Should higher education look to the future or the past?

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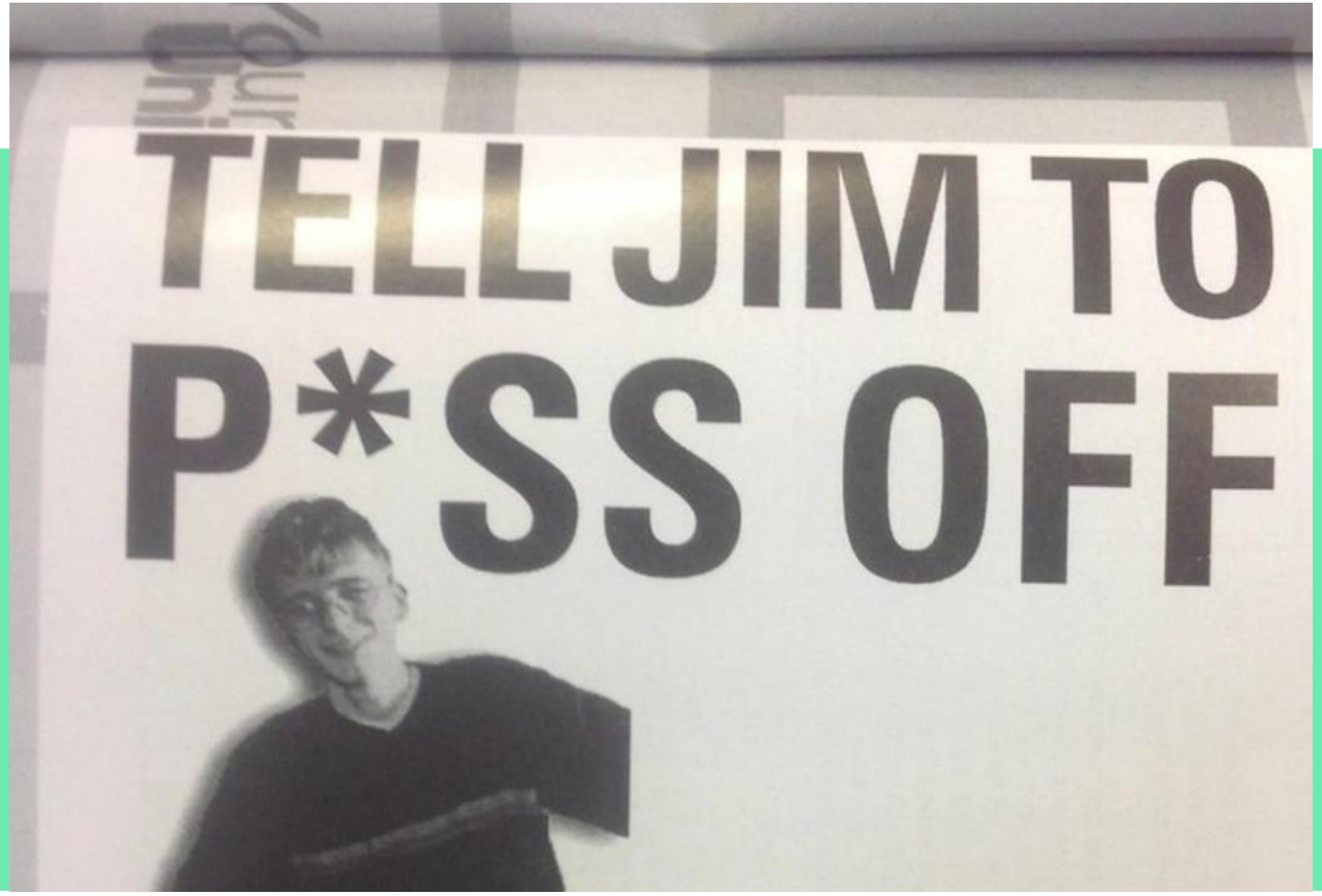

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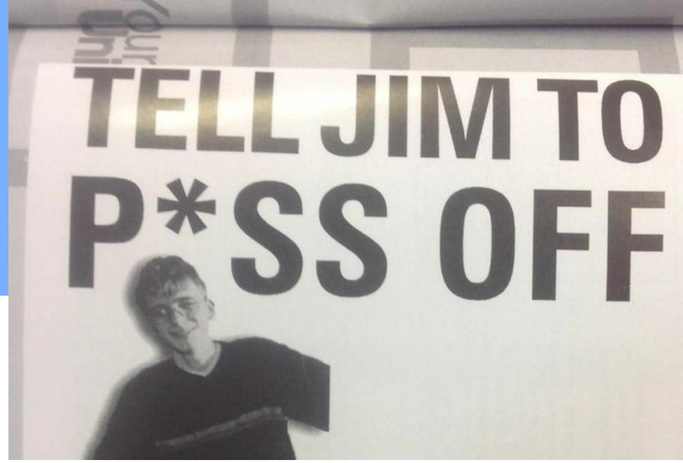
Seven point plan

- Power for students through rights
- Interrogate SU funding
- Student stress - tackle it
- Staff – train and support them
- Open the books
- Fix student housing
- Fix student hardship



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Taking a pause

- Volatile: quick actions needed to events outside your control
- Uncertain: future unclear and non- predictable
- Complex: Dynamic networks with confusing/conflicting relationships
- Ambiguous: Action without certainty of outcome

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Complexity
Informed
(Courage)
Volatility
Resilient
(Vision)
Ambiguity
Risk-taking
(Adaptability)
Uncertainty
Principled
(Understanding)

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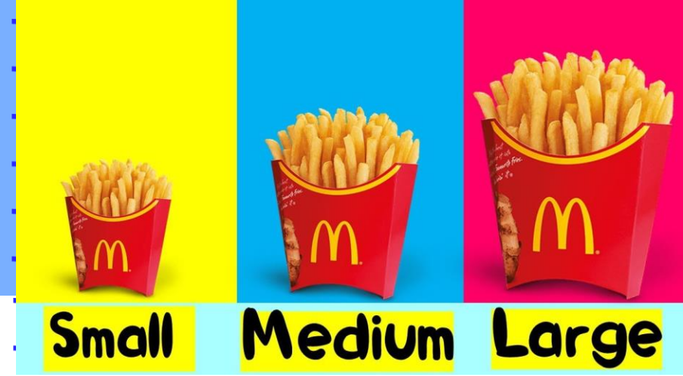
It’s the medium that matters



When the pressure is on and the environment is chaotic or uncertain, we tend towards:

- Small issues: Micro management, generates feelings of control. But what abut the big picture?
- Huge issues: Collective, long term things that fo need attention, but…
- Also a way of avoiding accountability over the “hard” stuff – medium issues that require the most attention, response and decision

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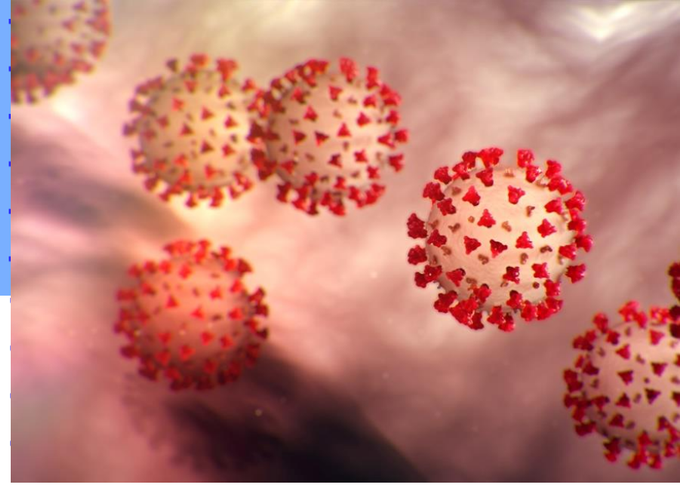
And now the problem is

- Nobody has done this before
- Higher education is highly “mimetic” and generally conservative
- VUCA requires all sorts of skills and smarts that have not previously been necessary or even desirable
- Previous focus on incremental performance rather than innovation
- And everyone’s understaffed and knackered and scared and cold and stressed and…



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Things like

- Cost of living crisis
- Marketisation’s endgame – size and shape
- Housing crisis
- Generative AI
- Engagement collapse – PT work
- International expansion / families

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Responding to change

	Confrontation	Retreat
Radical	Adapt entrepreneurially Create new delivery models Take risks	As long as what I do doesn't change I don't mind what is going on around me
Reactionary	Get back to basics but with a vengeance, cut costs, streamline Very tough	Do you remember the old days when things were so much better?

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Organisations of change

- Adaptive, nimble, agile organisations able to learn fast about environment around them, sense opportunities and mobilise resources to exploit them
- But organisations that just do that would be in perpetual turmoil, constantly reinventing themselves
- So as well as being adaptive, nimble and agile organisations need to have a sense of stability, continuity and purpose
- But a sense of stability that does not inhibit ability to adapt
- What does that optimum mix of stability and flux come from?
- **It comes from challenging conventional wisdom**

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Austerity

- Treasury (as of today) reverting to austerity of 2010s.
- Less fat to cut and higher education can’t escape through a loan trick any more

Five options:

- Fewer students go to university
- Graduates pay more back through the loan scheme (inc existing graduates)
- Increase profitable students (intl or franchise)
- Reduced maintenance costs
- Reduced delivery costs

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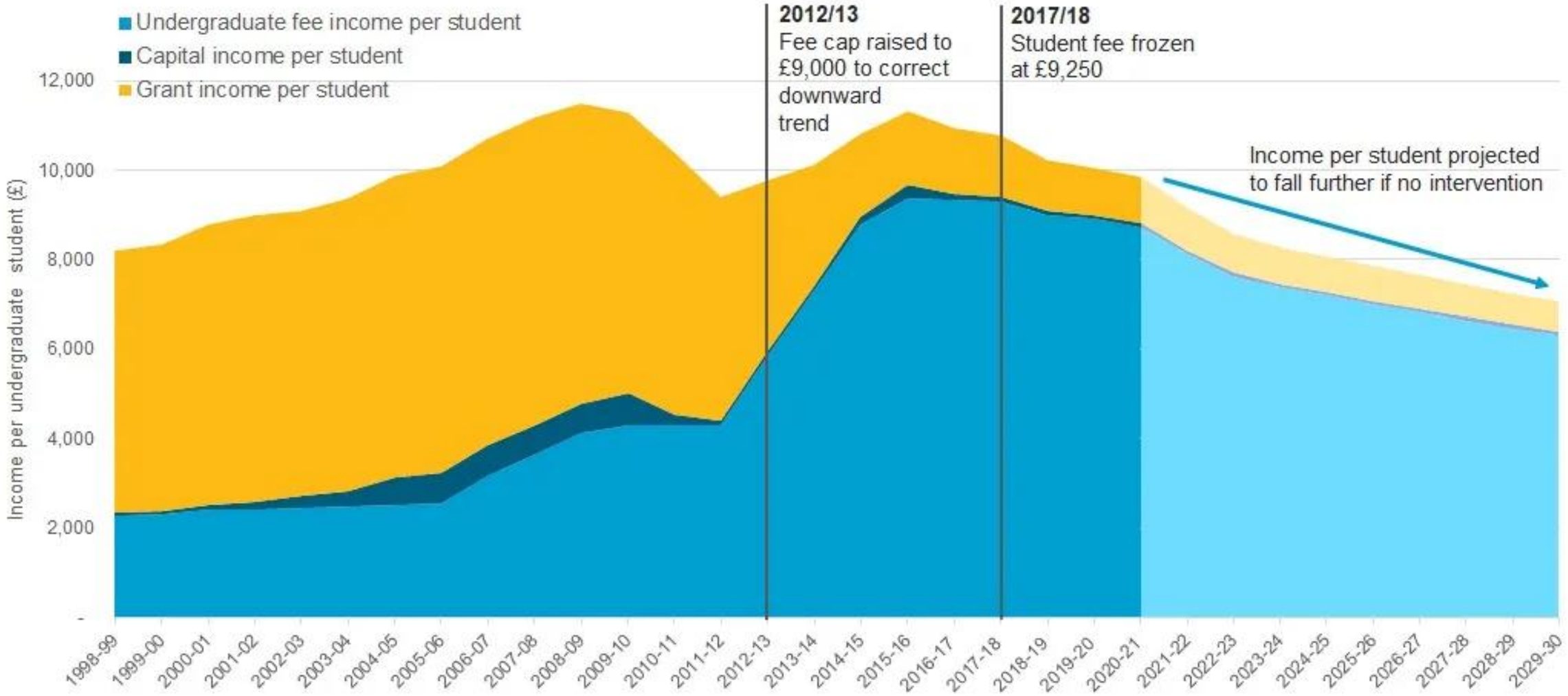
Undergraduate fee income per student
Capital income per student
Grant income per student
2012/13
Fee cap raised to £9,000 to correct downward trend
2017/18
Student fee frozen at £9,250
Income per student projected to fall further if no intervention
Income per undergraduate student (£)
12,000
10,000
8,000
6,000
4,000
2,000
-
1998-99
1999-00
2000-01
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
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2023-24
2024-25
2025-26
2026-27
2027-28
2028-29
2029-30

Politics

- Hostile to universities, young, diversity, “culture wars” and other SU hobby horses and values
- Highly unstable – risk taking in wring direction swings to deep freezes (and both fiscal and policy drag)
- Unable to address contemporary issues of the day (social media and impacts on political debate and harassment, housing crisis etc)
- Essay crisis culture – wait til very bad and throw plasters and money
- Coping mechanisms become features
- Labour improvements but likely delay

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Students

- More of them
- More diverse
- Less time
- More anxious
- More collaborative (yet)
- Lonely
- Busy and less “immersed”

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Belonging

- Size and diversity of courses
- Identity and social capital
  - Housing
  - Hobbies
  - Characteristics
  - Subject/Course?
- Intervening at course level but retaining student led approach?

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Awareness Test

'Mickey Mouse' university courses could have student loans removed

Programmes with high drop-out rates and low levels of graduate employment will be under scrutiny

By Camilla Turner, EDUCATION EDITOR

15 January 2022 • 8:08pm

Universities are facing a crackdown on "Mickey Mouse" degrees as the watchdog threatens to withdraw student loan funding from low-quality courses.

Vice-chancellors will be warned by the Office for Students (OfS) that they risk being hit with sanctions - including financial penalties - if their degrees fail to deliver for students.

The higher education regulator had pledged to take a more "robust" approach to quality assurance, which will include launching investigations where bad practice is reported.

Degrees with high drop-out rates and low rates of graduate employment will be targeted by the OfS for scrutiny.

The regulator will publish proposals this week which set out the series of "minimum requirements" they expect degree courses to meet in terms of student outcomes.

If courses are deemed to consistently fall below these they could be barred from receiving student loan funding which would most likely render them financially unviable.

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My shock at getting cancer at 38
p.25

Celia Walden
No10 battle of the sexes demeans them and us
p.23

BRITAIN'S BEST QUALITY NEWSPAPER

The Daily Telegraph

Lockdown looms over Christmas

England could remain shut beyond Dec 2 as effect on virus cases is not yet clear

By Gordon Rayner POLITICAL EDITOR

LOCKDOWN could carry on beyond Dec 2, Matt Hancock has admitted, as he said it was "too early to know" if the current restrictions had been effective.

A senior health chief warned a "strengthened" tier system would be needed to replace the measures even if they ended on schedule, as the lowest tier had "very little effect".

It raises the spectre of a traditional family Christmas effectively being cancelled as hospital admissions and average daily deaths continue to rise.

Tory MPs last night demanded a "clear route out of lockdown" during a virtual meeting with Boris Johnson, after he was warned of a revolt from dozens of backbenchers if he tried extending it.

No 10 had insisted yesterday that the lockdown in England would end by law on Dec 2 and that there would be a return to a "localised" regime. But at a Downing Street press conference yesterday the Health Secretary left the door open for an extension, which would have to be approved by Parliament.

Mr Hancock said: "It is too early for us to know what the number of cases will be as we come to the end of the current lockdown.

"At the moment most of the tests that we're getting back and most of the positive cases are from around the time when the lockdown came in. It's too early to expect to see in the data the impact of the second lockdown, but we absolutely hope to be able to replace the national lockdown with a tiered system."

The Prime Minister's spokesman earlier took a more positive stance, saying: "Those measures will be coming to an end on Dec 2. They will expire in law. We are committed to setting out next week what the replacement regime will be."

Mr Hancock refused to say whether lockdown would simply be "relabelled".

But Dr Susan Hopkins, chief medical adviser to NHS testing, said even if lockdown ended in England, a tougher tier system would be likely to replace it.

She said that while Tier 3 and "Tier 3-plus" in the North West had reduced cases, Tier 2 had done "not so well" and "we see very little effect from Tier 1".

Another 21,363 people tested positive for the virus yesterday. There were 14,105 Covid patients in hospital, up nearly 2,000 in a week, and 213 deaths were reported, taking the daily average to 443, up from 322 a week ago.

Up to 70 Tory MPs have joined the newly formed Covid Research Group to pressure the Government into finding alternatives to lockdown to safeguard the economy. Mark Harper, chairman of the group, said: "It's time for a new way to live with the virus."

Although the rebels are likely to vote against extending lockdown, Labour would almost certainly support it.

It came as Nicola Sturgeon confirmed she was "likely" to announce today a return to near-full lockdown for swathes of Scotland to pave the way for easing of rules over Christmas. The First Minister will this afternoon disclose which council areas will be placed "for a limited period" in Level 4, the highest tier of restrictions, with western Scotland expected to be targeted.

In Germany Angela Merkel was facing a coronavirus rebellion as regional leaders tore up her proposals for new lockdown restrictions. And Mr Johnson's self-isolation meant he would be unable to hold face-to-face meetings with EU leaders as Brexit trade talks entered their most crucial phase, resorting instead to video conference calls.

21,363
DAILY CORONAVIRUS CASES

+11%
CHANGE IN 7-DAY AVERAGE

52,147
DEATHS +213

Matt Hancock said at the Downing Street media briefing that lockdown might not end on Dec 2 as its effects seen not clear in the data

Editorial Comment: Page 19

Bring in rapid tests to end self-isolation, ministers told

By Laura Donnelly *and* Gordon Rayner

SCIENTISTS and MPs are calling for urgent changes to isolation rules, saying the confinement of Boris Johnson demonstrates the folly of the UK's testing regime.

A total of 12 MPs, including the Prime Minister, are now self-isolating after coming into contact with Lee Anderson, the Tory MP. Six of them, including Mr Johnson, came into contact with him during a meeting in Downing Street last week, and a further six came into contact with him elsewhere, including in Parliament.

Last night, scientists said the situation showed that the system was not "fit for purpose" and it would be far more sensible to offer rapid tests to those at risk of exposure.

They said Mr Johnson, who was treated for Covid-19 in hospital in April, was extremely unlikely to contract the virus again and even less likely to transmit it. None the less, rapid tests should be used for anyone at risk, allowing the vast majority of those exposed to a positive Covid case to be freed far more quickly, they said.

They said the situation demonstrated the urgent need to introduce rapid testing for contacts of positive Covid cases.

Prof Tim Peto, professor of medicine at Oxford University, said: "There is a simple way to take a belt-and-braces approach – we should be operating a system which allows [the Prime Minister] to take a rapid test and be back in Parliament the next day.

"The current system simply hasn't adapted to the knowledge that we have got. We need to be using these tests to let people out of quarantine far more quickly."

Prof Peto led trials by Oxford University and Public Health England which last week found that the instant tests – known as lateral flow tests – identified more than 77 per cent of people infected with Covid. Crucially, they identified 95 per cent of those with a high viral load, meaning they were at their most infectious.

Prof Peto said those at risk of Covid, because of close contact with an infected person, should be given the £5

Continued on Page 6

Boris Johnson told the nation via a Twitter video that he had been instructed to self-isolate by NHS test and trace

Hancock won't rule out mandatory vaccine

By Harry Yorke *and* Laura Donnelly

MATT HANCOCK has refused to rule out making a coronavirus vaccine mandatory, suggesting ministers could consider it if initial take-up was lower than expected.

The Health Secretary yesterday insisted the Government was not "proposing" compulsory vaccination, pointing out that a number of people would be unable to take it for medical reasons.

But when asked whether he could rule it out in future, Mr Hancock said he had learnt "not to rule things out" during the pandemic, adding: "We have to watch what happens and you have to make judgments accordingly."

Asked later at a Downing Street press conference whether people who refuse to be vaccinated could alternatively be barred from entering workplaces such as hospitals, Mr Hancock said only that ministers had not discussed it. Echoing his comments, a government source said that while ministers were focused on encouraging voluntary take-up, "nothing could be ruled out". A second source added: "If there was an effective vaccine and because of low uptake we were still seeing deaths in large numbers, then we would have to consider it."

The US biotech firm Moderna yesterday became the second producer after Pfizer-BioNTech to release promising results from phase three trials, showing its vaccine to be 94.5 per cent effective.

Mr Hancock said the announcement was a "candle of hope and we must do all that we can to nurture its flame". However, it left ministers scrambling to secure doses of the jab, having prioritised other candidates – including Pfizer's – expected to be available more quickly in the UK. By 5pm, the Government had secured five million doses, enough for 2.5 million people to receive the required two doses.

Vaccines are not mandatory in the UK, with official guidance stating that individuals must be allowed to make an informed choice. However, there is concern that anti-vaxxers – who are spreading unfounded claims about the safety of Covid-19 vaccine candidates on social media – could undermine efforts to encourage widespread inoculation.

Meanwhile, research by YouGov yesterday suggested that while 67 per cent of Britons were likely to take the Pfizer vaccine, one in five respondents was unlikely to and 12 per cent were unsure.

Mr Hancock also hit out at hundreds of health and care staff who had formed a group opposed to vaccinations on social media, describing it as "entirely inappropriate".

Report: Page 6

Queen 'didn't mind' Obama protocol breach

By Ben Riley-Smith US EDITOR

BARACK OBAMA has waved away an old row about whether the first lady broke royal protocol by placing a hand on the Queen's shoulder on a state visit, writing in his new memoirs that Her Majesty "didn't seem to mind".

The incident took place when the Obamas visited Britain alongside other world leaders for a G20 summit in April 2009. The former US president discusses the incident in his book *A Promised Land*, which is published today.

Mr Obama, who then had only been in the White House for three months, recalls how Michelle Obama caused "her own bit of controversy" at the reception in Buckingham Palace.

"She was photographed with her hand resting on Her Majesty's shoulder – an apparent breach of royalty-component protocol," Mr Obama writes, adding: "Although the Queen didn't seem to mind, slipping her arm around Michelle in return."

Mr Obama also describes how concerned his wife had been with what to wear for their audience with the Queen.

The former president remembers telling Mrs Obama: "You should have taken my suggestion and worn one of those little hats. And a little matching handbag!"

Mr Obama quotes her response too: "And I hope you enjoy sleeping on a couch when you get home. The White House has so many to choose from!"

In the end, Mrs Obama wore a cardigan over her dress, "sending Fleet Street into a horrified tizzy". The exchanges offer an insight into the conversations that happen when a world leader and their other half meet the Queen for the first time. They also show the raised eyebrows that were adopted by the Obamas as the media policed royal protocols.

The story is one of a number linked to Britain that Mr Obama describes in his 768-page memoir, which covers his life up to mid-2018. A second volume, which will include his 2012 election and second term, is in the works.

Throughout the book Mr Obama offers up colourful descriptions of world leaders, including the two UK prime ministers he worked with while in office: Gordon Brown and David Cameron.

Mr Brown is described as someone who "lacked the sparkly political gifts of

Continued on Page 6

'I hope you enjoy sleeping on the couch when you get home. The White House has plenty to choose from!'

NEWS BRIEFING

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NEWS

£500,000 fines for 'Mickey Mouse' courses

Universities that run "Mickey Mouse" degree courses face being fined up to £500,000, under plans by the watchdog to "stamp out" bad practice. The Office for Students is to crack down on degrees with high student dropout and low graduate employment rates, as well as those with significant grade inflation. Under proposed reforms, the OfS could investigate university departments and faculties if there is evidence that individual courses are not up to scratch.

Page 4

MATT

'After isolating with his dog Dilyn, the PM has now tested positive for kennel cough'

NEWS

'Blue wall' protests against petrol car ban

Voters in new Conservative "blue wall" seats think a ban on diesel and petrol cars would be unfair, according to a survey. Climate change concern is at 88 per cent among the group with the highest proportion of northern Leave voters, and those who swung from Labour to the Tories last year. But 70 per cent feel a petrol and diesel car ban would add extra cost to daily life. The Government is expected this week to bring forward the date to phase out new petrol and diesel cars to 2030.

Page 10

BUSINESS

Timing of US jab data release questioned

Moderna, the US drugmaker, released crucial data on its Covid vaccine under embargo before the results were made public, prompting calls for new rules over how trial information is announced to the market. It briefed journalists on data showing its jab is almost 95 per cent effective against coronavirus, almost an hour before publishing the details – with a midday embargo meaning this lifted before US trading opened. There is no suggestion Moderna broke any rules.

Business, page 1

SPORT

Stewart leads drive to knight Hamilton

Sir Jackie Stewart last night led calls for Lewis Hamilton to be knighted after he sealed a record-equalling seventh Formula One world title. Sir Jackie told *The Daily Telegraph* there was "no question" Hamilton deserved to join him in becoming only the second world champion to receive the honour. It may require Boris Johnson to intervene, as the deadline for nominations has passed. Otherwise, Hamilton faces having to wait until next year or even until he retires.

Sport, page 1

'Mickey Mouse' university courses could have student loans removed

Programmes with high drop-out rates and low levels of graduate employment will be under scrutiny

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Page 4

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B3: Outcomes

- The percentage of students that get to their second year (if they have one)
- The percentage of students that complete the award they signed up for
- The percentage of students that get a graduate job

Blame it on the baselines

- Continuation rates help it understand whether a provider is recruiting students able to succeed through the early stages of its courses, with the appropriateness of recruitment and student support under the spotlight;
- It says completion is similar and provides a look over the whole student lifecycle. This difference in focus means that there will not be a direct, linear, relationship between a provider’s continuation rate and its completion rate.
- Meanwhile progression tells OfS whether a provider’s students have successful student outcomes beyond graduation.

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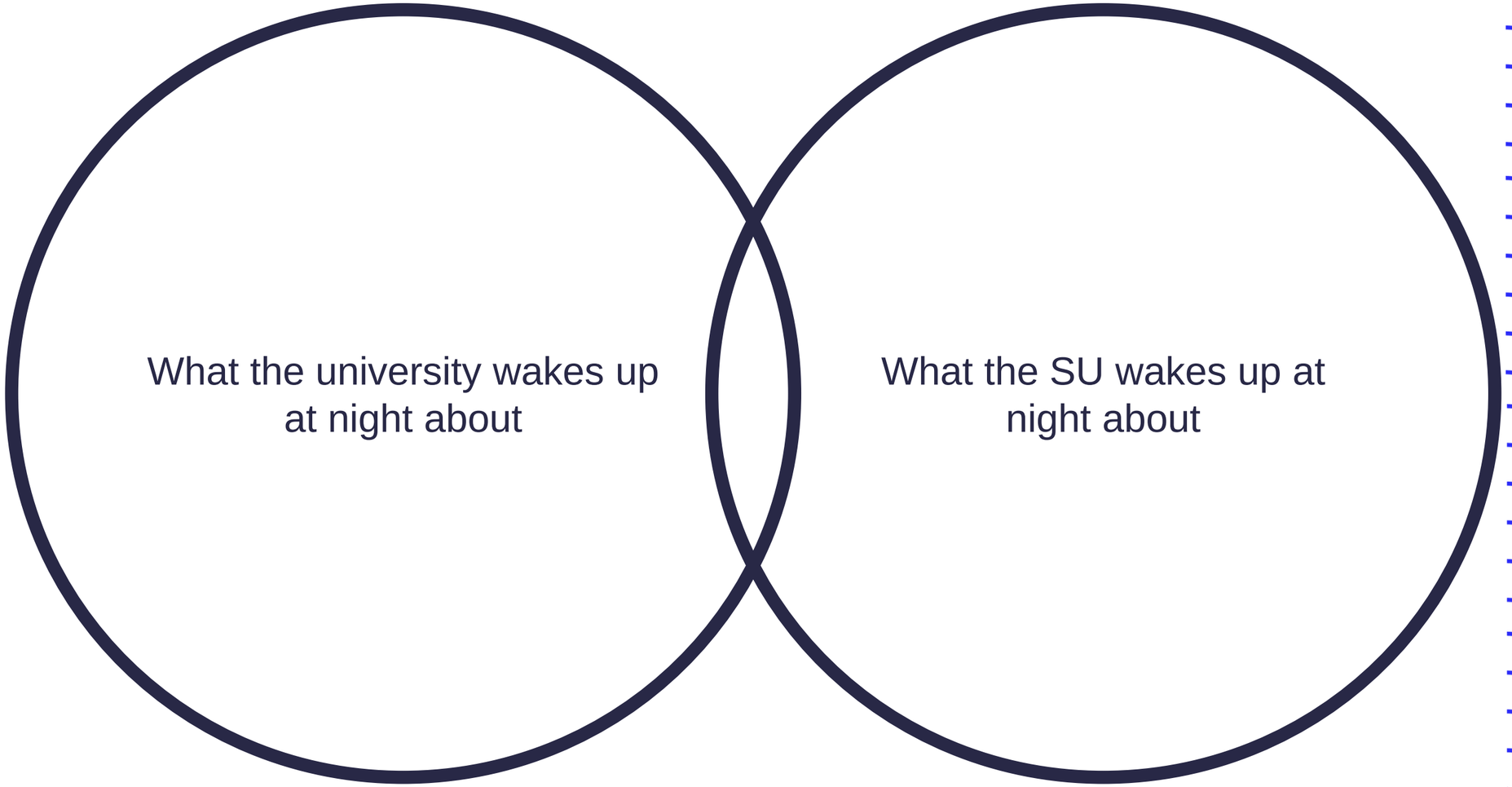
Concerns



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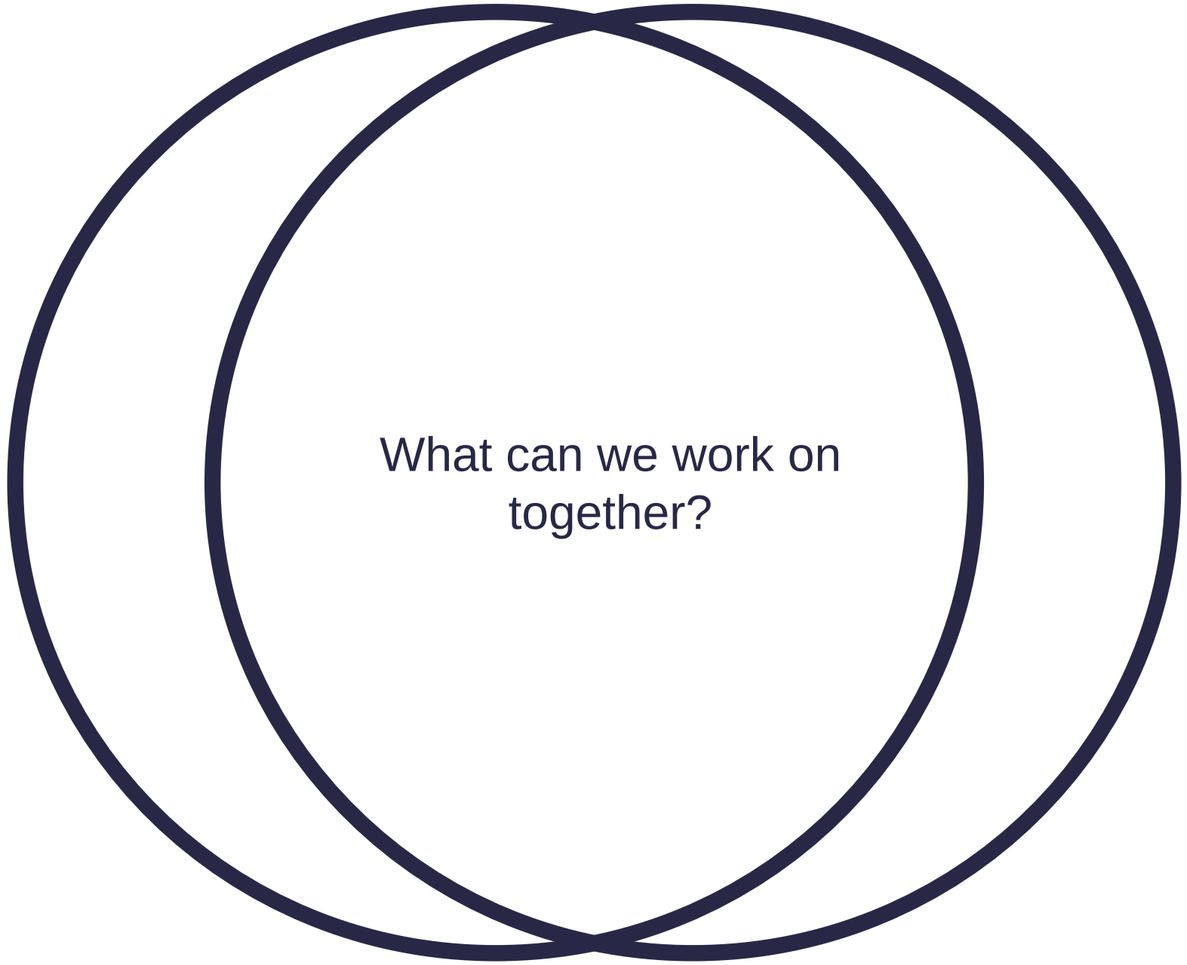

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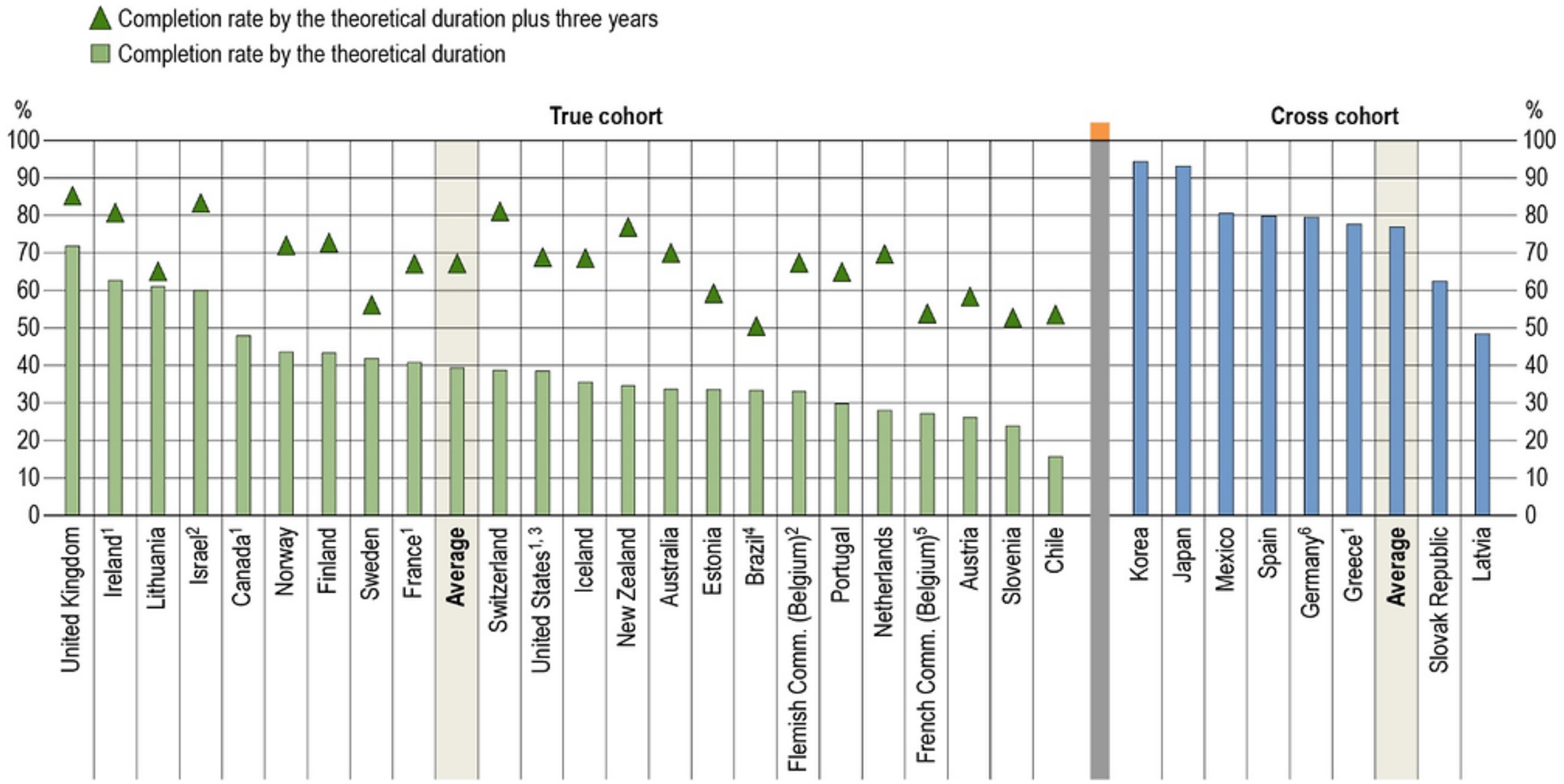
Retention?



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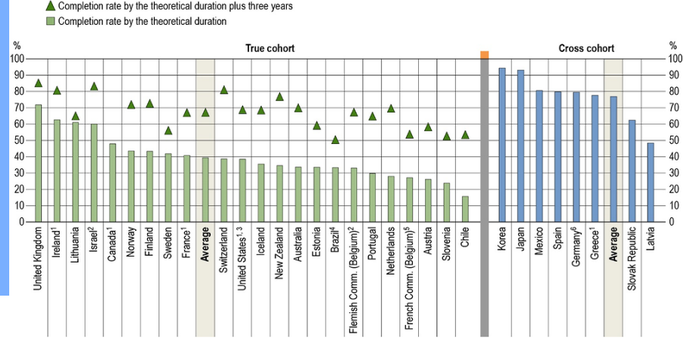
A comparison

- In 2014, the HEPI/Advance HE Student Academic Survey told us that, knowing what they know now, 32 per cent of students would have not have chosen the course they were on.
- By last year an equivalent figure appeared to have risen to over 40 per cent – with Black Asian and Minority Ethnic students, and those from poorer backgrounds, hovering at around half expressing regret.
- Once we add three years to the theoretical duration of the programme, its 40 per cent completion rates rise to over 70. Why are we in such a rush?
- Dutch students who withdraw before February 1st get much of their student debt wiped, “Binding Study Advice” at the end of the first year is designed to determine if a course is really right for the student, and those who transfer to other institutions (“omzwaaiers”) aren’t generally picked up in the numbers.
- And the resultant “wouldn’t make the same choices again” score? Fourteen percent in last year’s Netherlands NSS.



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That our system enrols and then traps students onto programmes that they are unhappy on, requiring them to complete those programmes at a pace incompatible with their diversity or adversity, is a problem.

Are NSS/TEF and B3 just about making things easier?

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Blame it on the baseline

- Baseline for each indicator (in each mode and level of study that the provider delivers) and published stats.

Table 1: Summary of proposed numerical threshold levels

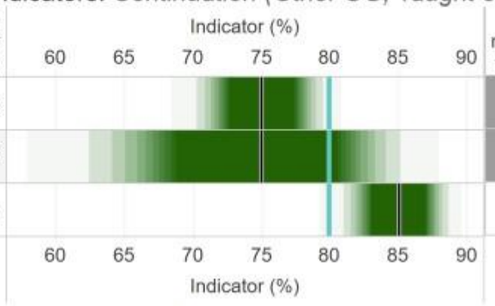
Level and mode of study	Continuation	Completion (cohort tracking)	Completion (composite indicator)	Progression
FT Other UG	75%	65%	65%	45%
FT First Degree	80%	75%	75%	60%
FT UG / PG border	85%	85%	80%	80%
FT PGCE	85%	85%	85%	85%
FT PG Taught Masters	80%	80%	80%	70%
FT PG Other	80%	80%	80%	85%
FT PG Research (PhD)	90%	75%	75%	85%
PT Other UG	55%	55%	55%	65%
PT First Degree	60%	55%	55%	75%
PT UG / PG border	60%	60%	60%	80%
PT PGCE	75%	75%	75%	85%
PT PG Taught Masters	65%	65%	65%	85%
PT PG Other	65%	60%	65%	85%
PT PG Research (PhD)	70%	60%	60%	85%
Apprenticeship – UG	70%	55%	55%	75%
Apprenticeship – PG	80%	80%	80%	80%

Note: 'FT' = 'full-time'; 'PT' = 'part-time'; 'UG' = 'undergraduate'; 'PG' = 'postgraduate'.

Figure F1: Examples of assessing indicators and split indicators

Student and study characteristic split indicators: *Continuation (Other UG, Taught or registered, Full-time)*

Split indicator type	Split indicator	Denom-inator	Indic-ator (%)	Below numerical threshold	Above numerical threshold	Bench-mark (%)
Time series	Year 1 (earliest)	440	75.0	99.5%	0.5%	71.7
	Year 2	70	75.0	85.2%	14.8%	79.7
	Year 3	440	85.0	0.3%	99.7%	71.7



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Blam

- Baseline of study stats.

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dicators

G, Taught or registered, Full-time)

85	90	Below numerical threshold	Above numerical threshold	Bench-mark (%)
		99.5%	0.5%	71.7
		85.2%	14.8%	79.7
		0.3%	99.7%	71.7
85	90			

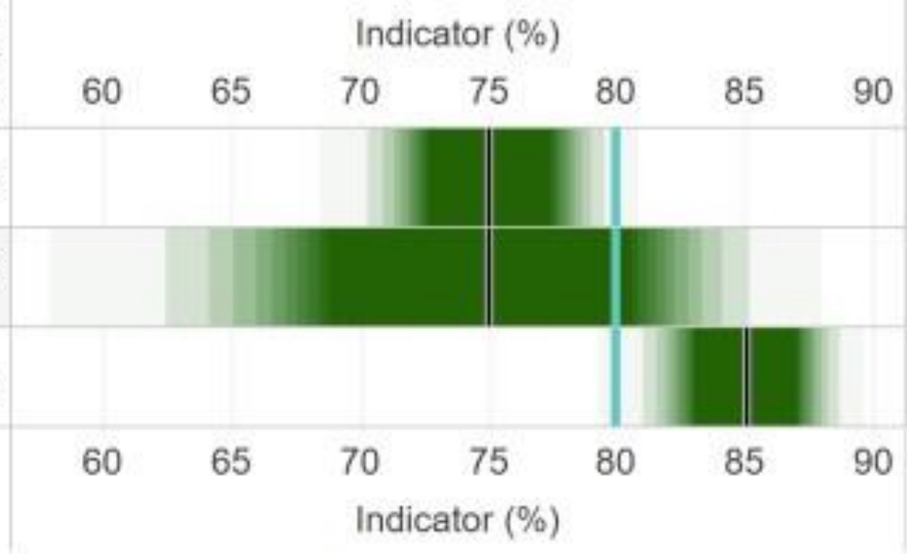
WONKHE
SUs

Blame it on the baseline

- **Figure F1: Examples of assessing indicators and split indicators**

Student and study characteristic split indicators: *Continuation (Other UG, Taught or registered, Full-time)*

Split indicator type	Split indicator	Denom-inator	Indic-ator (%)	Below numerical threshold	Above numerical threshold	Bench-mark (%)
Time series	Year 1 (earliest)	440	75.0	99.5%	0.5%	71.7
	Year 2	70	75.0	85.2%	14.8%	79.7
	Year 3	440	85.0	0.3%	99.7%	71.7



PT PG Other	65%	60%	65%	85%
PT PG Research (PhD)	70%	60%	60%	85%
Apprenticeship – UG	70%	55%	55%	75%
Apprenticeship – PG	80%	80%	80%	80%

Note: 'FT' = 'full-time'; 'PT' = 'part-time'; 'UG' = 'undergraduate'; 'PG' = 'postgraduate'.

WONKHE SUs

The UK Quality Code

Expectations for standards

The academic standards of courses meet the requirements of the relevant national qualifications framework.

The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Core practices

The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.

The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

Common practices

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for quality

Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices

The provider has a reliable, fair and inclusive admissions system.

The provider designs and/or delivers high-quality courses.

The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

The provider actively engages students, individually and collectively, in the quality of their educational experience.

The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.

Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

The provider supports all students to achieve successful academic and professional outcomes.

Common practices

The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

The provider's approach to managing quality takes account of external expertise.

The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

+No institutional review!

Breakaway from QC

- B3/Outcomes
- B1, 2, 4, 5 – the rest of quality!
  - Condition B1 requires that all students receive a high quality academic experience. This means that courses must be up-to-date, challenging and well delivered, and equip students with the skills they will need after graduation.
  - Condition B2 requires that all students receive the resources and support they need to succeed on their courses and after graduation.
  - Condition B4 requires universities and colleges to assess students effectively and award qualifications that are credible and stand the test of time.
  - Condition B5 ensures that the standard of qualifications is consistent with sector-recognised standards.

WONKHE SUs

The B Conditions...

Condition B1: Academic experience

- The provider must ensure that the students registered on each higher education course receive a high quality academic experience.
- A high quality academic experience includes but is not limited to ensuring that each course:
- is up-to-date; provides educational challenge; is coherent; is effectively delivered; and as appropriate to the subject matter of the course, requires students to develop relevant skills.

WONKHE SUs

Up to date and appropriately informed...

- The subject matter of a course is not representative of current thinking and practices.
- The pedagogy of a course is not representative of current thinking and practices.
- The length of the period during which aspects of the course have not been updated.
- The scale and nature of the changes needed to ensure the course is up-to-date.
- The impact on students and others of an out-of-date course.
- Whether a provider has plans to make changes to a course to ensure it is up-to-date.

WONKHE
SUs

Coherent

- The content of a course is too narrow.
- The content of a course is too broad.
- Students are not secure in foundational topics.
- Practical or practice-based components are not taught in an appropriate order
- Module choices do not ensure students are able to construct a coherent pathway.

WONKHE SUs

Effective delivery

- The range of learning activities is too narrow.
- Learning activities are not delivered effectively. For example, insufficient opportunities for students to engage directly with teaching staff, including where parts of a course are delivered remotely, would likely be of concern.
- The research environment does not support students' learning.
- Professional or practice-based elements are not integrated with academic elements.
- Assessment is not designed into the course.

WONKHE SUs

Relevant skills

- A course that does not require students to develop and demonstrate intellectual skills, such as evaluating evidence, mobilising an argument, and solving problems, consistent with the subject and level of the course, would likely be of concern.
- A course designed to lead to a particular profession that does not require students to develop and demonstrate the skills necessary for success in that profession, for example, where specific skills are required for a relevant PSRB accreditation, would likely be of concern.

WONKHE SUs

B2: Resources, support and student engagement

The provider must take all reasonable steps to ensure that students receive resources and support, and that there is effective engagement with each cohort of students to ensure, that there is a high quality academic experience for those students, and that students succeed in and beyond higher education.

WONKHE
SUs

B2 fails

- A staff team comprised solely of inexperienced teachers is not likely to be appropriately qualified.
- A staff team with narrow collective expertise in a subject area is not likely to be appropriately qualified if the range of options available to students extend beyond that collective expertise.
- A staff team in which none of the individuals hold a teaching qualification or have been trained to undertake teaching is not likely to be appropriately qualified.
- A staff team that is over-reliant on visiting teachers to deliver large or significant elements of a course is not likely to be appropriately qualified.
- A staff team that does not conduct research at the forefront of relevant discipline(s) is not likely to be appropriately qualified to provide supervision to research students.

WONKHE
SUs

B2 Physical and digital

- Appropriate laboratory and technical resources for STEM subjects.
- Appropriate studio, performance, and technical resources for creative subjects
- Appropriate hardware
- Appropriate software. Students have, or have reliable and consistent access to, the software they need to effectively access all aspects of course content.
- Robust technical infrastructure.
- Reliable access to the internet.
- A trained teacher or instructor.
- An appropriate study place.

WONKHE
SUs

32. 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.

WONKHE
SUs

B2 Support

- 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.
- Support needed to underpin successful physical and digital learning and teaching includes support to help students make best use of digital learning.
- Support relating to avoiding academic misconduct includes support for essay planning and accurate referencing, and advice about the consequences of academic misconduct
- 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

WONKHE
SUs

B Conditions

- B3 can lead to investigations over B1, B2, B4
- More prescriptive
- How judged?
- B3 and context
- Have quality processes aligned?
- Have student feedback and representation processes aligned?
- Is the underpinning thinking out of date or wrong?
- Is this all possible in a mass system?

WONKHE
SUs

#memorylane

Proper students

- Golden age, when a full-time student was a full-time student, when class sizes were small, when students were more united (and homogenous), when students got grants and graduates got guaranteed jobs.
- The way in which opportunity was so heavily restricted, and some of the darker aspects of the treatment of students, are rarely mentioned in those retellings.
- Survivor bias –“never did me any harm” of not having central heating or a toilet indoors, translated into being students sleeping with professors, living with mould in a bedsit, or accepting that feedback might be a few weeks late while a lecturer returns from sabbatical.
- If we don’t make it tough, as it was in my day, how will students gain the skill of resilience?

WONKHE
SUs

Massification

- Keep or ditch?
- Is the past lost and to be forgotten or to be fought for in some way?
- The fully-immersed “full-time” student with no other responsibilities to burden them.
- Is that idea gone forever in a mass system, requiring us to adapt to the contemporary realities of student life – or is it to be fought for (and the normalisation of a busy and burdened student to be opposed) if we are to cherish the idea of more not meaning less?

WONKHE SUs

Student suicide?

- Coroner recommendation on personal contact – whether pastoral tutors should offer to exchange mobile numbers with their students
- Students as adult learners. Privacy. Reasonable expectations?
- Universities being asked to do what the NHS should be doing.

BUT

- A role for mental health training insofar as it impacts on providing effective personal academic support
- Lots of aspects of teaching and learning that ought to be seen by professionals through a mental health lens.

WONKHE SUs

Commentary

- “I don’t think she has made the connection between student unhappiness at Bristol and the continued rapid expansion/growth of the university, with its flashy building projects and colonisation of vast swathes of the city centre.
- “Staffing and human resourcing haven’t kept up with the vigorous pursuit of student numbers. Tutors get stretched, classes get bigger, welfare support is inadequate and there just isn’t enough to go around.
- “The system becomes impersonal and students get “lost” and their needs go unnoticed in the vast new university, and become more vulnerable.

WONKHE SUs

Questions

- Is the smaller, more personal, and less stretched university a kind of nostalgia meme, possible only in Oxbridge?
- Or is there something important in the conversion of the university from village to town to city that is helping to exacerbate what is now a long-term crisis in student self-reported mental health?
- When we ask ourselves who should provide a professional individualised crisis service or how that should be delivered, do we miss an important decline in what I tend to call “horizontal” support rather than “vertical”?
- Is the generalist academic, able to research, teach and pastorally support an idea whose time has passed (see UA94 and Edinburgh)

WONKHE
SUs

Only the lonely

- Pre-pandemic, in the loneliness research we carried out back in 2019, 6 per cent of students specifically disagreed with the statement, “if I needed help, there are people who would be there for me”.
- Students that lived further away, those with more responsibilities, those spending less time together in student groups and those that were more anxious were less likely to respond positively to that question.
- (All the figures doubled during the pandemic and haven’t recovered)
- In many ways, the basic model of higher education assumes that students become “adults” at 18 and can then be left alone. But maybe that was possible in the kind of contexts of class (and class sizes) that were in the past. What about in today’s context of hyperdiversity and “middle stage” of adulthood?
- Has the system been able to scale the community intimacy and immersion assumed in the boarding school model
- Many of the risks are about “noticing”

WONKHE
SUs

Provider name: University of Gloucestershire

Domicile (basic) abbreviated (group): UK

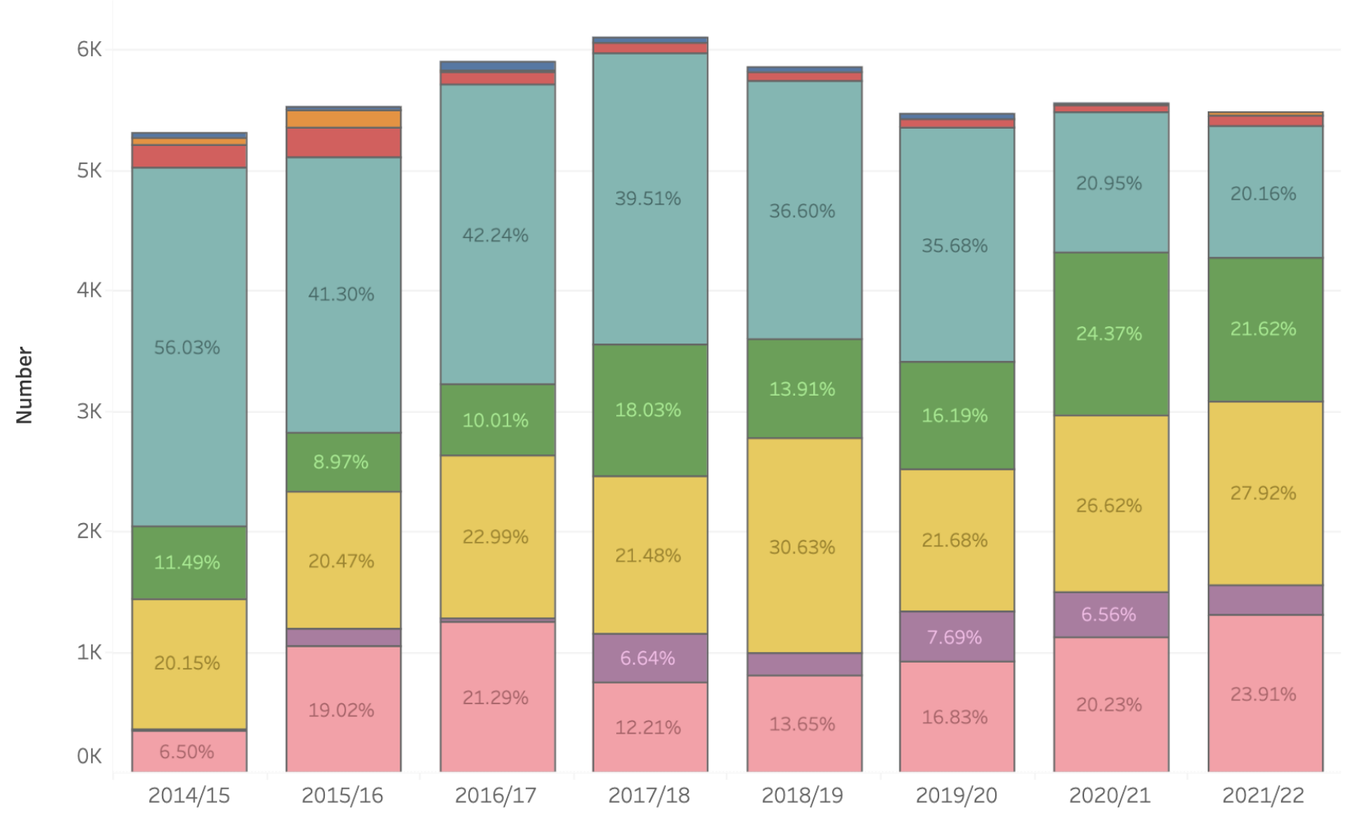
Level of study (detailed 4 way): First degree

First year filter: (All)

University of Gloucestershire

Domicile: UK | Level: First degree | First year marker: All

Data: HESA/HEIDI plus (omits Falmouth and LSBU)



Term Time Accommodation (Full-time and Sandwich only)

- Not in attendance at the provider
- Not known
- Other
- Other rented accommodation
- Own residence
- Parental/guardian home
- Private-sector halls
- Provider maintained property

WONKHE SUs

Building belonging

- One of the threads that links conclusions in the Abrahart case and the Harry Armstrong Evans recommendations is a reach by the judge for “someone” to notice and act when a student is struggling.
- So folks (judges, politicians) reach for the personal tutor – however unfair in the modern context.
- Building belonging and community at programme level becomes a safety concern as much as it is a pedagogical issue.
- Should every student should get a dedicated academic coach?
- An actual person who tracks progress, helps a student navigate and generally looks after a student becoming a student should still to be powerful.

WONKHE
SUs

“Commuter students aren’t looking for friends – they’re looking for qualifications”

- Continuation
  - Getting to the second year
    - Belonging
- Completion
  - Getting to the end of the course
    - Confidence
- Progression
  - Getting a graduate job
    - Skills
- Plus awarding (gaps), NSS teaching, NSS A&F, NSS AS, NSS Feedback, NSS Learning resources

Belong

By Cibyl & Wonkhe

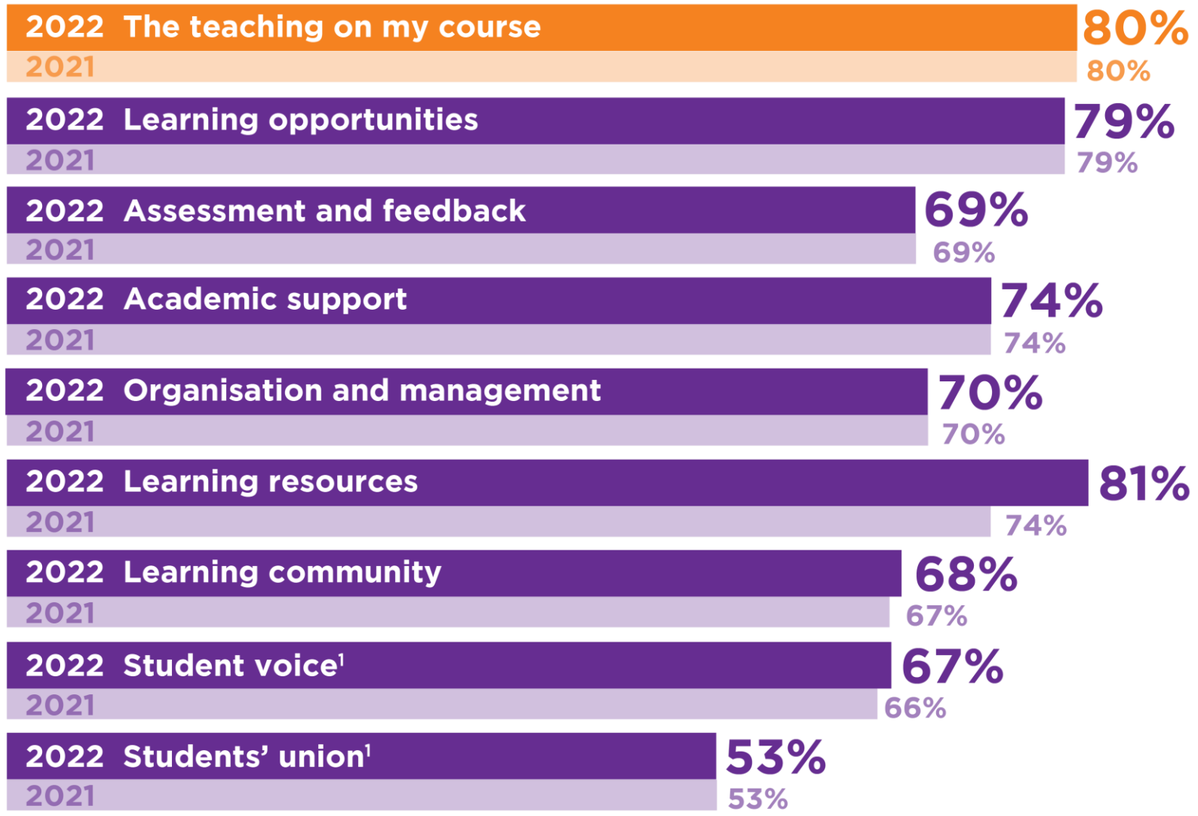
How fair has the marking and assessment been on your course?	I feel part of a community of students and staff			
	Strongly agree	Agree	Disagree	Strongly disagree
Very fair	46% ↑	21% ↓	15% ↓	10% ↓
Fair	49% ↓	67% ↑	61%	52%
Not very fair	5% ↓	11%	20% ↑	22% ↑
Not at all fair	0% ↓	1% ↓	5% ↑	16% ↑

Belong

By Cibyl & Wonkhe

2022 National Student Survey

Percentage of respondents who gave the two most positive answers ('definitely' or 'mostly' agree) on:



[1] *The data for the 'student voice' scale does not include responses to Q26 on the students' union, which is reported separately in this table.*

Achillies heel of NSS...

Assessment and feedback:

8. The criteria used in marking have been clear in advance. 73%

9. Marking and assessment has been fair. 68%

10. Feedback on my work has been timely. 84%

11. I have received helpful comments on my work. 91%

Also highest active disagree (14%)

WONKHE
SUs

What matters?

- Continuation
  - Getting to the second year
    - Belonging
- Completion
  - Confidence
    - Getting to the end of the course
- Progression
  - Getting a graduate job
    - Skills
- Plus awarding (gaps), NSS teaching, NSS A&F, NSS AS, NSS Feedback, NSS Learning resources

Belong

By Cibyl & Wonkhe

Achillies heel of NSS...

Assessment and feedback:

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- 9. Marking and assessment has been fair. 68%
- 10. Feedback on my work has been timely. 84%
- 11. I have received helpful comments on my work. 91%
- Also highest active disagree (14%)
- (SU NAND was 19%)

Belong

By Cibyl & Wonkhe

Achillies heel of NSS...

Three themes:

1. Link to criteria being clear in advance
2. Demonstrable application of that criteria
3. Consistency of marking

Belong

By Cibyl & Wonkhe

How fair has the marking and assessment been on your course?	I feel part of a community of students and staff			
	Strongly agree	Agree	Disagree	Strongly disagree
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Fair	49% ↓	67% ↑	61%	52%
Not very fair	5% ↓	11%	20% ↑	22% ↑
Not at all fair	0% ↓	1% ↓	5% ↑	16% ↑

Belong

By Cibyl & Wonkhe

Achillies heel of NSS…

Five themes:

1. Link to criteria being clear in advance
2. Demonstrable application of that criteria
3. Consistency of marking
4. Hadn’t taken into account their circumstances fairly (best of ability)
5. They have personal connections, I don’t

Belong

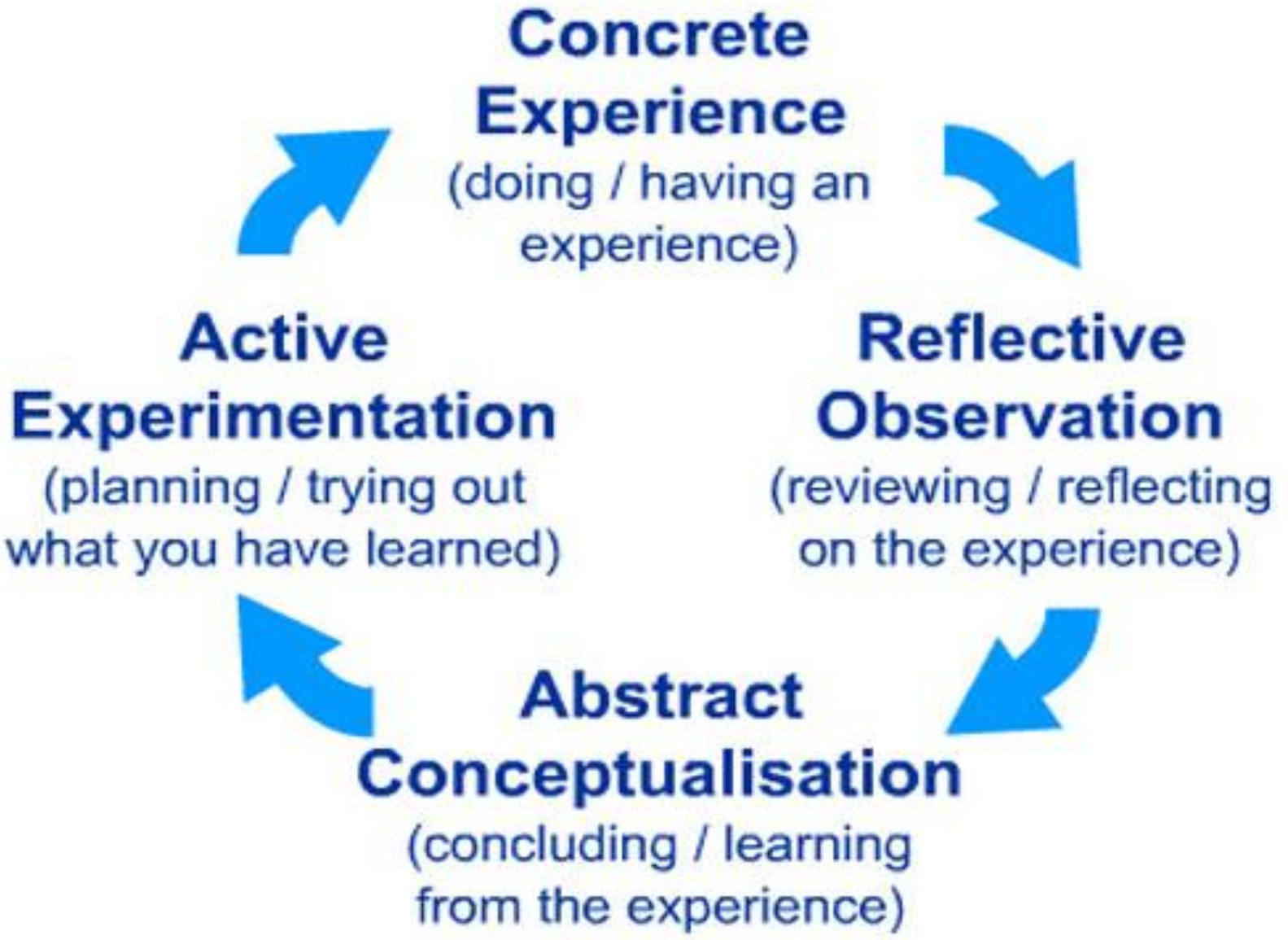
By Cibyl & Wonkhe

Why is assessment unfair?

- I had to take the first half of my course online due to visa issues which caused a huge gap in my experience and relation to the material in comparison to my class.
- Poor brief and not a good idea of what they want.
- I’m not one of the favourites.
- Often feels like a score for participation mark – very unfair as not all of us can be there all of them time.
- We've been told that multiple lectures go over to confirm the results. Nobody believes this.
- I feel like for some people is harder to get higher scores due to the differences in age (work experience, other further studies).
- I think I was severely under marked for an essay that I don't think was that bad, and others agree.
- It can sometimes feel as though we are thrown into the deep end with assessment. We have no exemplar work to study and understand, therefore it feels as though we're being graded on a skill that we haven't properly developed or understood.

Belong

By Cibyl & Wonkhe


Concrete Experience
(doing / having an experience)
Reflective Observation
(reviewing / reflecting on the experience)
Abstract Conceptualisation
(concluding / learning from the experience)
Active Experimentation
(planning / trying out what you have learned)

I feel part of a community of students and staff	Which of the following best describes your gender identity?	
	Man	Woman
Strongly agree	30% ↑	20% ↓
Agree	51%	54%
Disagree	15%	19%
Strongly disagree	4%	7%

Belong

By Cibyl & Wonkhe

I feel part of a community of students and staff	Disability/long term condition etc	
	Yes	No
Strongly agree	18% ↓	26% ↑
Agree	43% ↓	55% ↑
Disagree	26% ↑	15% ↓
Strongly disagree	13% ↑	4% ↓

Belong

By Cibyl & Wonkhe

		Prior schooling		
I feel part of a community of students and staff		Private/independent education	State education	School outside UK/Ireland
	Strongly agree	32% ↑	20% ↓	27%
	Agree	48%	52%	57% ↑
	Disagree	15%	21% ↑	13% ↓
	Strongly disagree	5%	8% ↑	2% ↓

Belong

By Cibyl & Wonkhe

I feel part of a community of students and staff	Home domicile		
	UK	EU/EEA	Outside EU/EEA
Strongly agree	21% ↓	11% ↓	31% ↑
Agree	50% ↓	60%	55%
Disagree	21% ↑	22%	11% ↓
Strongly disagree	8% ↑	8%	2% ↓

Belong

By Cibyl & Wonkhe

Power of community

		I feel part of a community of students and staff			
		Strongly agree	Agree	Disagree	Strongly disagree
I am good enough to be here	Strongly agree	41% ↑	18% ↓	14% ↓	24%
	Agree	45% ↓	64% ↑	49%	32% ↓
	Disagree	11% ↓	14%	29% ↑	20%
	Strongly disagree	3% ↓	4% ↓	8%	24% ↑

Belong

By Cibyl & Wonkhe

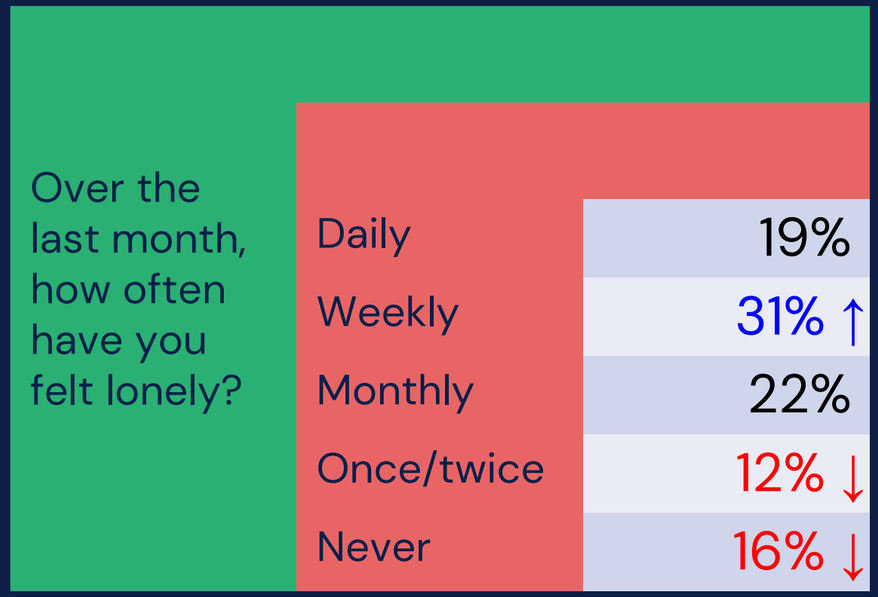
I feel part of a community of staff and students

Headline 2022: 61.8%

- Computing: 48%
- Media and comms: 74%
- Allied to medicine: 45%
- Psychology: 51%
- Social sciences: 46%

Belong

By Cibyl & Wonkhe



Belong

By Cibyl & Wonkhe

Community and loneliness

I feel part of a community of students and staff	Over the last month, how often have you felt lonely?				
	Daily	Weekly	Monthly	Once or twice	Never
Strongly agree	23%	18% ↓	22%	33% ↑	36% ↑
Agree	33% ↓	60% ↑	61% ↑	56%	47%
Disagree	31% ↑	17%	13% ↓	9% ↓	14%
Strongly disagree	14% ↑	5%	3%	2%	2% ↓

Belong

By Cibyl & Wonkhe

Community and time

		I am able to devote most of my time to being a student		
		Totally	Mostly	Not really
I feel part of a community of students and staff	Strongly agree	41% ↑	19% ↓	13% ↓
	Agree	48% ↓	59% ↑	44% ↓
	Disagree	9% ↓	17%	32% ↑
	Strongly disagree	2% ↓	5%	11% ↑

Belong

By Cibyl & Wonkhe

Distance...

		Round trip to campus in minutes					
I am able to devote most of my time to being a student		0	1-15	16-30	31-45	46-60	60+
	Totally	35%	35% ↑	27%	30%	22%	18% ↓
	Mostly	48%	55%	61%	55%	56%	55%
	Not really	17%	11% ↓	12%	15%	21% ↑	27% ↑

Belong

By Cibyl & Wonkhe

Burdens

		Term time part time work					
I am able to devote most of my time to being a student		0	1-5	6-10	11-15	16-20	21+
	Totally	34% ↑	30%	25%	26%	25%	15% ↓
	Mostly	57%	60%	54%	58%	54%	37% ↓
	Not really	9% ↓	11%	21% ↑	16%	20% ↑	48% ↑

Belong

By Cibyl & Wonkhe

Doing our best

		I am performing to the best of my ability on this course			
I am able to devote most of my time to being a student		Totally	Mostly	Not really	Not at all
	Totally	62% ↑	17% ↓	15% ↓	7% ↓
	Mostly	31% ↓	72% ↑	58%	45%
	Not really	7% ↓	11% ↓	27% ↑	48% ↑

Belong

By Cibyl & Wonkhe

Best of my ability	Man	Woman
Totally	30%	27%
Mostly	46%	46%
Not really	15%	19%
Not at all	5%	4%

Best of my ability	Disabled	Not
Totally	18% ↓	31% ↑
Mostly	42%	48%
Not really	26% ↑	15% ↓
Not at all	10% ↑	3% ↓

Belong

By Cibyl & Wonkhe

Why aren’t students attending?

- 1. Health (esp mental health)
- 2. Paid employment
- 3. Public transport and/or long journey
- 4. Teaching quality/format
- 5. Busy with assignments/independent study

Time is more precious now – students are weighing up best use of their time, and that is often not coming to campus

Belong

By Cibyl & Wonkhe

Why not (last 3)

- Combination of a waste of time, depression hitting hard, my physical state being ignored by the university with regards to walking back and forth from campus (it's too painful sometimes).
- Because the other lectures by that staff member had been very dull and about very simple concepts, so I felt I would be better served by just reading the content in my own time.
- Work, I'm come from a low social economic family and therefore have to work to afford living in Brighton (expensive city without the London maintenance loan).
- I either felt unmotivated, depressed, unprepared or anxious - scared to be asked questions and have to speak
- Sometimes staff are funny about lateness – I commute an hour by car and occasionally would be 10 minutes late , if they were rude in class about it I just wouldn't turn up next time I was late because I don't see the point when it's our money paying them they shouldn't really care.

Belonging qual

- I still don’t really know anyone on my course
- There was a session when we talked about our ideas and home lives that we all bonded over
- Thew rep for our course organizes sessions in the LRC where we work together
- We worked on a project together in the first week and were put in groups of people we would npt normally sit with
- There should be organized mixing between students from different countries

Belong

By Cibyl & Wonkhe

		Confidence		
		Very confident + Confident	NCNNC	Unconfident + Very unconfident
To what extent do you feel confident about	Navigating the campus	82% ↑	12% ↓	6% ↓
	How to avoid academic misconduct	84% ↑	12% ↓	4% ↓
	Using the library and learning resources	81% ↑	13% ↓	6% ↓
	Accessing and using the IT equipment and software I need to succeed	76% ↑	16%	8% ↓
	The foundational skills and knowledge needed to do well on the course	74% ↑	15% ↓	10%
	Working with other students in groups	74% ↑	15% ↓	11%
	Making the most of lectures	76% ↑	15% ↓	9% ↓

Belong

By Cibyl & Wonkhe

		Confidence		
To what extent do you feel confident about		Very confident + Confident	NCNNC	Unconfident + Very unconfident
	What I have to do to get a good grade on my course	67%	23% ↑	11%
	Approaching and discussing my progress with academic staff	65% ↓	21%	14%
	Spending my time during independent study productively	70%	15% ↓	14%
	Knowing what to do when others' behaviour is unacceptable	64% ↓	23% ↑	13%
	Knowing what to do when an aspect of the delivery of my course is unacceptable	53% ↓	26% ↑	21% ↑
	Understanding how my final mark is calculated	58% ↓	24% ↑	18% ↑
	What is needed to get a graduate job	46% ↓	27% ↑	27% ↑

Belong

By Cibyl & Wonkhe

	Home domiciled school	
	Private	State
What I have to do to get a good grade on my course		
Very confident	25%	16% ↓
Confident	42%	48%
NCNU	28%	24%
Unconfident	5%	9%
Very unconfident	1%	3%

Belong

By Cibyl & Wonkhe

		Gender identity	
		Private	State
What I have to do to get a good grade on my course	Very confident	30% ↑	16% ↓
	Confident	45%	47%
	NCNU	18% ↓	25%
	Unconfident	5% ↓	10% ↑
	Very unconfident	2%	3%

Belong

By Cibyl & Wonkhe

What I have to do to get a good grade on my course	I feel part of a community of staff and students			
	Strongly agree	Agree	Disagree	Strongly disagree
Very confident	43% ↑	16% ↓	9% ↓	8% ↓
Confident	45%	56% ↑	31% ↓	22% ↓
NCNU	9% ↓	21%	37% ↑	37% ↑
Unconfident	3% ↓	6% ↓	19% ↑	16% ↑
Very unconfident	0% ↓	1% ↓	4%	18% ↑

Belong

By Cibyl & Wonkhe

Becoming

- All the inform,ation in one place
- Support for state school students who lack the foundational knowledge lecturers presume you'll have
- I feel I am a person that needs a lot of reassurance, and this is hard when there is so many people within each school, so no one gets known on a personal level.
- Before the semester begins, more time to introduce how to adapt to university.
- Making people feel like they belong.
- Make small student groups where we can support each other, among peers

Belong

By Cibyl & Wonkhe

Personal tutoring?

	Minimum (requirement)	Maximum (normally in the range of)
Number of meetings/year/student (Undergraduate)	8	12-24
Number of meetings/year/student (Postgraduate Taught)	5	8-10
Number of Tutees/Personal Tutor	5	50

- Possible in a mass system?
- Unit of resource will continue to fall
- Student ability/willingness to take part under pressure
- Complexity is the reality and consistency is increasingly the requirement
- CMA on academic policies – implied terms

WONKHE SUs

Power of community

		I feel part of a community of students and staff			
		Strongly agree	Agree	Disagree	Strongly disagree
How well have teaching staff supported your learning?	Very well	70% ↑	35% ↓	21% ↓	17% ↓
	Well	28% ↓	55% ↑	56% ↑	53%
	Not very well	1% ↓	9%	19% ↑	15%
	Not at all well	1% ↓	2% ↓	5%	16% ↑

Belong

By Cibyl & Wonkhe

Qual on PTs

- There are supposed to be personal tuors but I’ve never met mine
- We have sessions with staff other students but I have to work
- I said about childcare and my job but he said I need to treat my studies as full time
- The lecturers are all quite intimidating
- I keep myself to myself and don’t feel comfortable talking to staff
- I asked for help but felt quite patronized
- We all support eachother rather than going to staff for help

Belong

By Cibyl & Wonkhe

Netherlands

- Netherlands' Expertise Centre for Diversity Policy – extensive quantitative and qualitative research on both the access and participation of students from Black and Minority Ethnic backgrounds.
- Academic integration was important – introductory programmes familiarising students with the degree course seemed effective.
- Having accessible staff who created an environment in which "a student feels part of the course and is challenged", was also seen as a major positive factor in increasing student motivation.
- Small student associations "appeared to be the best means of bridging the gap" between isolated ethnic minority students – having a "positive impact" on student retention.
- Key to reducing differences in study success between student characteristics was summarised as "learning communities" where "small scale" was "consistently implemented".
- Small groups, short projects, associative activity, rotated student involvement with each other and staff, and opening out only when all students were ready – leading later to more independent and autonomous study.

WONKHE
SUs

VU Amsterdam

Student mentors are trained to meet with their group and plan activity that causes students to

- Become acquainted with their degree programme and fellow students;
- Be familiar with the campus and the city;
- Participate in activities performances staged by other students;
- Participate in workshops that help students prepare for their studies;
- Understand more about the associations and activities on offer in the city.

WONKHE SUs

- “You will no longer feel awkward: when you walk into the lecture hall a few weeks later, you already know everyone.”
- There are versions for master’s students, adaptions for international students, and even a parallel programme led by students for students who are first in the family.

WONKHE
SUs

DTU Studiestart

https://www.youtube.com/watch?v=c0nHtQ3xqUo

WONKHE
SUs

DTU

Student delivery

What are students responsible for?

- Getting to know the landscape
- Getting to know one another
- Introduction to course PDP tracking system (eportfolio system)
- Getting connected/ critical connections
- Preparing for success
- Enhancing your future

WONKHE SUs

Coach trip

What about personal tutoring and academic support?

- “We would not expect the staff to give us that. That is what we students do”

How are study skills done here?

- ”Students do that we have four projects

What is your course rep system?

- “We don’t have a system like that but every student signs up to do something for other students, like coffee or jobs and business liaison

How do students find the time if they have jobs

- “When we organize it we make it work, often times it happens in the evening or in the city”

WONKHE SUs

Student sign up

How many students are involved?

“what do you mean”

In things like study skills support or being a mentor, what’s the percentage

“we all are”

London Met’s Education Officer:

“All of us do something. The actual rep probably did the least haha”

“We tried to instigate conversations about us not just the delivery”

WONKHE SUs

Student sign up

Course Evaluator Against criteria Works off metrics	**Social coordinators** Low level, social capital	**Orientation Experts** To the course, the campus, the city	**Student success champions** What do students need to do to succeed
Individual Advocates What if students have a problem - signposting	**Study confidence gurus** Study skills and assessment queries	**Career boosters** Student led and fronted activity – often competition/project based	**Subject specialists** Curriculum and co-curricular immersion

WONKHE
SUs

Coach trip

- Deep ends - large group lectures on dos and don’ts, large class sizes, reduced contact hours, big parties, intimidating campuses and student bodies in multiple cities of 50, 60 even 70,000 students.
- BUT subject and programme associations (not reps) were important. Students were consistently more enthusiastic about collaboration and group work. Spaces were cosier.
- It’s not that getting new students into “family groups” of between 5 and 15 students, to be mentored by more experienced students, is something that can’t be found from time to time in the odd medical school or international office in the UK.
- Scale and ambition of those programmes right across the countries we’ve seen – almost always led by students’ associations whose concerns include both social and academic integration – puts what is done in the UK to shame.

WONKHE
SUs

Netherlands

- Possible and tempting to improve non-continuation or even success rates by assuming that the “shallow end” is about things being easy.
- But making academic activity itself less challenging, while leaving the environment around it hard to navigate might be misreading what a necessary “shallow end” is – and it may well be that swapping around those assumptions is what leads to happier and more successful students.
- And more fundamentally, it’s starting to become clear that while European HE has massified along with the UK, the idea of retaining the “small” in that massified system has come to be regarded as disproportionately important to transition, satisfaction and attainment.

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Shallow ends and students

- Finding ways to make small happen – in groups, teams, encounters, projects, and orientation – rather than hoping that throwing people into the massive will result in anything other than isolation.
- Finding ways to support students to support students is good for belonging, good for activity design, good for outcomes and good for workload
- Mass participation and the complexities of corporate governance cause a drift to centralisation and the professionalisation of programmes – when it's communities, collegiality, reciprocity and informality that make us feel better.
- The number one issue in the youth mental health crisis is anxiety, and "feeling part of a community of staff and students" is a demonstrably good predictor of academic confidence and high levels of wellbeing.
- And for all of us that survived and thrived as students in higher education earlier in our lives, it's about remembering that we almost certainly did so in contexts that were less intimidating, less overwhelming and well just smaller than they are today.

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Community

- Massification creates deeper ends
- But community, reciprocity, care for the success of others doesn’t have to be in our past

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