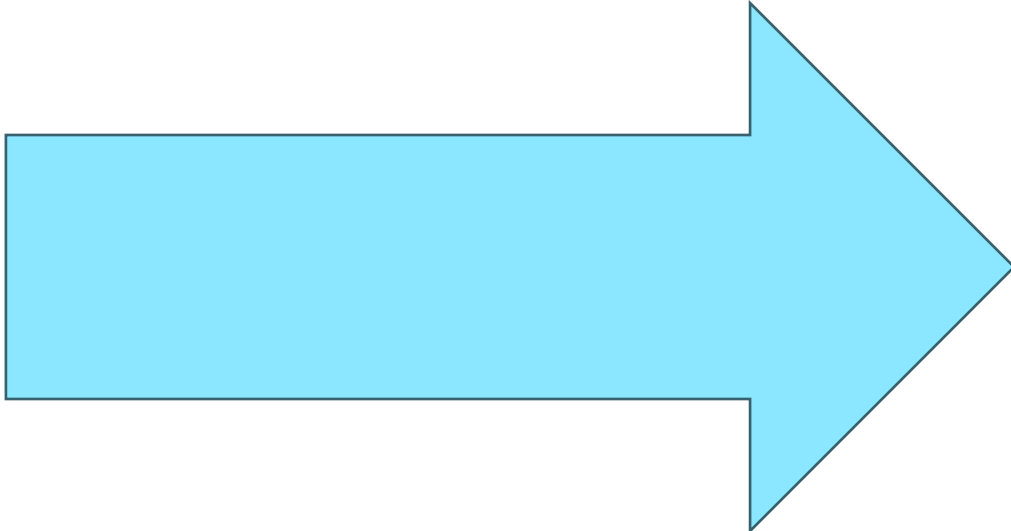
**GET OUT OF JAIL
FREE**



An academic appeal

I had a mental health problem
I had a car crash
I suffered a family loss
My car broke down

That's why I did badly
Can I have another try please



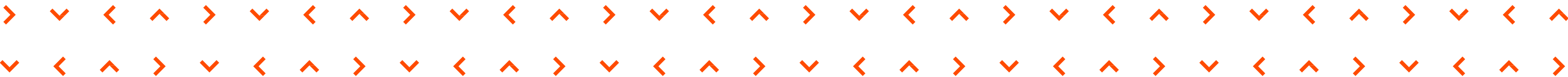
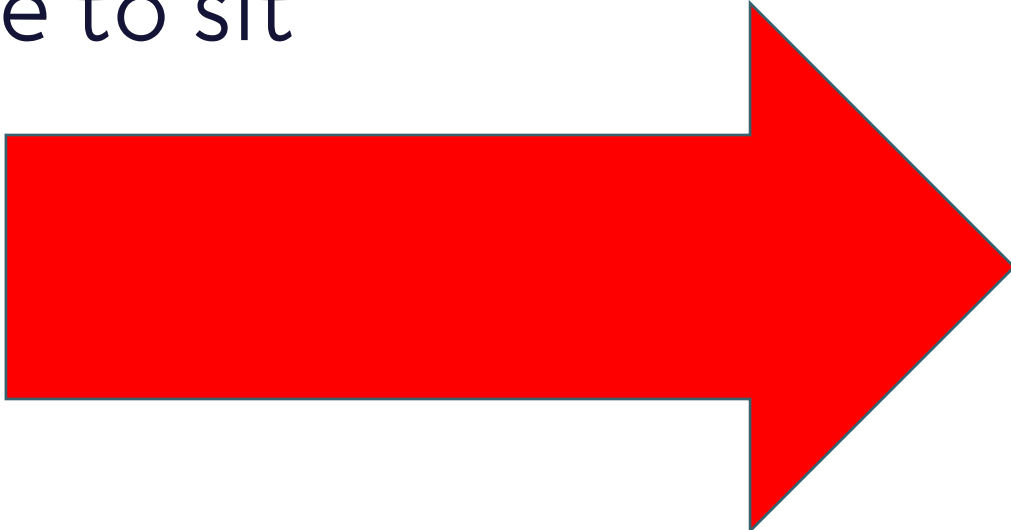
Another academic appeal

The library had no resources
My diss supervisor was never
available

There was never anywhere to sit
on campus

The teaching was awful

That's why I did badly
Can I have another try please



Crap teaching

Feedback late

Feedback not helpful

Lack of library resources

No water fountains

Course out of date

Counselling wait times

Reasonable adjustments not being followed

Unfair group assignments

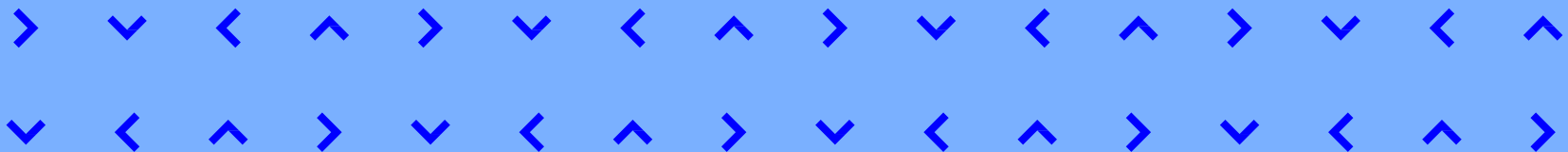
Lectures not recorded

Lecturers never responding to emails

Can't pay in installments

Inflexible timetables

Optional modules cancelled



What goes into a quality experience?

The academic experience	Resources and support	Student outcomes
Assessment and awards	Equality of opportunity	University-wide issues and services

B1: Academic experience

- **Up-to-date:** Material representative of current thinking and practices in the subject, profession or industry;
- **Educational challenge:** Most students should neither find the course too hard nor too easy;
- **Coherent:** Learn the important foundations in the subject before tackling more complex areas, chance to choose specialist options, practical aspects related to the theory;
- **Effectively delivered:** Engaging learning activities, good opportunities to engage directly with teaching staff, regular and effective supervision where the course involves research, and professional or practice-based elements integrated with academic elements'
- **Relevant skills:** Develop and demonstrate intellectual skills like evaluating evidence, mobilising an argument, and solving problems - and if course designed to lead to a particular profession, develop and demonstrate the skills necessary for success in that profession.

B1: Academic experience

- How good are staff at explaining course content/things? How often do teaching staff make the subject engaging and intellectually stimulating?
- How often does my course challenge me to achieve my best work? Do I have the chance to apply theories and concepts that I have learned? Is there the chance to explore ideas or concepts in depth? Does my course allow me to bring together information and ideas from different topics? When working with other students, how helpful is this for my learning?
- To what extent does my course introduce subjects and skills in a way that builds on what I've already learnt? Is the content on my course up-to-date? Is the balance between directed and independent study right? How well does my course developed my knowledge and skills that I think I'll need for my future?

B2: Resources, support and student engagement

- **Good staff:** Enough staff for the size of the cohort, mixture of experience and expertise in the subject, sufficient trained and qualified teaching staff, and for research students, staff who are undertaking research at the forefront of relevant discipline(s);
- **Learning resources:** Without having to pay more, appropriate hardware and software so you can effectively access all aspects of course content, good technical infrastructure, reliable access to the internet, and access to a (quiet) space that is appropriate for studying. Help with the tech to make best use of the resources;
- **Academic support:** Support from staff to help with course content or on placements to identify and address gaps in knowledge or skills, help with making decisions about future study choices;
- **Academic integrity:** Support to avoid academic misconduct, including understanding the consequences if caught cheating, and support for essay planning and accurate referencing;
- **Careers support:** Information, advice and guidance to identify 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;
- **Feedback and engagement:** Students given a range of opportunities, either individually or through representatives, to provide feedback on the course and the way it is delivered. Student representatives raising issues and evaluating the student experience, and students getting to know what is being done with that feedback and input.

B2: Resources, support and student engagement

- How easy is it to contact staff when I need to? How well do staff support my learning? Do I get good advice about study choices? How well organised is my course? How clearly are changes to the course communicated?
- How often am I able to access the learning resources (either digital or physical) that I need? How well do the resources support my learning? How well do library resources (e.g. books, online services and learning spaces) support my learning?
- To what extent do I get opportunities to give feedback either directly or to reps? Are students' opinions valued by staff? How clear is it that feedback is acted on? Is the students' union effective when representing students?
-

B3: Student outcomes

The support that students get to:

- **Continue** in their studies (that means get to the second year of their course if there is one);
- **Complete** their studies (that means finish the course and get a result at the end); and
- **Progress** into managerial or professional employment, or further study.

B3: Student outcomes

- If my course has a second year, are there reasons why some students are struggling?
- What stops students from being able to complete the course and are there things the university could put in place to help?
- Do I feel prepared for life after Westminster? Is the support for further study or careers accessible, does it come at the right time and is it targeted appropriately?

B4: Assessment and awards

- **Effective assessment:** Assessing in a challenging and appropriately comprehensive way, by reference to the subject matter of the course (including stretch and rigour that is consistent with the level of the course) and testing skills and knowledge that are relevant;
- **Avoiding misconduct:** Designing assessments in a way that minimises cheating and helps uni spot it where it does happen;
- **Valid and reliable:** Testing the things that have been covered on the course and making sure that students who show the same level of achievement through different assessments get consistent marks; and
- **Credible:** Making sure that the number and percentage of good results that we award is reflective of student performance;
- **English:** Assess technical proficiency in the English language in a way that reflects the level and content of the course.

B4 Assessment and awards

- How often do assessments allow me to demonstrate what I have learnt? How clear are the marking criteria used to assess my work? How fair is the marking and assessment on my course and in comparison to other courses at the university?
- Is my feedback timely and does it help me to improve my learning? If students hit an unexpected problem while at university, are the rules that allow students to have longer to submit or make more attempts fair?

Plus...

- Equality of opportunity (getting in and getting on)
- University-wide services (ie wellbeing)
- Operate the university's finances in a sound way
- Comply with consumer protection law - giving applicants honest and accurate information about courses and keeping the promises made
- Ensure students and staff have freedom of speech within the law

UK Higher Education - What every student can expect

Teaching - as a student you have the right to:

- Be taught by staff that are good at explaining things.
- Interact with staff that make the subject interesting.
- A course that is intellectually stimulating.
- A student academic experience that challenges you to achieve your best work.

Learning opportunities - as a student you have the right to:

- Opportunities to explore ideas or concepts in depth.
- Be introduced to subjects and skills in a way that builds on what you have already learned.
- The chance to bring together information and ideas from different topics.
- The right balance of directed and independent study.
- A course that develops your knowledge and skills that you think you will need for your future.

Assessment and feedback - as a student you have the right to:

- Clear criteria used in marking.
- Fair marking and assessment.
- Assessment that allows you to demonstrate what you have learned.
- Timely feedback on your work.
- Feedback that helps you improve your work.

UK Higher Education - What every student can expect

Academic support - as a student you have the right to:

- Be able to contact staff when you need to.
- Teaching staff that support your learning.

Organisation and management - as a student you have the right to:

- A well organised course.
- Any changes in the course or teaching to be communicated effectively.

Learning resources - as a student you have the right to:

- IT resources and facilities that support your learning well.
- Library resources (e.g. books, online services and learning spaces) that support your learning well.
- Be able to access course-specific resources (e.g. equipment, facilities, software, collections) when you need to.

Student voice - as a student you have the right to:

- Opportunities to provide feedback on your course.
- Have your feedback valued by staff.
- Understand what is being done with views and opinions about the course.
- A students' union (association or guild) that effectively represents your academic interests.
- Access to individual help in the event of you needing to make a complaint or submit an academic appeal.

The quality six pack

1. Academic Experience

- Up-to-date
- Effectively delivered
- Appropriate challenge
- Coherent
- Relevant skills

2. Resources and support

- Good staff
- Learning resources
- Academic support
- Academic integrity
- Careers support
- Feedback and engagement

3. Student outcomes

- Continue to the second year if there is one
- Complete their studies
- Progress into graduate job, or further study.

4. Assessment and awards

- Effective assessment
- Avoiding misconduct
- Valid and reliable
- Credible
- Tests English

5. Equality of opportunity

- Harassment and sexual misconduct prevention and complaints
- Identification of gaps and work to tackle them
- Involvement of students impacted

6. University-wide issues and services

- Course timetable and changes
- Student mental health support
- Freedom of speech
- Student cost of living

Placements

1. Right to clear information:

Before you start, you are entitled to precise, comprehensive details about your placement, including any costs, its relevance to your course, whether it's compulsory or optional, the learning outcomes expected, and how it fits into your overall academic journey.

2. Right to preparation:

The university must equip you with all necessary information regarding the placement setup, including location, travel expectations, any financial support available for associated costs, and specific attendance requirements.

3. Right to support:

From the outset, you should know where and how to access support, be it through a named staff member or a mentor within the placement organisation, especially tailored for your needs, including disability or caregiving responsibilities.

Placements

4. Right to safe and fair treatment:

Your well-being is paramount. Expectations around professional conduct, behaviour, and competencies will be clearly communicated, ensuring a safe, inclusive environment that respects your rights and dignity.

5. Right to voice concerns:

Should issues arise, you have the right to raise concerns or complaints without fear of penalty, ensuring that any grievances related to your placement do not affect your academic assessment unfairly.

6. Right to remediation:

If you're unable to complete a placement, you'll be informed about the next steps, be it an alternative placement, extension, or other solutions, with clear communication on any financial or academic implications.

Placements

7. Right to respect in employment:

For placements intertwined with employment, your dual role as a student and employee will be recognized, ensuring fair treatment within both contexts, and support if employment ceases, without jeopardising your academic progress.

What the university must do

1. Clarity and Accuracy:

The university must furnish both prospective and current students with clear, truthful information about placements, respecting legal and consumer protection standards.

2. Support and accessibility:

Adequate support structures must be in place, recognising the diversity of student needs, and ensuring accessibility, fair treatment, and equal opportunities for success.

Placements

3. Fair Process and resolution:

The university holds the responsibility for fair, timely resolution of any issues or complaints, coordinating with placement organisations while upholding your academic interests.

4. Continuity and flexibility:

In cases of placement disruption, the university must act promptly to offer alternative arrangements, mitigating impacts on your course progression and financial standing.

The quality six pack

1. Academic Experience

- Up-to-date
- Effectively delivered
- Appropriate challenge
- Coherent
- Relevant skills

2. Resources and support

- Good staff
- Learning resources
- Academic support
- Academic integrity
- Careers support
- Feedback and engagement

3. Student outcomes

- Continue to the second year if there is one
- Complete their studies
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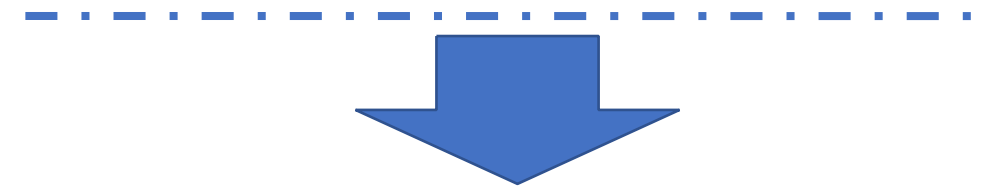
Your education

Not meeting the minimums?

- Raise with a student rep or SU
- Describe where the course is falling short
- Explain what you think might help

How to get even better?

- Raise with a student rep or SU
- Describe what you think could improve
- Explain the impact you think that would have



**Is voice re minimums the same as
voice re ideals (ie enhancement)**

Second UK university faces strike action at start of next term

Sheffield Hallam staff to walk out for four days in late September in row over job cuts

August 12, 2024

Juliette Rowsell

Twitter: @JulietteRowsell

Staff at Sheffield Hallam University will take four days of strike action in September over job cuts and working conditions, the University and College Union (UCU) has announced.



Source: iStock

The industrial action will take place between 23 September and 26 September, after 87 per cent of staff voted to take strike action in a June ballot with a turnout of 53 per cent.

Following a voluntary severance scheme announced in December 2023, 140 academics at the institution have left, but UCU claimed that 400 professional services jobs were also being axed.

Goldsmiths staff vote to strike over 'incomprehensible' bonfire of jobs

28 March 2024

UCU today announced staff at Goldsmiths University have overwhelmingly voted to take industrial action in a fight to stop the sacking of more than one in 6 academic staff at the institution.



Education

Sheffield Hallam University: Strike action ahead for week one of new academic year, UCU announces

By Harry Harrison

Published 10th Aug 2024, 06:45 BST

Updated 10th Aug 2024, 06:45 BST

Comment

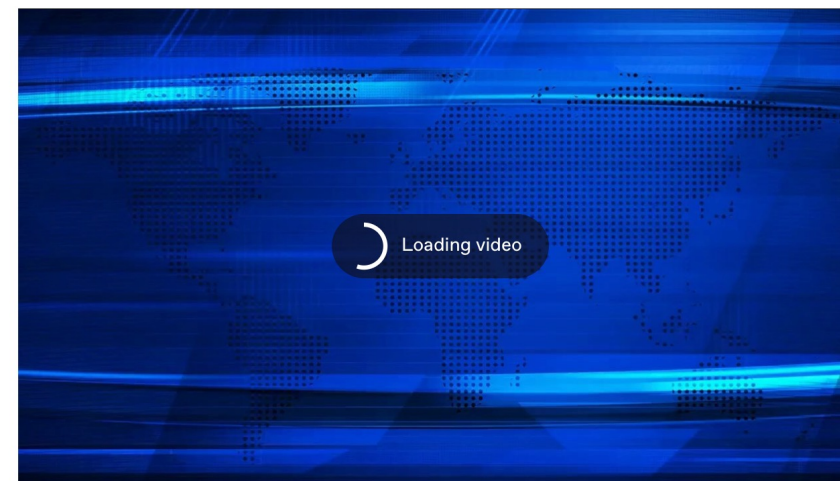
Education

Scottish university faces staff strike amid 220 job cuts as £18m in savings needed

By Calum Ross

Published 1st Aug 2024, 06:00 BST

0 Comments



Industrial action ballot issued to staff as institution attempts to save £18m

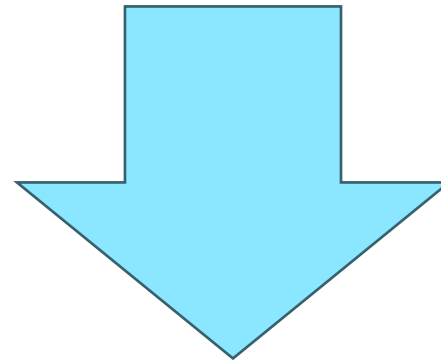
University staff vote to strike over job cuts



GOOGLE

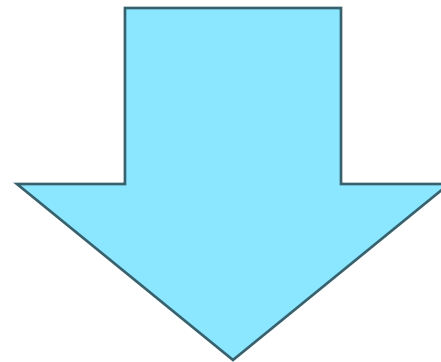
The University of Lincoln has said it is facing growing financial pressures

Students experience problems



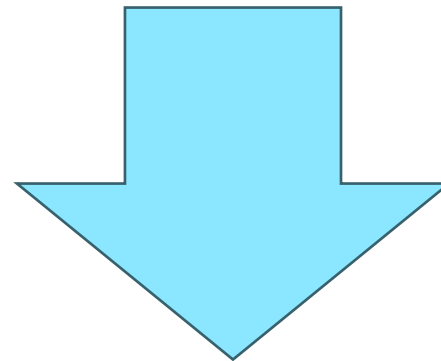
Students raise informal complaints

Students raise formal complaints



Staff resolve to fix to avoid student going formal

University takes action to protect from claims or regulatory action



Fewer students experience fewer problems and when they do they're not as problematic

HOUSING.

CONTRACT CHECK

>> A FREE SERVICE

Before you
over usin

- En
- If y
- me



Examples of Events Outside of Our Control include (but are not limited to):

- industrial action by Royal Holloway staff or third parties;
- the unanticipated and/or unavoidable absence or departure of key members of staff or specialist staff;

or failure;

of terrorism;

emics, epidemics and other threats to public health;

e weather conditions;

al disasters;

cal or civil unrest;

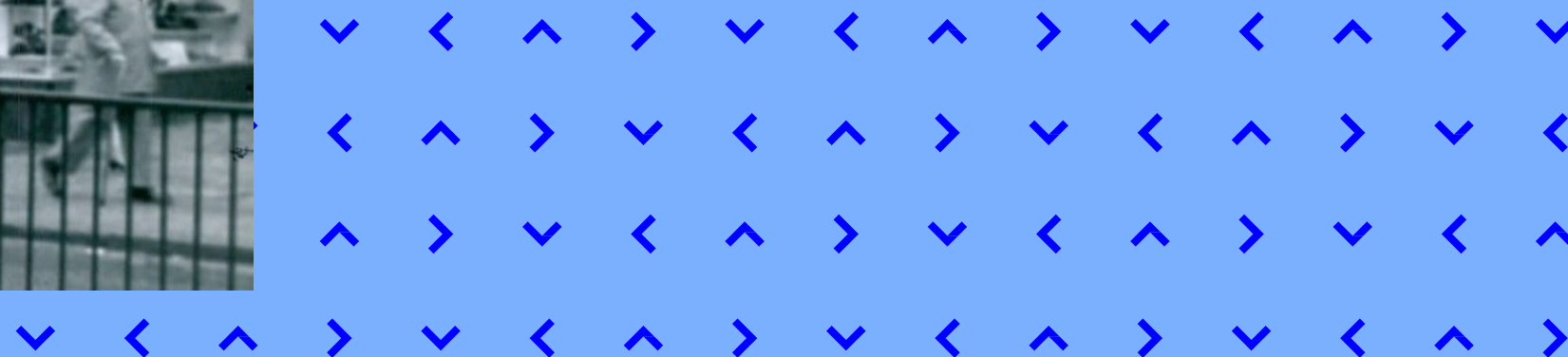
ge, interruption or lack of access to buildings, facilities or equipment;

cts or delays of any governmental or local authority;

or regulatory changes, including changes to government guidance;

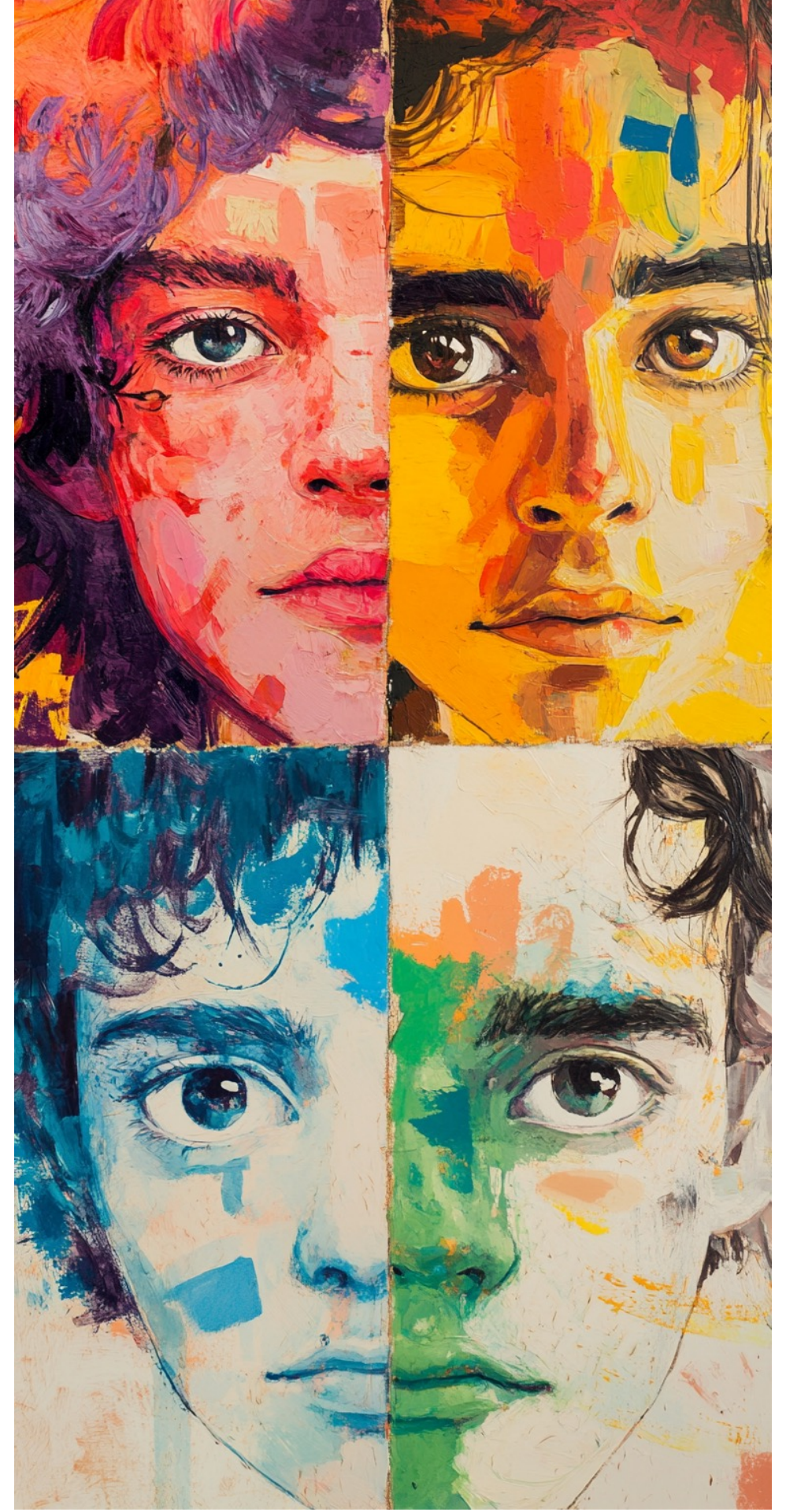
lrawal by any government or local authority of any necessary licence; and/ or

icient uptake of a course.



Student identities

- 1. members** of a university community with responsibilities to others
- 2. clients** of a set of support services
- 3. learners** that have to expend effort to generate educational outcomes
- 4. consumers** with the right to have educational services carried out with reasonable care and skill, have promises kept and rights to redress if the other side of the partnership fails



The passivists

THE MAJORITY OF STUDENTS ARE PASSIVISTS

1. Passivists engage minimally when dissatisfied.
2. When issues arise, such as delays or discrepancies, passivists often fail to notice or choose not to act.
3. At most, they may avoid future engagement from the same source or express mild dissatisfaction within their immediate circles, but generally, they do not take significant action in response to their experiences.
4. Few are active due to five key factors:
 - Opportunity costs (ie time)
 - Conflict aversion
 - Confidence and cultural/social capital
 - Ignorance of their rights.
 - Fear of retribution in future service delivery
5. Remaining passive is often rational, as standing up for one's rights involves immediate costs such as social discord and time, with uncertain benefits.
6. Effort required to complain often outweighs the potential value of any remedial action, leading to widespread rational apathy.



Ben Edelman's tale

1. Ben Edelman, a Harvard Business School professor, ordered takeout from Sichuan Garden and noticed a \$4 overcharge compared to the online menu prices.
2. He complained via the restaurant's website and email, to which the owner responded, explaining that the online menu was outdated but the in-restaurant menu prices were accurate.
3. The owner did not offer compensation for the overcharge, leading Edelman to demand \$12 in compensation, citing a local consumer protection law that trebles damages for unfair practices.
4. When the owner refused, Edelman filed a complaint with the relevant regulator, and the story reached local media, where Edelman's actions were largely mocked as petty.
5. The public failed to recognize the important public service Edelman provided by deterring overcharging, despite the high opportunity cost of his efforts compared to the \$12 sought.



Meet the Nudniks

WHAT ARE NUDNIKS AND HOW DO THEY DIFFER?

1. The term "nudnik" comes from Yiddish and translates to "a bore, a nag, a jerk," or "a busybody" and "pest."
2. Chosen for its relative unfamiliarity, avoiding the strong negative connotations of similar terms.
3. A "nudnik" is an active consumer who consistently pursues action when their transactional expectations are violated, even in minor cases.
4. The definition of a "nudnik" includes two main traits:
 - (1) being an active consumer, and
 - (2) acting despite a cost-benefit analysis suggesting it may not be worth it.
5. Nudniks are part of a broader group known as "willing punishers," who incur personal costs to punish those who misbehave.



Nudniks – what are they like?

- Nudniks possess unique values and innate personality traits that distinguish them from typical consumers/clients/users.
- Psychology studies show that some individuals are naturally more eager to complain, while others dislike complaining.
- Serial complainers tend to be more assertive, aggressive, or highly committed to principles, such as the belief that agreements should be honoured.
- Some nudniks are driven by spite, feeling disrespected when receiving inferior service.
- Economically, nudniks have an "idiosyncratic utility function," making actions like fighting a minor overcharge seem "rational" to them, even if it wouldn't be for most people.



go local
Go best they can afford
(grades)
go where told

passivists

moan to mates
chalk/suck it up

suck it up when
harmed

careful research

active –pre's

contract readers

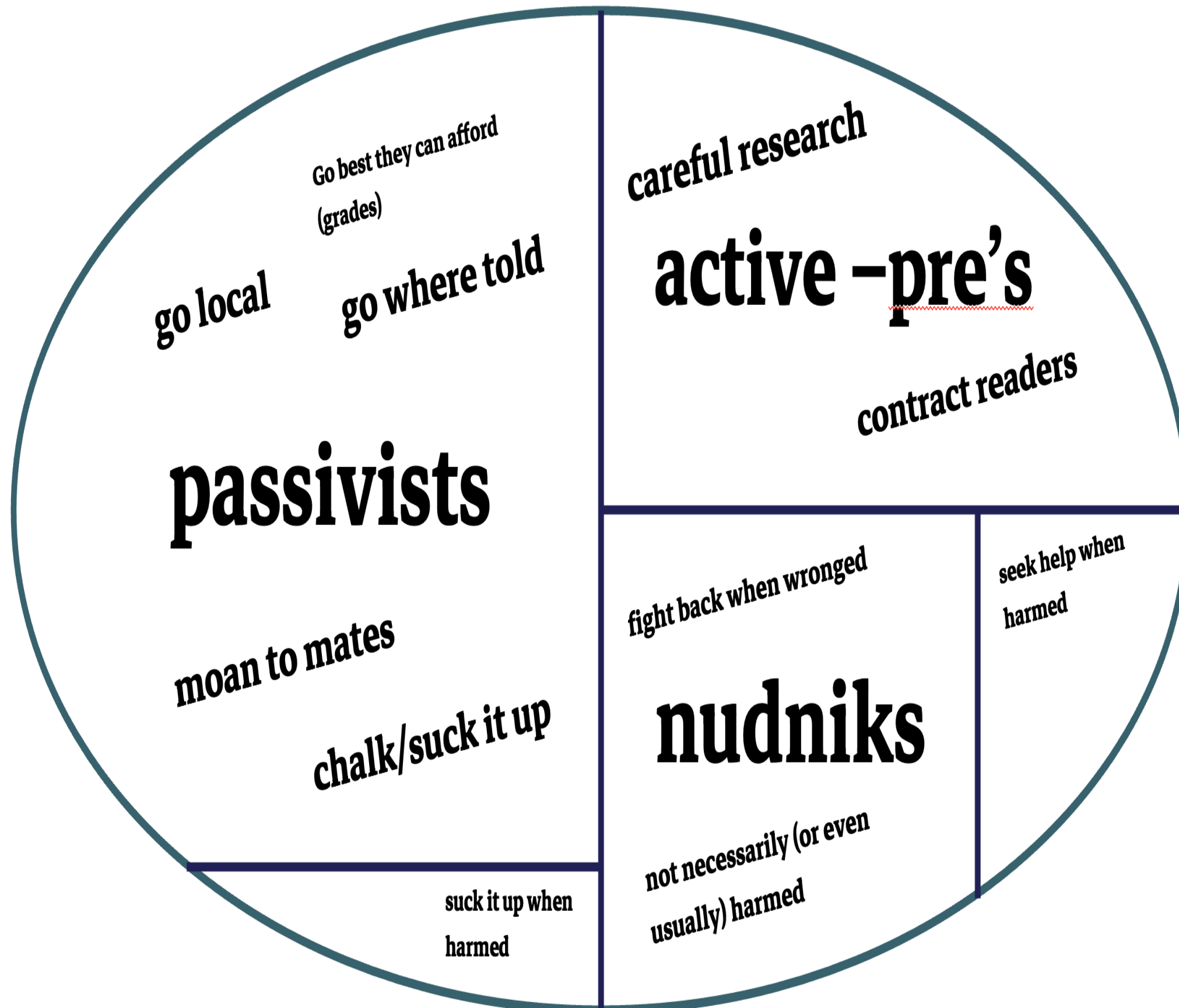
fight back when wronged

nudniks

not necessarily (or even
usually) harmed

seek help when
harmed

enforcers



Advertising standards authority

Internal quality assurance mechanisms

Office for students

Office of the independent adjudicator

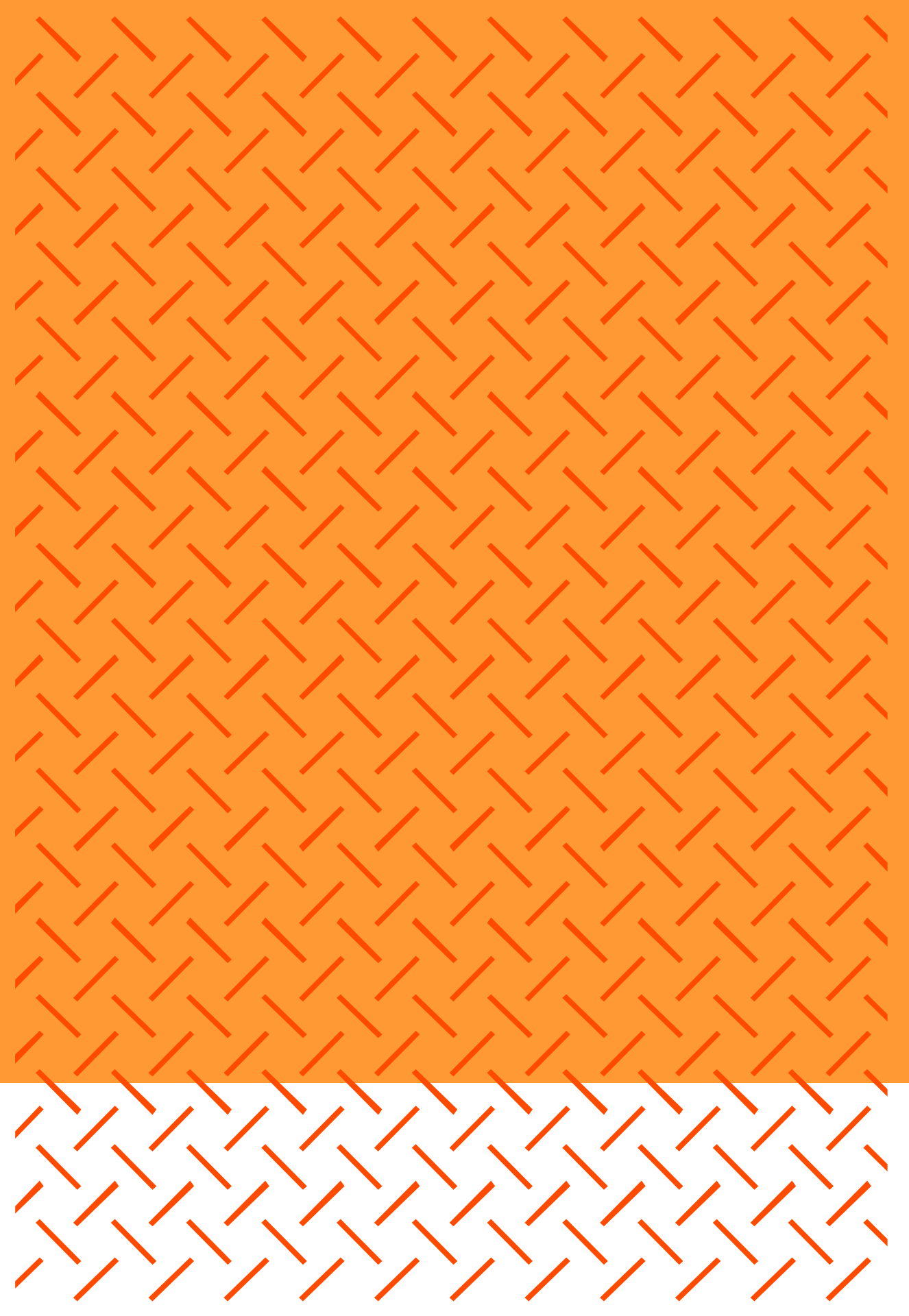
SU advice centres

Office for students

Student group claim ambulance chasers

WONKHE

**What do
nudniks do?**



WONKHE



Hasan Syed, a Chicago businessman.

In 2013, British Airways lost Syed's father's luggage en route to Paris

Businessman buys promoted Tweet to berate British Airways

Hasan Syed was fed up with the way British Airways handled the problem of his father's lost luggage



Hasan Syed was fed up with the way British Airways was handling the problem of his father's lost luggage. Photograph: High Level/Rex Features

WONKHE

- Syed paid Twitter \$1,000 to broadcast his tweet to over 70,000 potential British Airways consumers.
- His tweet gained significant exposure, drawing mass media attention and increasing its reach.
- The term "complaintvertising" was coined for Syed's efforts, leading to British Airways locating the luggage, delivering it to his dad in Paris, and issuing a public apology.
- Syed declared victory, while British Airways suffered substantial losses, with the incident now studied by marketing professionals.



WONKHE

- Comedian Eugene Mirman used similar tactics as Syed to air grievances against Time Warner Cable for missing two installation appointments.
- Mirman widely disseminated his complaint by purchasing a full-page ad in the New York Press.
- In the ad, he mocked Time Warner Cable's policy of not notifying customers about rescheduled appointments, comparing it to Stalin's oppressive actions.

“Did Stalin ever call people before he arrested them and sent them to die in Siberian work camps? No! Why should Time Warner Cable have a policy that is any different from Stalin's?”

WONKHE

- Syed and Mirman exemplify the idiosyncratic utility function of "nudniks," investing significant time, effort, and money to publicize their dissatisfaction.
- Syed spent at least \$1,000, possibly motivated by spite, while Mirman likely sought the unique private benefits of publicity.
- Some individuals, like Phil Sokolof, invest money in public campaigns due to personal ideology, as Sokolof did against fast food companies for using too much fat.
- Sokolof's campaign successfully influenced public opinion and led to changes in restaurant products.

THE POISONING* OF AMERICA!
PART III

NHSA
National Heart Savers Association
1000 North Dearborn Street
Chicago, Illinois 60610
312-329-1912

Dear Friends:

High Cholesterol Kills!

Over 50% of the public have a cholesterol level in the high...
85% have a level that is dangerously high.

Dietary saturated fats are the major contributors to raising your cholesterol level. It is saturated fat...
DON'T have a heart attack because every year...

Most fast-food products make up over 1/3 of your saturated fat...
intake. To lower your cholesterol, it is necessary that you can first...
reduce your cholesterol level and subsequently expand your...
program. Eat smaller portions of saturated meats and avoid fast-food...

High Cholesterol May Be Masking Your Label!

To a Healthy Heart,
NATIONAL HEART SAVERS ASSOCIATION
Phil Sokolof, President

**Fast-food, Heart Savers Association's "Poisoning of America" advertising campaign...
their use of highly saturated coconut oil...
of thousands of products have since been reformulated...
using heart healthy oils. Companies...
changing ingredients include Kellogg's...
Sunshine Raisins, Pepperidge Farms...
Oscar De la Rúa, Nestlé, General Foods...
Hessburg, Procter & Gamble, Heinz USA...
Huggins, Huggins, General Mills, and Nabisco...
The American Public has been hearing...
the 1000 grams have listened and...
responsible ingredient labeling has become...
a reality. The alert consumer can now identify...
food contents. However... Buyer Beware!
There are still products — cookies, crackers...
cereal, candy, canned and frozen...
foods, desserts, TV dinners — containing...
highly saturated, artery clogging fat.**

LOADED WITH FAT!	HIGH FAT!	MUCH LESS FAT!
McDonald's Large Hamburger with French Fries contains 25 grams of saturated fat.	One Teaspoon of Butter contains 8 grams of saturated fat.	One Teaspoon of Diet Margarine has only 1 gram of saturated fat.
A Lean Beef Sandwich has only 3 grams of saturated fat.	One Ounce of Kraft American Cheese contains 3.5 grams of saturated fat. (Most cheeses are high in saturated fat.)	One Ounce Low Fat Cheese has 1 gram of saturated fat.
McDonald's cooks their french fries in beef tallow. Many fast food chains and a large percent of restaurants cook french fries with heart healthy oils.	8 oz. Whole Milk contains 3 grams of saturated fat. So called "Low Fat" 2% milk contains 3 grams of saturated fat per 8 oz. serving.	8 oz. Skim Milk has only 1 gram of saturated fat and contains all the nutrients of whole and 2% milk.

21.5% FAT

McDonald's, Your Hamburgers Have Too Much Fat!

We are calling on McDonald's and all fast food restaurants to reduce the fat content of their hamburger meat by 10% as their contribution toward lowering cholesterol levels for Americans.

If You Agree, Write or Call NOW! **McDonald's Corporation** Oak Brook, IL 60521 **(708) 575-3000**

*POISON: (not seen) is a substance that has an inherent tendency to destroy life or impair health.
THE ADVERTISEMENT IS A PUBLIC SERVICE OF NATIONAL HEART SAVERS ASSOCIATION.

WONKHE



<https://www.youtube.com/watch?v=5YGc4zOqozo&t=17s>

Nudniks – four key themes

- Nudniks have idiosyncratic utility functions, taking action even when costs outweigh immediate financial benefits.
- Nudniks tend to be repeat players, frequently targeting multiple companies or issues.
- Nudniks are often derided by the public and labelled negatively, despite their persistent efforts.
- Nudniks' actions often generate positive spillovers, benefiting the broader public through company policy changes and public apologies.



Choices from fails

- People face an action/no-action decision when dissatisfied with a service.
- Most act privately by not buying the service again, avoiding confrontation.
- A small minority publicly confronts others, seeking redress from the company or airing grievances outside, like posting reviews.
- Public airing of grievances, often done by nudniks, generates positive spillovers by informing others and influencing their decisions.



How it's supposed to work

- Schwartz and Wilde proposed that if a minority read and negotiate contract terms, contracts will align with the preferences of most buyers, even those who don't read the fine print.
- If this informed minority surpasses a critical mass, firms will compete for their business by offering better terms across the board.
- The informed minority theory became a key concept in economic analyses of consumer law.
- But research shows that very few people read the fine print in online contracts, making it unlikely to reach the critical mass needed for the informed minority theory to work.
- Reading contracts is time-consuming and offers uncertain benefits, while the increasing volume and complexity of contracts make comprehension difficult.
- As a result, many have abandoned the informed minority theory, including its originator, Schwartz.
- Reputational discipline theory suggests that sellers may exceed contractual obligations to build their reputation, but it is considered too simplistic due to unrealistic assumptions about consumer behaviour.

Nudnik impacts

- Facilitating Introspection: Nudniks escalate complaints and exit even in concentrated markets, prompting sellers to introspect and improve policies.
- Facilitating Legal and Reputational Sanctions: Nudniks often sue or use media to expose seller misconduct, creating public records and reputational deterrents.
- Engaging Regulators: Nudniks are more likely to make complaints with regulators, even when it doesn't result in direct benefits, helping inform better regulations and warn other consumers.
- Peer-to-Peer Reputational Information: Nudniks contribute significantly to online reviews and other peer-to-peer channels, which inform and influence consumer decisions.



Nudniks benefits

- **Critical Mass Not Required:** Unlike the informed minority theory, nudnik-based activism doesn't need a large number of active consumers to influence seller behaviour; a single nudnik can create significant reputational and legal risks for sellers.
- **Immunity to Cost-Benefit Analysis:** Nudniks do not engage in traditional cost-benefit analysis, making them more resilient and impactful, especially in the digital age where their complaints can reach a wider audience.
- **Spillover Effects:** Nudniks generate more spillovers by publicly sharing their grievances, reducing the costs for others to become informed and potentially active.
- **Beyond Contractual Obligations:** Nudniks push sellers to go beyond mere contractual obligations, addressing expectations and driving broader changes in seller behaviour.



WONKHE

- The UK exemplifies extreme consumerist policies in higher education, focusing on student rights to complain and value for money, with similar trends likely elsewhere.
- Higher education scholars often reject the consumerism model in universities, as it conflicts with traditional academic values and expectations for student engagement.
- Despite this, student complaints and legal cases can be a real source of power, positioning (some) students as "nudniks" who exercise political agency through consumer rights, individual complaints, and reputational impact on universities.
- Increased awareness of consumer rights among students, partly due to rising tuition fees, can give them real their power and agency within marketised higher education.

SRHE

Society for Research into Higher Education
Advancing knowledge Informing policy Enhancing practice

Student Identity and Political Agency

ACTIVISM, REPRESENTATION AND CONSUMER RIGHTS



Rille Raaper



The passivists

THE MAJORITY OF STUDENTS ARE PASSIVISTS

1. Passivists engage minimally when dissatisfied.
2. When issues arise, such as delays or discrepancies, passivists often fail to notice or choose not to act.
3. At most, they may avoid future engagement from the same source or express mild dissatisfaction within their immediate circles, but generally, they do not take significant action in response to their experiences.
4. Few are active due to five key factors:
 - Opportunity costs (ie time)
 - Conflict aversion
 - Confidence and cultural/social capital
 - Ignorance of their rights.
 - Fear of retribution in future service delivery
5. Remaining passive is often rational, as standing up for one's rights involves immediate costs such as social discord and time, with uncertain benefits.
6. Effort required to complain often outweighs the potential value of any remedial action, leading to widespread rational apathy.



Are officers/ reps ideal nudniks?

High profile

Students expect “bravery”

Know what to raise and what not to raise

“On students’ side”



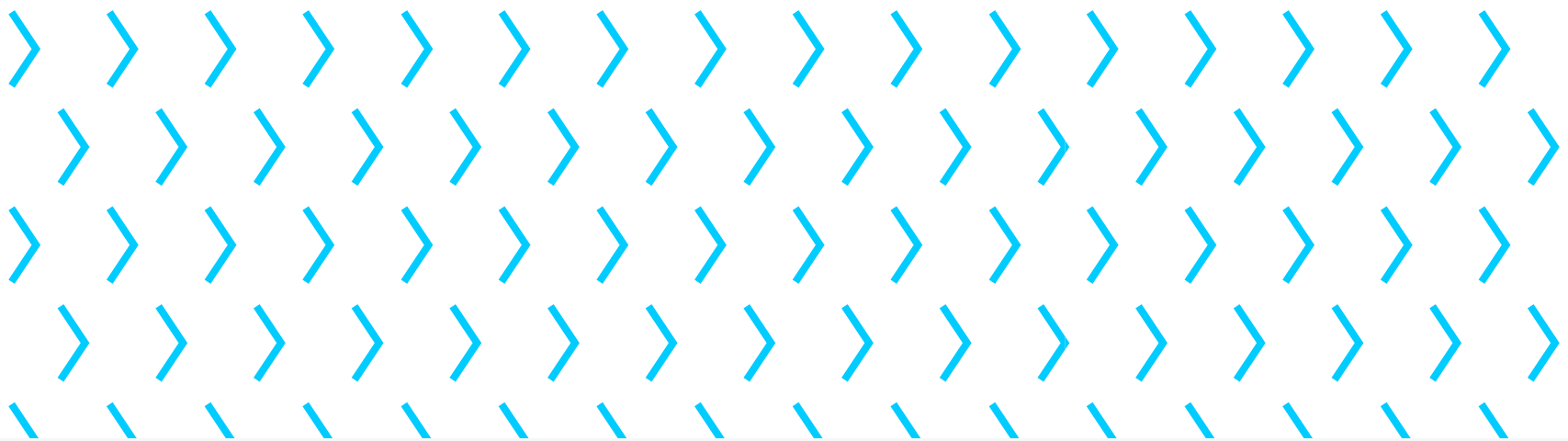
The passivists

THE MAJORITY OF OFFICERS/REPS ARE PASSIVISTS

1. Passivists engage minimally when dissatisfied.
2. When issues arise, such as delays or discrepancies, passivists often fail to notice or choose not to act.
3. At most, they may avoid future engagement from the same source or express mild dissatisfaction within their immediate circles, but generally, they do not take significant action in response to their experiences.
4. Few are active due to five key factors:
 - Opportunity costs (ie time)
 - Conflict aversion
 - Confidence and cultural/social capital
 - Ignorance of their members' rights.
 - Fear of retribution in future funding/treatment
5. Remaining passive is often rational, as standing up for students' rights involves immediate costs such as social discord and time, with uncertain benefits.
6. Effort required to complain often outweighs the potential value of any remedial action, leading to widespread rational apathy.



The five key barriers



OPPORTUNITY COSTS

CONFLICT AVERSION

CONFIDENCE/CAPITAL

IGNORANCE

RETRIBUTION

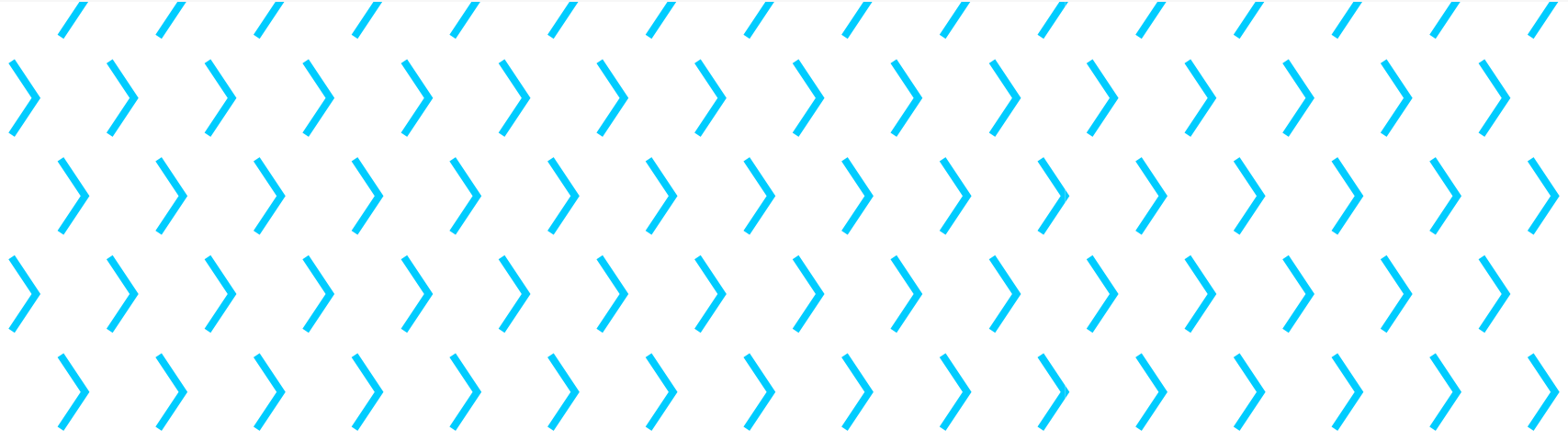
How can we reduce the opportunity costs of complaint?

How can we reduce the sense of conflict in the process - or cause students to be comfortable with it?

How can we boost students' (differential) confidence to complain?

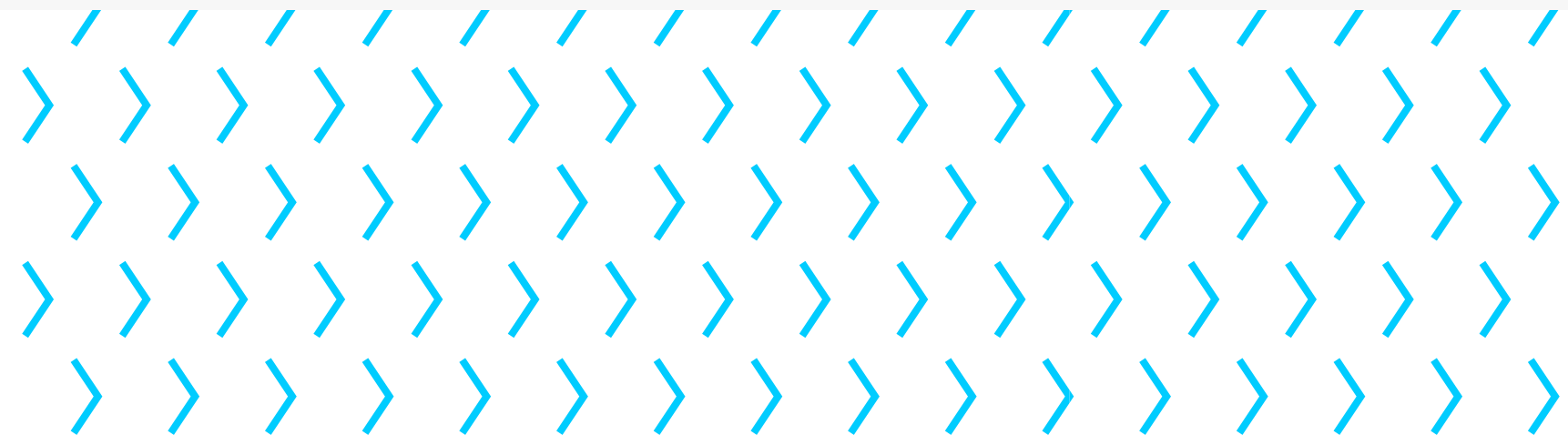
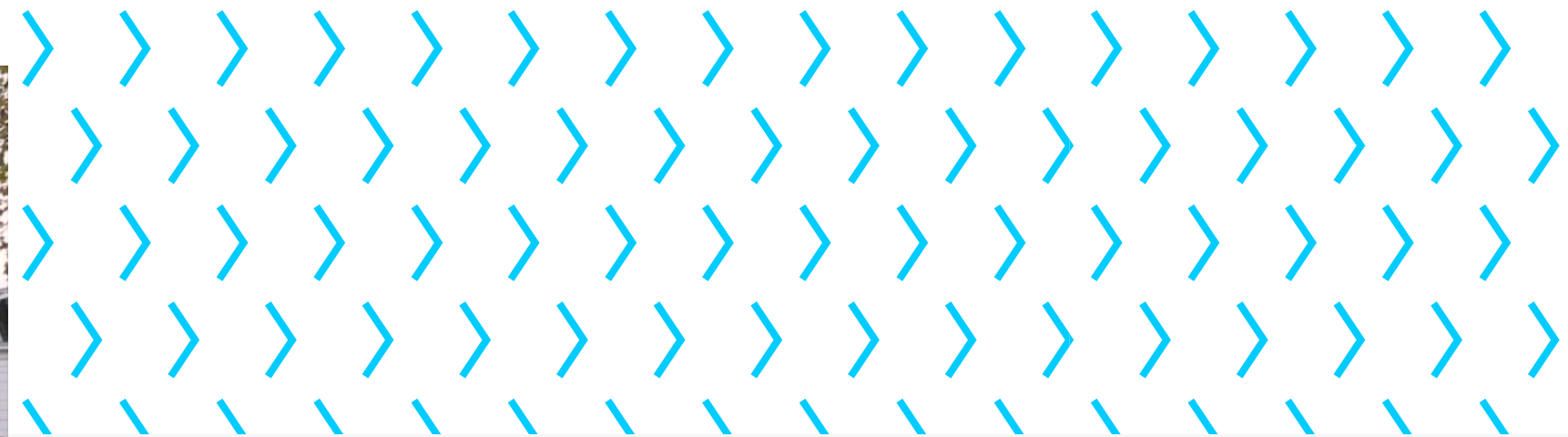
What steps can we take to make sure that students know and understand their rights?

How can we protect students from retribution or prove the fear is unfounded?





<https://www.studierechten.com/>



STUDENTS RIGHTS

AND

WARRANTIES DECLARATION

<https://wonkhe.com/wp-content/wonkhe-uploads/2023/12/Lithuanian-Declaration-of-Student-Rights.pdf>

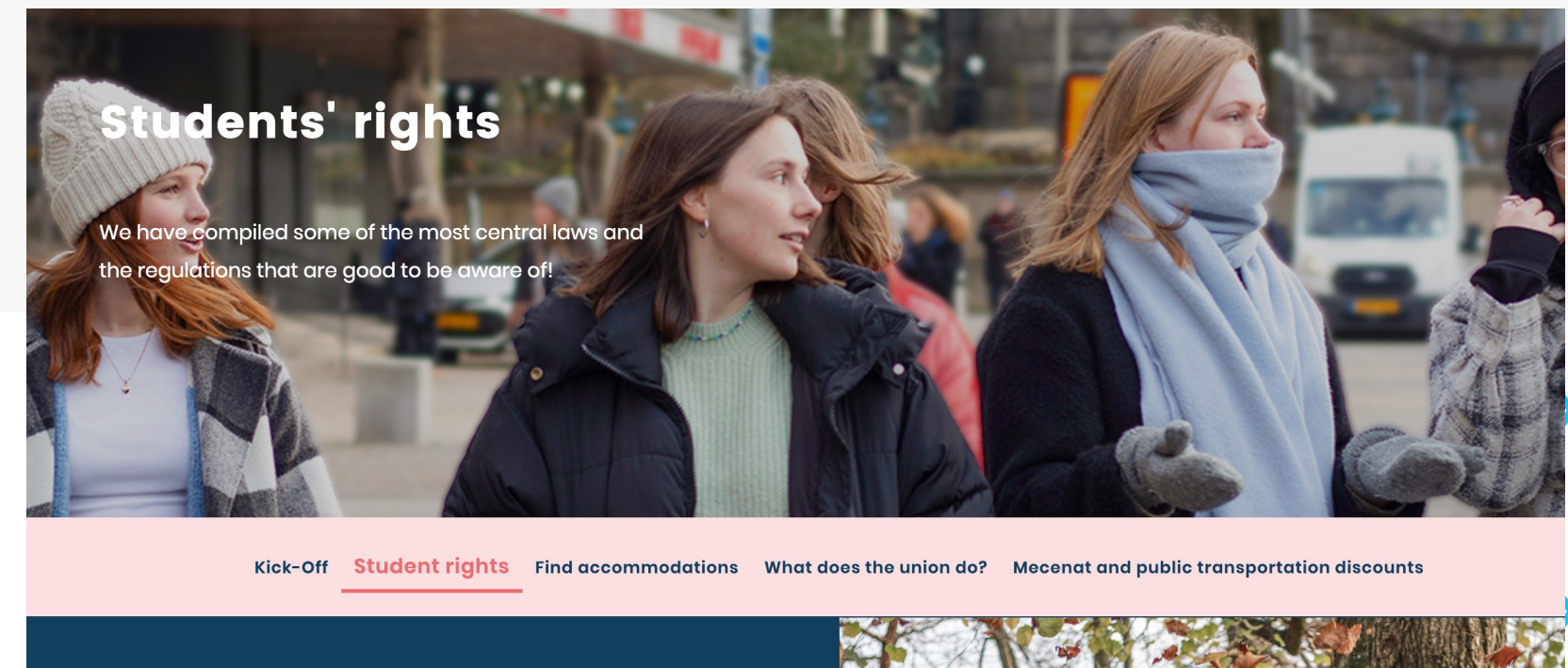
<https://www.gotastudentkar.se/en/studenters-rattigheter>

Initiative of the ISO & National Student Law Office:

STAND UP FOR YOUR RIGHT TO STUDY!

The common problems

By means of **clear roadmaps**, this platform offers students tools to tackle **common problems step-by-step and thus stand up for their legal position** at all publicly funded educational institutions in the Netherlands.



Information from Linnaeus Union



<https://www.youtube.com/watch?v=BNa393lq6Xw>
<https://www.youtube.com/watch?v=fGlrL36wVQs>
<https://www.youtube.com/watch?v=mxYqpSYgsiY>

bara de riktiga orden orden med krona och fågelsång bara de
riktiga orden orden med krona och
fågelsång bara de riktiga orden orden med krona och fågelsång

How long should you wait for exam results?



<https://www.youtube.com/watch?v=BssJf29q4L8>

<https://www.youtube.com/watch?v=vLxU8nLllds>

following feedback from students the SU and University have been working in partnership to make sure that assessment and feedback at UEA is fair, timely, and useful. here's a quick guide to what you can expect in your modules:

turnaround:
you will get timely results and feedback, ideally within 15 days but always within 20 days.

criteria:
you will know the criteria in advance - it will be discussed in class, and loaded onto the module's blackboard page.

formative:
if your assessment for your module is a 100% piece of coursework, you can expect formative assessments that help you learn and get feedback ahead of that summative.

if your experience falls short of these expectations, contact your course rep, pop into the SU office to speak to an officer, or drop them an email:
union.info@uea.ac.uk and we'll work with your school to get it fixed

fairness:
your school will discuss with you the multiple methods that UEA uses to make sure that marking is objective and fair

useful:
when you get feedback, it will include content on how specifically your work could be improved

anonymity:
your work where possible will be anonymously marked to prevent unconscious bias

working in partnership on your academic interests

UEA

SU

Laura Flowers @DSU_Academic
!! KNOW YOUR RIGHTS !! - Personal Tutoring
11:44 AM · Aug 7, 2019 · Twitter for iPhone
3 Retweets 8 Likes

Laura Flowers @DSU_Academic · Aug 7
Replying to @DSU_Academic
All students MUST have a designated personal tutor, new students should preferably be made aware of who this is before they start studying at DMU 🌸🐦

Laura Flowers @DSU_Academic · Aug 7
personal tutors must meet with first year students at least twice a term, and at least once a term after first year 🇬🇧

Laura Flowers @DSU_Academic · Aug 7
It is your personal tutors responsibility to initiate, facilitate and review personal development 🍰

Laura Flowers @DSU_Academic · Aug 7
You CAN go to your personal tutor with any issues and they can signpost you to any services you may need 🧐

Laura Flowers @DSU_Academic · Aug 7
You will USUALLY have the same personal tutor throughout your degree, however when this isn't appropriate it is the faculties responsibility to find you an alternative tutor as fast as possible 🇬🇧

Rights

In Serbia, students have the right to nutrition, rest and cultural, artistic, sports and recreational activities.

In the Netherlands, when a university terminates a course, it has to do so in a way that allows existing students to complete it – as originally described.

In Sweden, students have the right to study in a safe environment – and have pretty much the same rights as employees, given that right is in the Swedish Work Environment Act.

In the Netherlands, if an institution's management has become aware in any way that someone on the staff may have engaged in harassment or sexual misconduct involving a student, the university has to inform the country's confidential inspector of education.

In Spain, every university has to have its own ombudsperson – an independent and impartial figure (with statutory reporting duties) that is given the role of protecting the rights and freedoms of the university community – and they're selected by students and staff.

In Croatia, every time a business employs a student, a small amount of tax is taken from that business to fund student activities, projects and services.

In Lithuania there's a minimum amount of space that has to be allocated, by law, on campus per student.

<https://wonkhe.com/blogs/why-does-the-uk-have-the-worst-student-rights-in-europe/>

Rights

In Latvia, students' unions receive at least 0.05% of the annual university budget to run activities and representation in the student interest.

In Austria, students from subject councils make up a decent proportion of every curriculum committee.

In Poland, students have the right study programmes where at least 30 per cent of the credits are elective optionals.

In Sweden, universities must provide students participating in, or who have completed, a module, with the opportunity to present their opinions about that module through an evaluation.

In Austria, students who are unable to study full time due to child care or similar care commitments are entitled to notify the university of the times at which they have special needs in respect of courses and examinations.

In Ukraine, students will soon be able to organise their study patterns to suit their specific circumstances.

In Croatia, the country's widely understood student standard covers basic needs like food, accommodation, work and cultural and sports activities.

In the Netherlands, there's a duty to provide financial support to student volunteers in student clubs and university bodies.

In Finland, students can obtain information on how assessment criteria have been applied to their grades.

In Belgium each university has to have a Student Services Council, which separately governs student facilities (including the separate government budget line for) food, housing, social services, medical and psychological services, transport and student activities.

<https://wonkhe.com/blogs/why-does-the-uk-have-the-worst-student-rights-in-europe/>

Extend

Enforce

Discover

Defend

Establish

Promote

WONKHE

Giving students power - a campaign for student rights?

Rights, representation,
complaints and nudniks

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